

Grand County School District

EACH STUDENT, EVERY DAY.

Grand County School District Board of Education

Regular Board Meeting - Nov 19 2025

Wednesday, November 19, 2025

5:15 PM

In Attendance: Melissa Byrd, Kathy Williams, Dave Bierschied, Jenna Woodbury, Matthew Keyes (Superintendent ad Interim), NaShay Lange (Administrative Assistant)

Also in attendance: Jill Tatton, Judy Sweeney, Jeremy Spaulding, Mikalyn Steinbrueck, Melissa Roy, Kaci McKinney, Kristi Nichols, Torrie Guerrero, Kari Barnard, Holly Harris, Kyle Greene, Don Phillips, Alex Buxton (6:19 pm)

Melissa Byrd called the meeting to order at 5:15 PM

Absent: Lauralee Green and Jeri Hamilton

Pledge of Allegiance led by Sarah Henderson

Mission Statement read by Jenna Woodbury

Page

1. **Approval of Agenda**

Move to approve the agenda.

Moved by: Jenna Woodbury

Seconded by: Dave Bierschied

Passed 4-0 with Lauralee Green absent.

2. **Public Comments**

Judy Sweeney - will all ESPs receive the bonus or are only certain ESPs receiving the bonus? Matthew said we are following the state guidelines

on that. What does ESP stand for? Educational Support Professional.

3. Student Body President Report

He is at dress rehearsal. He wants everyone to know they are invited to attend the play.

4. Board Recognitions

a. Students of the Month

HMK

- Conner Smith, Kindergarten - present
- Ryatt Shumway, 1st Grade - present
- Maria Leon-Montes, 2nd Grade - present
- Oliver Smith, 3rd Grade - present
- Dylaine Cly, 4th Grade - present
- Harper Davis, 5th Grade - present
- Porter Hall, 6th Grade - not present

MLHMS

- Hannah Hays, 7th Grade - not present
- Kash McCandless, 8th Grade - present

GCHS

- Gemma Phillips, Junior - present
- Josh Kelley, Senior - not present

5. Items for Discussion

a. Audit Presentation

The Board will be presented with the findings of the Audit for the 2024/25 school year.

Kyle Greene is here from Squire and Company to review the findings from the audit. Currently still waiting on the government to issue the second part of the audit. Therefore, we only have the Financial Statment part of the audit report for tonight.

The audit opinion is fair with the information provided that was needed in order to justify and support that opinion.

Page 14 of the report - three major funds. 5% is allowed to be set aside and requires the board to make any changes to that balance. General Fund balance is sitting at 17.4 million. Debt Service Fund is 2.7 million. Capital Outlay sits at 5.3 million.

Page 16 - 22.5 million comes from property taxes for our revenues. Almost a 2.8 million increase before we subsidized the food service program. It is not an abnormal thing to have a transfer to the food service program, especially with smaller districts. Matt talks about how Jeri and Sarah are working diligently to spend more cautiously and work on collections. More breakdown of information can be seen on page 44 of the report.

About 3 years left on the geo bonds, but we are looking at refunding soon.

The district has about 70% set aside in the fund balance.

\$0.55 of every \$1.00 goes into the classroom.

Anticipating one finding with the federal audit - the District submitted their report but Beacon has not submitted their report. Matt explains the situation with Beacon being financially dependent but fiscally independent.

State compliance we are not expecting any findings - so it would be clean.

b. Bond Refunding - Information

15 - 61

Superintendent Keyes & Alex Buxton, Zions Bank Public Finance, will report on the progress of the Bond Refunding.

[Bond Rating Presentation](#) 

Things have been moving forward quickly. Bond refunding from S&P. A lot of work was done in preparation of the meeting. District received an A+ rating which helps in purchasing and selling the bonds. We are looking to do this the second weeks of December (hopefully closing the bonds December 16th to 18th). This new interest rate would save the tax payers a lot of money. They felt that the management is good and strong. Reserves are healthy. Finances are in a good spot. They wish we weren't such a tourist community but that isn't anything that we can control or do anything about. The

better the credit rating the lower the interest rate.

- c. High Reliability Schools - Information 62 - 157
Superintendent Keyes will discuss HRS Survey Results and Next Steps.

[GCHS Admin-Teacher](#) 

[GCHS Parent-Student](#) 

[MLHMS Admin-Teacher](#) 

[MLHMS Parent-Student](#) 

[HMK Admin-Teacher](#) 

[HMK Parent-Student](#) 

The results above are step 1. Step 2 is a 75 minute webinar with focus on what we need to prove and improve. Anything below 3.5 it is something that we need to look at (whether that is making changes with communication or making changes to have it happen). We meet again in March with our HRS representative. Communication, PLS, Student Center Schedules - all areas that we are working on to work on Communication and Collaboration. The questions on the surveys changed based on the level the school is on is the series. The levels are determined by each school but our goal is to make the movements together as a district.

- d. Review of New Policies Previously Posted for Public Comment - Discussion 158 - 180

The Board will review and discuss the new policies from the USBA for 2025. These policies were previously posted on the District website for public comment.

[DAHA Drug Testing of Other Employees redline.docx](#) 

[DKF Military Leave redline.docx](#) 

[DMBA Employee Work Information Privacy redline.docx](#) 

[ECL Curriculum Firearm Safety redline.docx](#) 

[EFE Grading Packet Credit redline.docx](#) 

[EHC Graduation Focused Graduation Pathway redline.docx](#) 

[FDACG Health Requirements and Services Mental Health Treatment redline.docx](#) 

[FDD School Meal Payments redline.docx](#) 

[FDEB Prohibited Food Additives redline.docx](#) 

[FGF Student Privacy and Modesty redline.docx](#) 

[GM Flags on School Property redline.docx](#) 

[2025 USBA & GCSD Model Policies Chart](#)

Question about the FDEB - only two of our breakfast cereal bars have the additives. The Board has the choice to move forward with or without the policy. This brought about conversation about the new policy that Holly has implemented about snacks at school as well. Melissa Roy talks about snacks in the classroom and this policy making it more difficult for parents to provide snacks and birthday treats. NaShay Lange spoke as a parent with a kindergartener stating that kinders have lunch at 10:45 in the morning and then don't get out of school until 2:45 which is a long amount of time for children of that age to go without eating. Board decides to remove this policy from approval later this evening to allow additional time to discuss the policy.

EHC - this policy may be adjusted in the future from work being done by Cari Caylor and Sue Winkler. Or we can leave this off for tonight and circle back around to it in the future. Matthew recommends approving the policy tonight and making changes in the future as needed.

- | | | |
|----|---|-----------|
| e. | Review of Policies with Changes Regarding "Certified" and "Classified" - Discussion | 181 - 204 |
|----|---|-----------|

The Board will review the policies from USBA that have changes in reference to the terms "certified" and "classified" employees.

[BDAB President of the Board Duties redline.docx](#) 

[BLA Administrative Personnel Principals redline.docx](#) 

[CGA School Plant Hazardous Materials redline.docx](#) 

[DBB\(N\) Contracts Education Support Professionals redline.docx](#) 

[DBD\(N\) Limitations on Extra Duty Assignments redline.docx](#) 

[DGA\(N\) Education Support Professional Evaluation redline.docx](#) 

[DHC Redress of Grievances redline.docx](#) 

[DKBA District Employee and Student Relations redline.docx](#) 

*Note: Three (3) Policies were left off. DHA(N), DHB(N), and DKC(N)

The three left off have made been messy with the changes in terminology.

- f. Review of Policies with Non-Substantive Changes - Discussion 205 - 525
The Board will review the policies from USBA that have non-substantive (citations, date, and minor word) changes. This is the second reading of these policies.

[BAA Board Powers and Duties redline.docx](#) 

[BBA Board Members Eligibility and Qualifications redline.docx](#) 

[BBB Board Members Elections and Redistricting redline.docx](#) 

[BDA Board Internal Organization Other Officers redline.docx](#) 

[BE Board Meetings redline.docx](#) 

[BEB Board Meetings Recordings and Minutes redline.docx](#) 

[BEC Closed Meetings redline.docx](#) 

[BEE2 Board Meetings Electronic Meetings redline.docx](#) 

[BFA School Closures and Boundary Changes redline.docx](#) 

[BJB Superintendent Qualifications and Responsibilities redline.docx](#) 

[BKB Business Administrator Qualifications and Responsibilities redline.docx](#) 

[BU District Annual Reports redline.docx](#) 

[CAB Revenue and Budgeting Local Revenue redline.docx](#) 

[CAD District Audit Committee redline.docx](#) 

[CAF Financial Reporting redline.docx](#) 

[CAG District Fiscal Responsibilities redline.docx](#) 

[CBA General Procurement Policies redline.docx](#) 

[CBB Awarding Contracts by Bidding redline.docx](#) 

[CBD Awarding Contracts by Request for Proposals redline.docx](#) 

[CBDA Request for Statement of Qualifications redline.docx](#) 

[CBDB Approved Vendor List Process redline.docx](#) 

[CBDC Procurement of Professional Services redline.docx](#) 

[CBE Small Purchases redline.docx](#) 

[CBF Exceptions to Standard Procurement Processes redline.docx](#) 

[CBH Interaction With Other Procurement Units redline.docx](#) 

[CBJ Contractor Oversight redline.docx](#) 

[CBJA Education Contractor Oversight redline.docx](#) 

[CCB Construction Bonds and Security redline.docx](#) 

[CCC Limitation on Change Orders redline.docx](#) 

[CCE Construction Management Methods redline.docx](#) 

[CCF Procurement of Design Professional Services redline.docx](#) 

[CCG Construction and School Site Acquisition Requirements redline.docx](#) 

[CDA Procurement Protests redline.docx](#) 

[CEC School Resource Officer Contracts redline.docx](#) 

[CJ Transportation redline.docx](#) 

[CJAA Transportation Planning and Funding Funding redline.docx](#) 

[CJAC Transportation Planning and Funding Route Planning redline.docx](#) 

[CK Cash Receipts and Expenditures redline.docx](#) 

[DAA Employment Objectives Nondiscrimination redline.docx](#) 

[DABB Employment Student Support Scope of Practice redline.docx](#) 

[DAC Employment Background Checks redline.docx](#) 

[DAJ Accommodations for Employee Religious Belief or Conscience redline.docx](#) 

[DBG Reemployment of Retired Employees redline.docx](#) 

[DDA Reporting of Child Abuse redline.docx](#) 

[DDB Reporting of Student Prohibited Acts redline.docx](#) 

[DDAA Child Sexual Abuse and Human Trafficking Prevention Education for Employees redline.docx](#) 

[DEAB Procurement of Workers Compensation Insurance redline.docx](#) 

[DKAB Hiring Preference of Veterans and Veteran's Spouses redline.docx](#) 

[DKB Sexual Harassment redline.docx](#) 

[DKE Postpartum and Parental Leave redline.docx](#) 

[DMA Employee Acceptable Use of Personally Owned Electronic Devices redline.docx](#) 

[DMB Employee Acceptable Use of District Electronic Devices redline.docx](#) 

[DMC Use of District Email for Political Purposes redline.docx](#) 

[EBA\(p\) Term of Instruction School Year redline.docx](#) 

[EBB Term of Instruction School Day redline.docx](#) 

[ECE Curriculum College Course Work redline.docx](#) 

[ECG Curriculum American Heritage redline.docx](#) 

[EDB Special Programs Dropout Prevention and Recovery redline.docx](#) 

[EEEA Instructional Resources Evaluation and Selection of Library Material redline.docx](#) 

[EEEC Instructional Resources Evaluation of Other Learning Material redline.docx](#) 

[EFC Grading Participation of Private and Home School Students in Statewide Assessments redline.docx](#) 

[EGA Guidance Individual Learning Plan Plan for College and Career Readiness redline.docx](#) 

[EHE Graduation Adult Education Graduation redline.docx](#) 

[FA Equal Educational Opportunities redline.docx](#) 

[FAB Transgender Students redline.docx](#) 

[FABB Use of Sex-Designated Facilities redline.docx](#) 

[FAD Student Notifications redline.docx](#) 

[FBBA Dual Enrollment redline.docx](#) 

[FBBB Participation in Online Education redline.docx](#) 

[FDAD Health Requirements Communicable Diseases redline.docx](#) 

[FDAF Concussions and Head Injuries redline.docx](#) 

[FDF Positive Behaviors Plan redline.docx](#) 

[FF\(p\) Student Activities redline.docx](#) 

[FFD Student Activities Nonenrolled students in extracurricular activities redline.docx](#) 

[FGAD Student Rights and Responsibilities Bullying redline.docx](#) 

[FGD Interrogations and Searches redline.docx](#) 

[FHAB Safe Schools Sexual Harassment redline.docx](#) 

[FHAE Safe Schools Disruptive Student Behavior redline.docx](#) 

[FHAG Tobacco and Electronic Cigarettes redline.docx](#) 

[GB Public Complaints redline.docx](#) 

[GD Parent Access to District Instructional Material redline.docx](#) 

[GF Fundraising and Donations redline.docx](#) 

[GFA Private and Non-School-Sponsored Activities and Fundraising redline.docx](#) 

[GK Educational Authority of Separated Parents redline.docx](#) 

*Note: FDAC(p) was removed.

EBA(P) and FF(P) were personalized, but Matt was able to change out the citations.

Melissa would like to pull FGAD, DKE has substantive changes.

EHE has two options - we are a District that operates under Option A.

6. Staff & Community Reports

a. Board Committee Reports

Finance Committee - Present about district health and cyber security. Moab community was presented about as well. Talked about the up and coming projects that could and likely would increase the future tax revenues.

Negotiations on Monday - GSEA - Judy Sweeney is the new President. Mel Dolphin is VP. Rae Lynn Mason and DeeAnn Cobb are the Secretaries. Superintendent needs to start working on the calendar for next year.

b. Superintendent Report

Things have been busy.

We are pushing through to the end of the HMK remodel. The last 10% is the final piece.

National School Board Association Conference - we are still in the early bird dates.

c. Business Administrator Report

Working diligently to push through a lot of grants.

- | | | |
|----|---|-----------|
| d. | <p>Monthly School Reports</p> <ul style="list-style-type: none"> • GCPS  • HMK  • MLHM - Discussion about comparing the previous years of different subject matter testing. • GCHS - A lot of discussion on deep dive of graduation rate represented from the High School versus from the State. Discussion regarding data for common lit and the desire for data in the future for math. | 526 - 534 |
| e. | <p>Community Coordinator Report</p> <p>Community Coordinator November </p> <p>Shifts have been made with the Department of Education. We should know more come January.</p> | 535 - 536 |

7. Consent Agenda

- | | | |
|----|---|-----------|
| a. | <p>Minutes</p> <p>Regular Board Meeting - Oct 15 2025 - Minutes - Html </p> <p>Regular Board Meeting - Oct 15 2025 - Minutes - Html </p> | 537 - 552 |
| b. | <p>Personnel</p> <p>November 2025 Personnel List.pdf </p> | 553 |
| c. | <p>Financial Reports</p> <p>Detailed Check Register - October 25.pdf </p> <p>Expenditure Report - October 25.pdf </p> <p>Revenue Report - October 25.pdf </p> | 554 - 631 |
| d. | <p>Out of State Travel</p> <p>Out of State Travel - Plain Talk Conference.pdf </p> <p>Conference in New Orleans - focused on literacy. These teachers have never been.</p> <p>OOST - Wrestling.pdf </p> <p>Out of State Travel - Superintendent ad Interim </p> <p>HRS reps have strongly requested that Matt attend.</p> <p>Move to approve the Consent Agenda.</p> | 632 - 635 |

632 - 635

Moved by: Dave Bierschied

Seconded by: Kathy Williams

Passed 4-0 with Lauralee Green absent.

8. Possible Action Items

a. Approval of Audit

Earlier this evening, Squire and Company presented the 2024-25 Grand County School District Audit Report to the Board.

Move to approve the Audit Report from Squire & Company for 2024-25 year ending on June 30th 2025.

Moved by: Kathy Williams

Seconded by: Dave Bierschied

Passed 4-0 with Lauralee Green absent.

b. Approval of New Policies.

New policies from USBA have been posted on the district website for public comment. There have been no comments regarding those policies. The Board may now vote to approve those policies.

Move to approve new policies: DAHA, DKF, DMBA, ECL, EFE, EHC, FDACG, FDD, FGF, and GM.

Moved by: Jenna Woodbury

Seconded by: Dave Bierschied

Passed 4-0 with Lauralee Green absent.

c. Approve Policies Related to "Certified" and "Classified" Employee Terminology Changes.

The Board has reviewed policies relating to "certified" and "classified" employee language changes and may now vote to adopt.

Move to adopt policies: BDAB, BLA, CGA, DBB(N), DBD(N), DGA(N), DHC, and DKBA.

Seconded by: Kathy Williams

d. Approve the Adoption of Policies with Non-Substantive Changes.

Move to adopt policies: BAA, BBA, BBB, BDA, BE, BEB, BEC, BEE2, BFA, BJB, BKB, BU, CAB, CAD, CAF, CAG, CBA, CBB, CBD, CBDA, CBDB, CBDC, CBE, CBF, CBH, CBJ, CBJA, CCB, CCC, CCE, CCF, CCG, CDA, CEB, CEC, CJ, CJAA, CJAC, CK, DAA, DABB, DAC, DAJ, DBG, DDA, DDB, DDAA, DEAB, DKAB, DKB, DMA, DMB, DMC, EBA, EBB, ECE, ECG, EDB, EEEA, EEEC, EFC, EGA, EHE, FA, FAB, FABB, FAD, FBBA, FBBD, FHAD, FDAF, FDF, FF, FFD, FGD, FHAB, FHAE, FHAG, GB, GD, GF, GFA and GK.

Seconded by: Jenna Woodbury

9. Communications

Kathy and Dave - none.

Melissa - Lauralee is working on our schedule with aiming to hit each of the schools every month which would mean three site visits per month per campus (staff meeting, community counsel, cool activities, etc).

10. Advanced Planning

[Advanced Planning - November 2025.pdf](#)

Tuesday the 2nd at 1pm for Agenda Planning.

Dave requests a quarterly Facilities meeting.

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11. Executive Session

Not needed tonight.

12. Action Items as Per Executive Session

13. Adjournment

Move to adjourn the meeting.

Moved by: Dave Bierschied

Seconded by: Kathy Williams

Meeting adjourned at 7:38 pm.



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LBA of GRAND COUNTY SCHOOL DISTRICT

Lease Revenue Refunding Bonds, Series 2025

Rating Presentation



Members-only attachment

- I. Introduction
- II. Overview of the Grand County School District
- III. Grand County School District Economy
- IV. Grand County School District Financial Operations
- V. Q & A

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LBA of GRAND COUNTY SCHOOL DISTRICT

Introduction



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- ❖ Kathy Williams: Board Vice President
- ❖ Mathew Keyes: Interim Superintendent
- ❖ Jeri Hamilton: Interim Business Administrator
- ❖ Alex Buxton: Municipal Advisor

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Lease Revenue Refunding Bonds, Series 2025

- ❖ \$19,855,000* Lease Revenue Refunding Bonds
- ❖ 14-year amortization; 10-year par call
- ❖ Being issued to refund Series 2019 lease revenue bonds previously issued by the District
- ❖ Rating by Tuesday, November 18, 2025
- ❖ Negotiated Sale (BofA Underwriter) on Wednesday, December 3, 2025

* Preliminary, subject to change

2025 Bond Amortization Schedule

Date	Principal*	Interest*	Total P&I*
6/15/2026	- \$	493,617.36 \$	493,617.36
12/15/2026	1,005,000.00	496,375.00	1,501,375.00
6/15/2027	-	471,250.00	471,250.00
12/15/2027	1,055,000.00	471,250.00	1,526,250.00
6/15/2028	-	444,875.00	444,875.00
12/15/2028	1,110,000.00	444,875.00	1,554,875.00
6/15/2029	-	417,125.00	417,125.00
12/15/2029	1,165,000.00	417,125.00	1,582,125.00
6/15/2030	-	388,000.00	388,000.00
12/15/2030	1,230,000.00	388,000.00	1,618,000.00
6/15/2031	-	357,250.00	357,250.00
12/15/2031	1,290,000.00	357,250.00	1,647,250.00
6/15/2032	-	325,000.00	325,000.00
12/15/2032	1,355,000.00	325,000.00	1,680,000.00

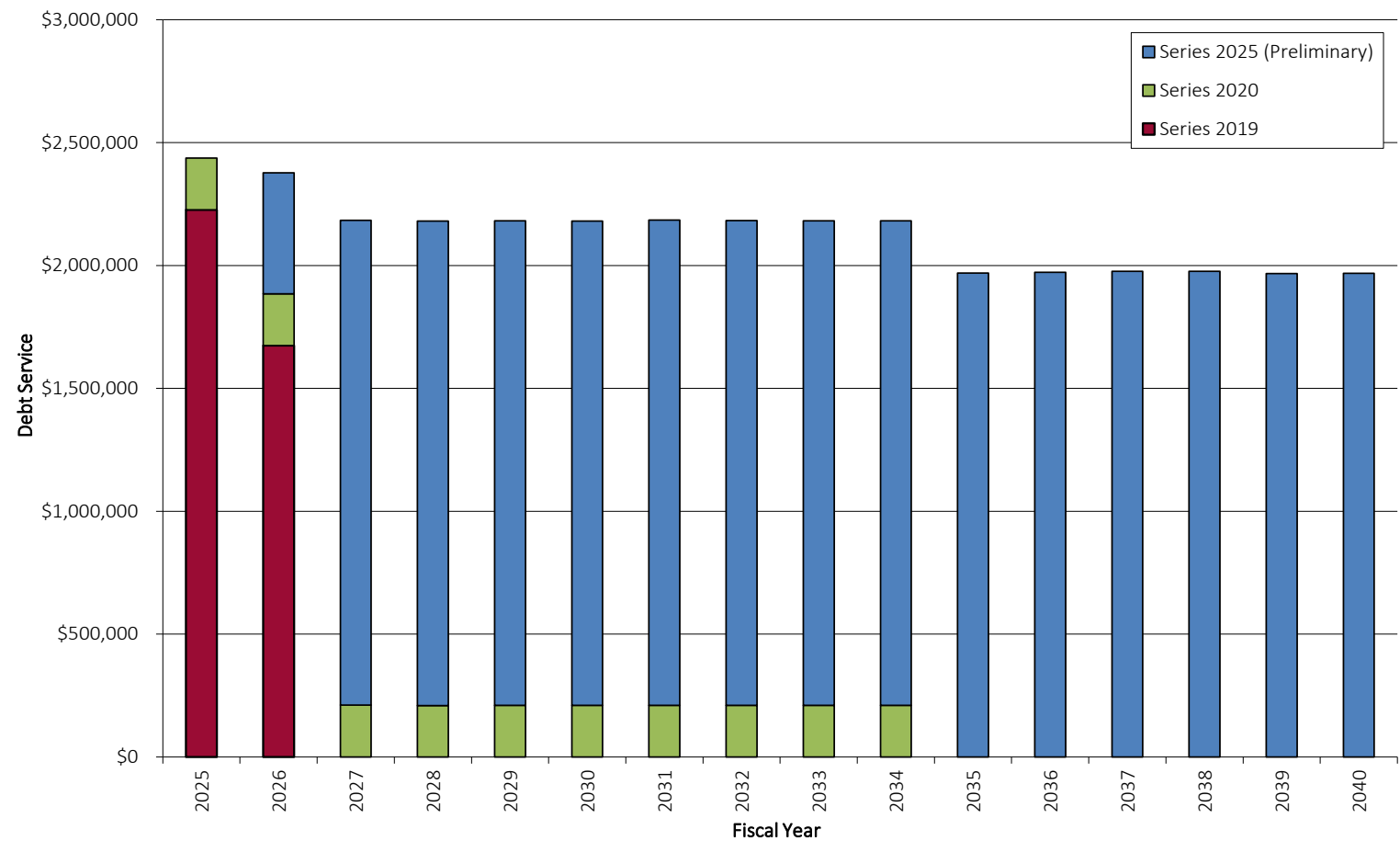
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Date	Principal*	Interest*	Total P&I*
6/15/2033	-	291,125.00	291,125.00
12/15/2033	1,425,000.00	291,125.00	1,716,125.00
6/15/2034	-	255,500.00	255,500.00
12/15/2034	1,495,000.00	255,500.00	1,750,500.00
6/15/2035	-	218,125.00	218,125.00
12/15/2035	1,575,000.00	218,125.00	1,793,125.00
6/15/2036	-	178,750.00	178,750.00
12/15/2036	1,660,000.00	178,750.00	1,838,750.00
6/15/2037	-	137,250.00	137,250.00
12/15/2037	1,745,000.00	137,250.00	1,882,250.00
6/15/2038	-	93,625.00	93,625.00
12/15/2038	1,825,000.00	93,625.00	1,918,625.00
6/15/2039	-	48,000.00	48,000.00
12/15/2039	1,920,000.00	48,000.00	1,968,000.00
Total	\$ 19,855,000.00	\$ 8,241,742.36	\$ 28,096,742.36

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* Preliminary, subject to change

Outstanding Debt



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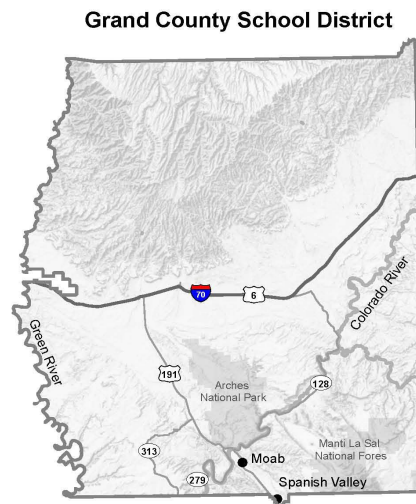
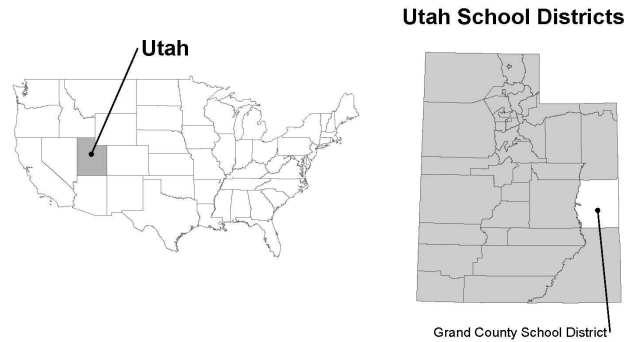
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LBA of GRAND COUNTY SCHOOL DISTRICT

Overview

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Grand County School District



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Grand County School District

- ❖ The District, established in 1883, shares common boundaries with the County.
- ❖ The County had 9,788 residents according to the 2024 U.S. Census estimate and ranked as the 22nd most populous county in the State of Utah (out of 29 counties).
- ❖ The County covers 3,692 square miles and is in the southeastern portion of the State of Utah.
- ❖ Most of the land within the District is comprised of National Forest lands. Within the County are Arches National Park, portions of the La Sal Mountains, the Book Cliffs, and the Uintah and Ouray Indian Reservations.
- ❖ The Colorado and Green Rivers, as well the red sandstone cliffs, make the County a recreational destination.
- ❖ The District's offices are in the City, the county seat of the County.
- ❖ A small portion of the District lies in unincorporated San Juan County, Utah (within this area are 140 students who have always attended school located in the District).
- ❖ The City, incorporated in 1902, serves as the county seat of the County and had approximately 5,221 residents according to the 2024 Census estimates.

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Mission Statement—

Our mission is to put each student first every day.

Grand County School District provides a strong learning foundation for the youth in our community, based on our whole child, whole school, whole community approach.

Moab's social and environmental diversity challenges students to become the next generation of compassionate and resourceful leaders.

By cultivating a safe and engaging environment that promotes a lifelong passion for learning GCSD inspires and empowers students for tomorrow.

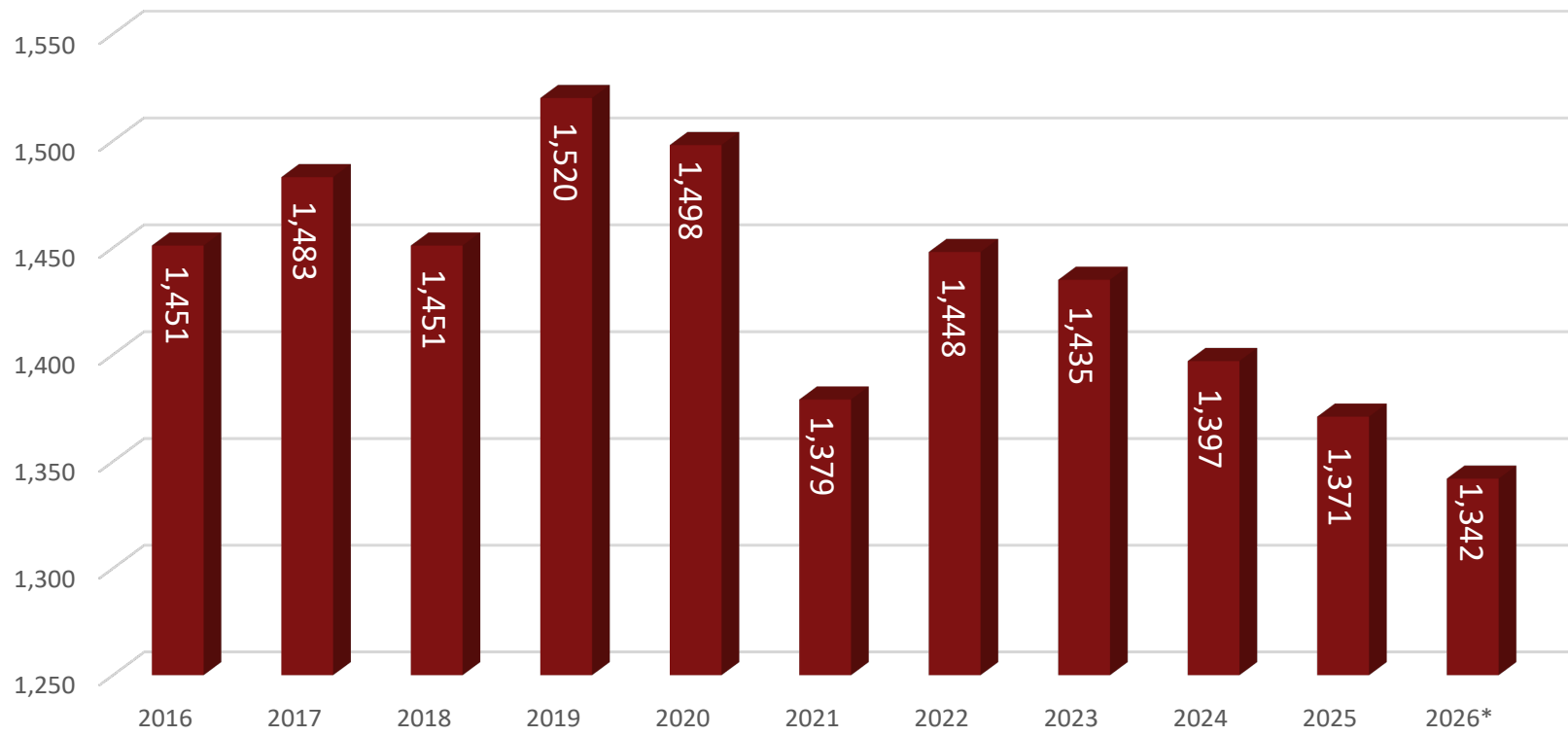
❖ The District presently operates 4 schools:

- 1 preschool (pre-K)
- 1 elementary school (K-6)
- 1 middle school (7-8)
- 1 high school (9-12)



Historic Enrollment (October 1)

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* Projected
Source: Utah State Office of Education

LBA OF SCHOOL DISTRICT

Office	Person	Years Of Service	Expiration of Current Term
President	Melissa Byrd	11	December 31, 2029
Vice President	Katherine K. Williams, M.D.	6	December 31, 2026
Trustee	Dave Biershied	1	December 31, 2026
Trustee	Jenna Woodbury	1	December 31, 2029
Trustee	Lauralee Green	1	December 31, 2029
Secretary/Treasurer	Jeri Hamilton	<1	Appointed

(Source: the District.)

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❖ Cybersecurity Measurers

- Layered defense strategy which begins at the network edge with the **UEN Content Filter**. This enforces CIPA compliance and blocks known malware and malicious sites from entering our environment.
- Continuous, centralized oversight through the **Adlumin Security Operations Platform** (provided via UEN), which functions as our **\$24/7/365\$ Security Operations Center (SOC)** for holistic threat hunting and rapid incident response across our entire infrastructure.
- Complemented by the **Fortinet EDR (Endpoint Detection and Response)** system, which actively monitors and neutralizes sophisticated threats directly on all district devices, even when off-campus.
- At this stage, our IT team consistently improves data hygiene by actively **removing stale accounts and cleaning up stale or overused passwords** to minimize the overall attack surface.
- Framework—from perimeter to endpoint, supported by expert monitoring and internal practices—is further reinforced by mandatory **Multi-Factor Authentication (MFA)** and tested.
- **Secure off-site data backups** are also in place to ensure the utmost protection of sensitive student data and guarantee operational continuity



- ❖ The District was one of several Utah school districts impacted by the PowerSchool data breach on December 28, 2024.
 - PowerSchool is an education technology software platform known for its Student Information System that assists school district in tracking K-12 students.
 - The cyberattack was directed to the PowerSchool platform and was not in any way a result of the District's systems or security procedures.
 - PowerSchool has deactivated the account used to access its system and the hacker(s) no longer have access to student information.
 - PowerSchool support staff are no longer permitted to access our student information system without being escorted by one of the District's IT staff.
 - The District's IT staff have also implemented additional security measures to prevent a similar occurrence from happening again.
 - The PowerSchool data breach did not have a negative financial impact on the District and does not impact the District's ability to repay the 2025 Bonds.
 - To date, the District has not experienced any material cybersecurity breaches of its systems.

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LBA of GRAND COUNTY SCHOOL DISTRICT

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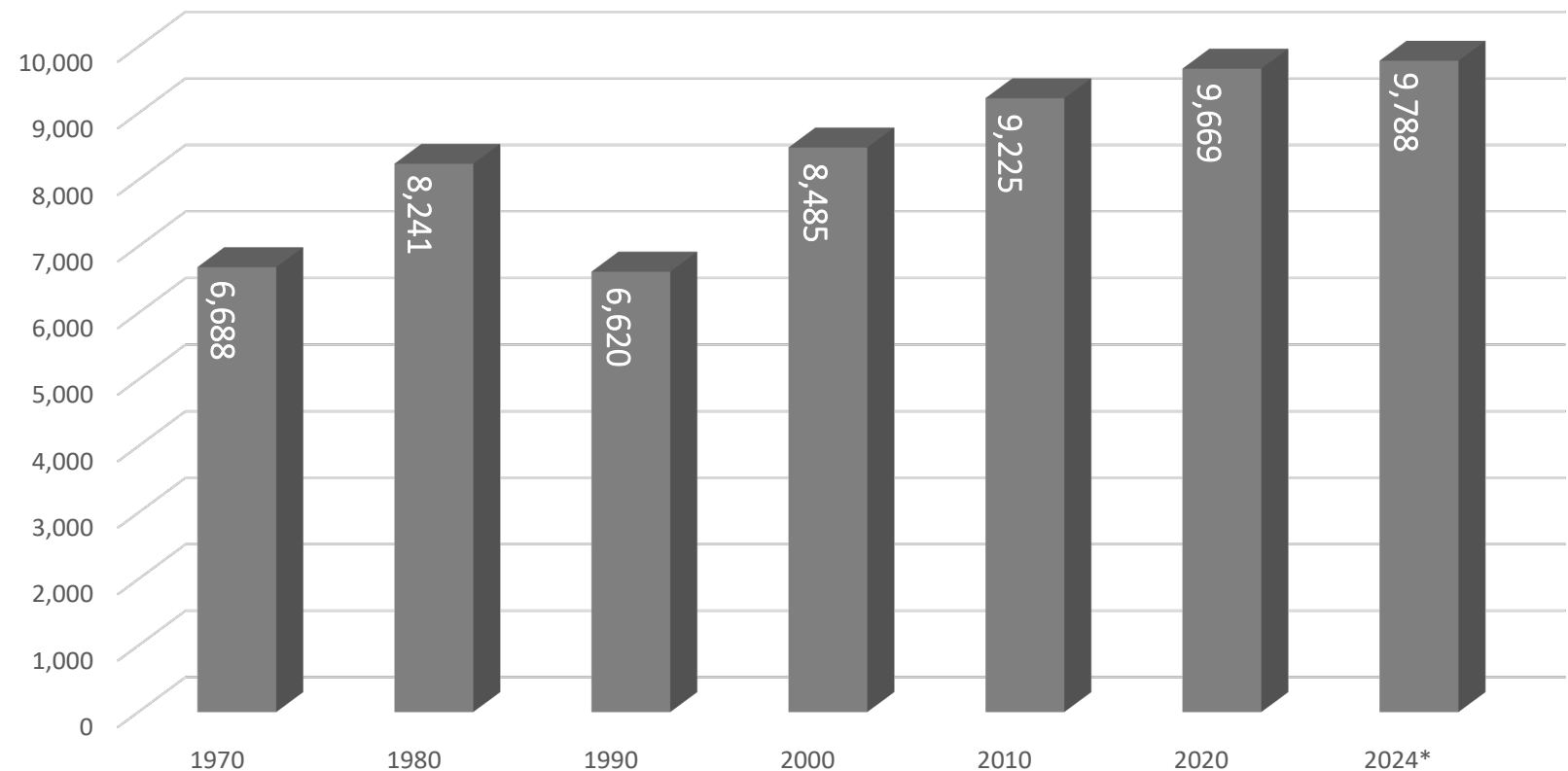


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Grand County Population



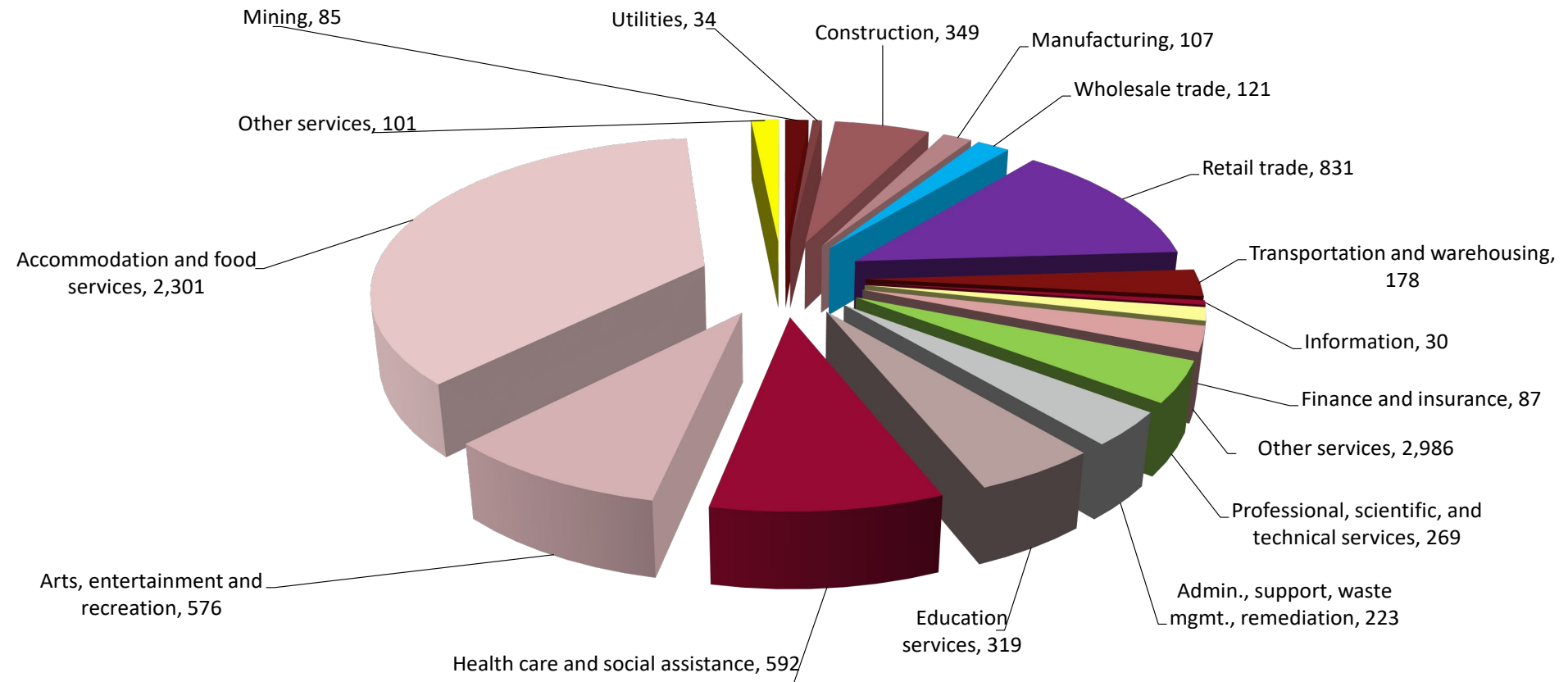
(1) U.S. Bureau of Census estimates for July 1, 2024.
Source: U.S. Department of Commerce, Bureau of the Census.

Largest Employers

Firm	Business	Employees
Moab Regional Hospital	General Medical and Surgical Hospitals	250-499
Grand County School District	Elementary and Secondary Schools	100-249
City Market	Supermarkets and Other Grocery	100-249
Fairfield Inn	Hotels and Motels	100-249
National Park Service	Nature Parks and Other Similar Institutions	100-249
Portage Environmental Inc.	Engineering Services	100-249
Federal Government	Support Activities for Forestry and Land Management	100-249
Dewey's Restaurant and Bar	Full-Service Restaurants	50-99
Ensign Hospitality	Hotels and Motels	50-99
Grand County	Executive and Legislative Offices, Combined	50-99
Grand County Sheriff	Legislative Bodies	50-99
Hyatt Place Moab	Hotels and Motels	50-99
Intrepid Potash	Nonmetallic Mineral Mining and Quarrying	50-99
Josie Wyatts LLC	Full-Service Restaurants	50-99
Moab Brewery	Full-Service Restaurants	50-99
Oars Canyonlands Inc.	All Other Amusement and Recreation Industries	50-99
Pasta Jay's Inc.	Full-Service Restaurants	50-99
The Synergy Company of Utah LLC	Medicinal and Botanical Manufacturing	50-99
Trailhead Public House & Eatery	Amusement and Recreation Industries	50-99
Wyndham Vacation Ownership	Travel Arrangement and Reservation Services	50-99
Zax Wood-fired Pizza and Watering hole	Full-Service Restaurants	50-99

(Source: Utah Department of Workforce Services. Updated February 2025, reflecting Major Employers of 2024.)

Employment Base 2024



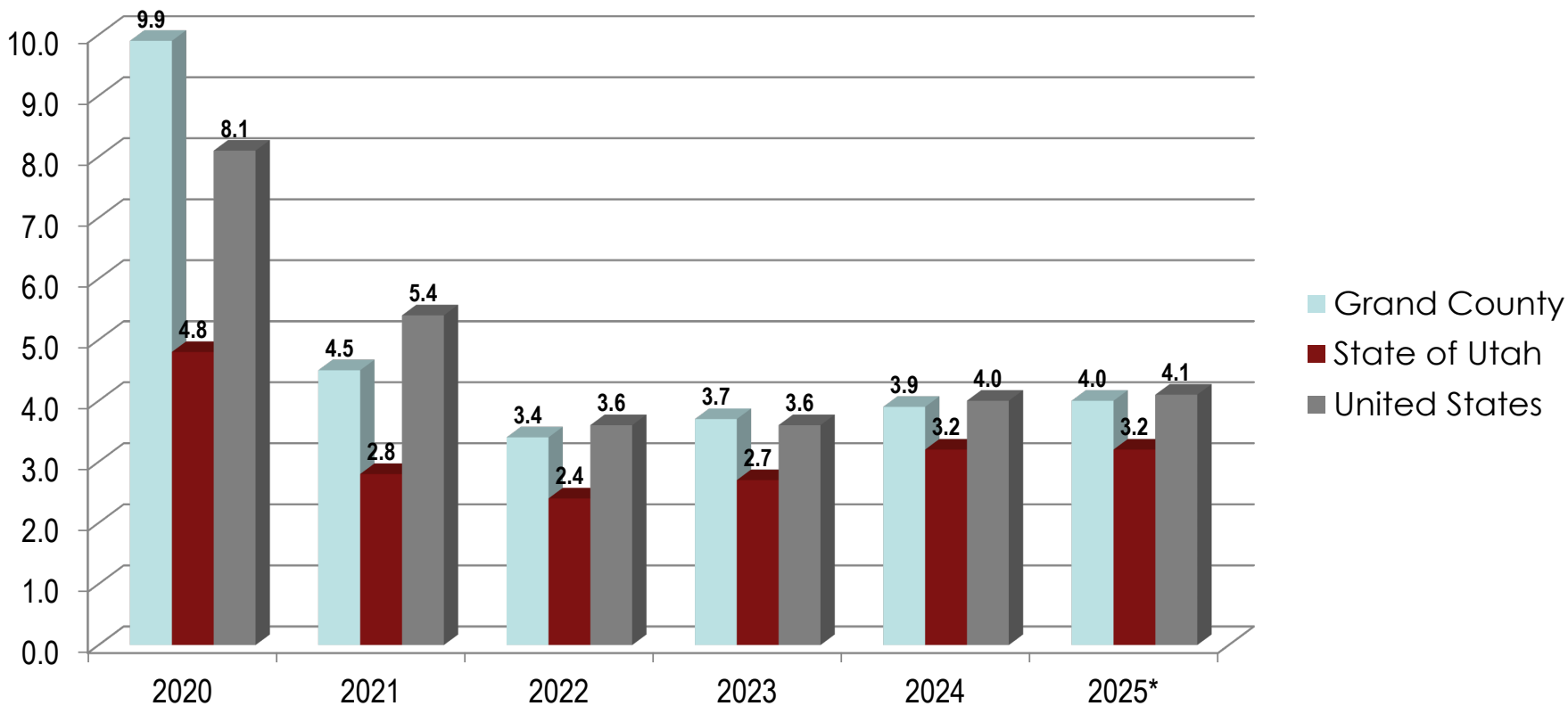
Source: Utah Department of Workforce Services; annual average.

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Unemployment Rate



(*) Preliminary, subject to change. As of June 2025 (seasonally adjusted).
Source: Utah Department of Workforce Services

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Top 10 Taxpayers

Taxpayer	Type of a Business	2024 Taxable Value ⁽¹⁾	% of District's 2024 Taxable Value
Intrepid Potash–Moab LLC	Manufacturing	\$184,910,645	4.9
Mid–America Pipeline	Transportation pipeline	91,210,225	2.4
Union Pacific Railroad Co.	Railroad	73,268,230	2.0
PacifiCorp	Electric utility	34,930,790	0.9
2331 Mesa Dev LLC	Real estate development	30,793,750	0.8
Worldmark The Club	Real estate development	27,808,865	0.7
The Wang Organization	Real estate development	24,372,180	0.6
Wyndham Resort Development	Resort hotel	23,846,825	0.6
First American Trust	Real estate development	23,641,985	0.6
Hotel Moab II LLC	Hotel/motel	22,773,330	0.6
Totals.....		<u>\$537,556,825</u>	11.2

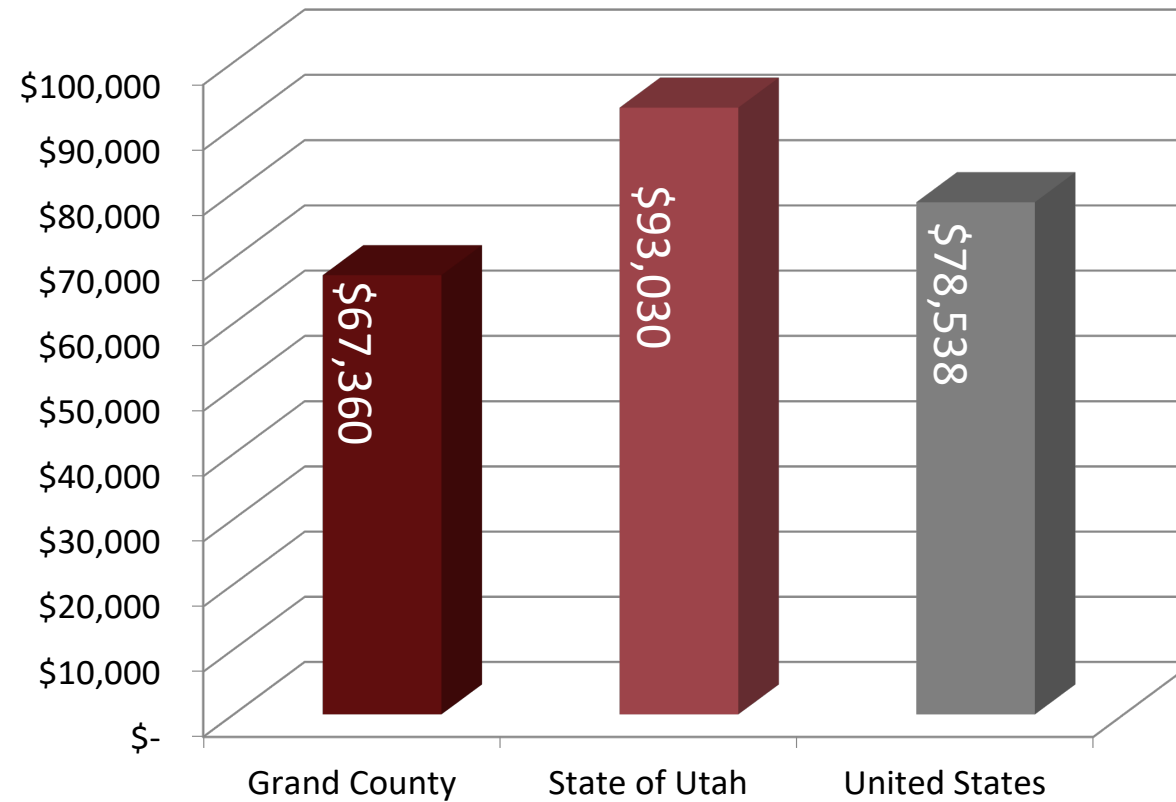
(1) Taxable Value used in this table *excludes* the taxable value used to determine Uniform Fees on tangible personal property. See “Taxable, Fair Market And Market Value Of Property Within The District” above.

(Source: The Office of the County Assessor.)

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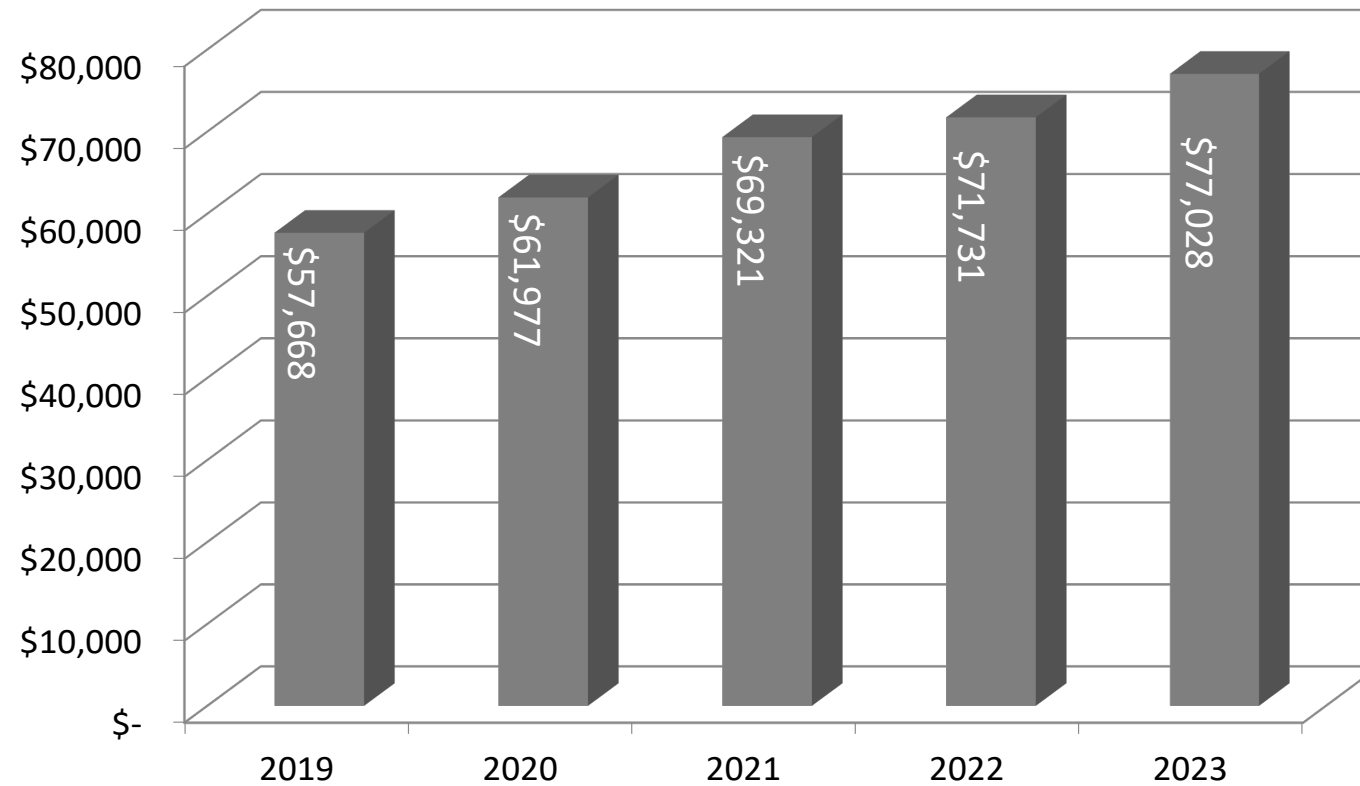
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Median Household Income (2023)



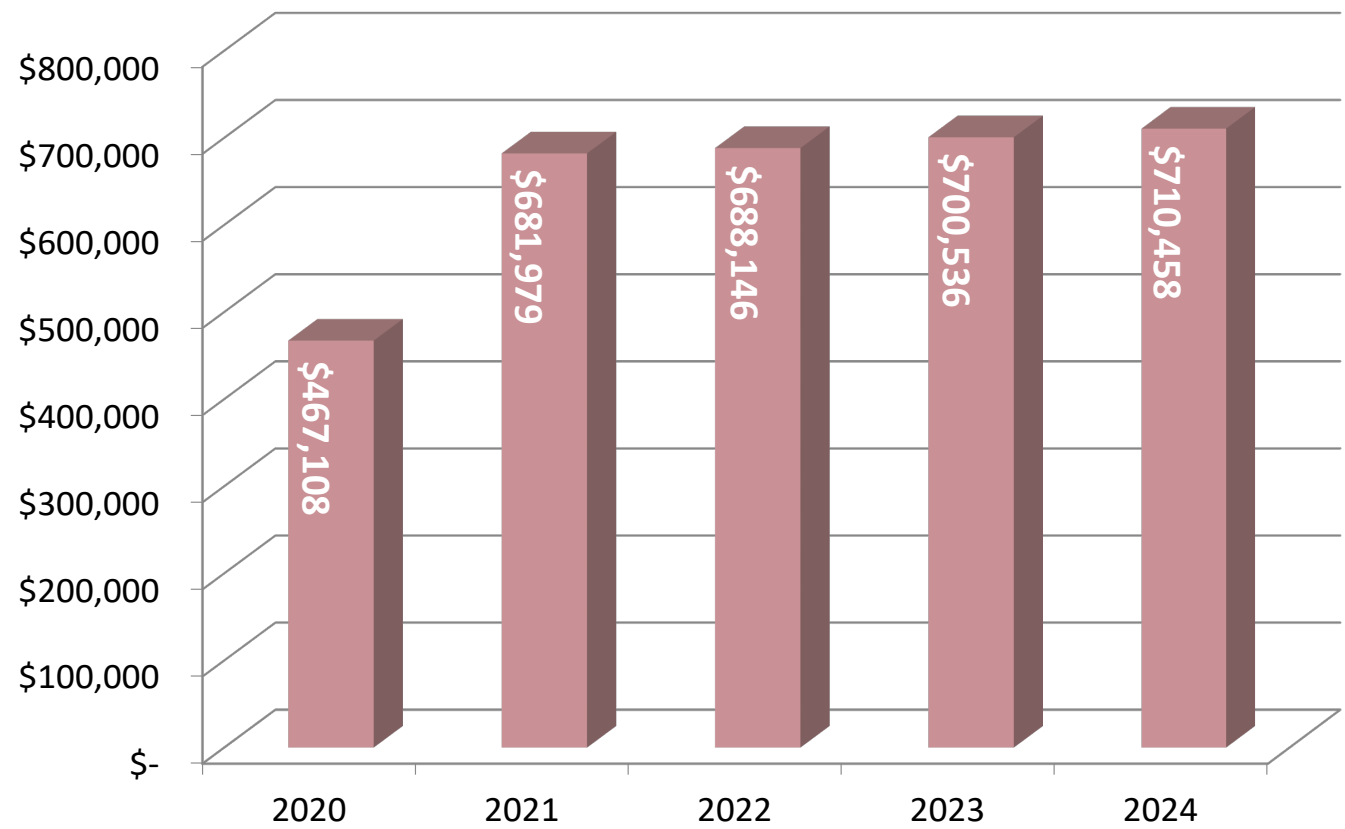
Sources: U.S. Department of Commerce, Bureau of Economic Analysis and U.S. Census Bureau.

Per Capita Personal Income



Source: U.S. Department of Commerce; Bureau of Economic Analysis and U.S. Census Bureau.

Taxable Sales (\$000's)

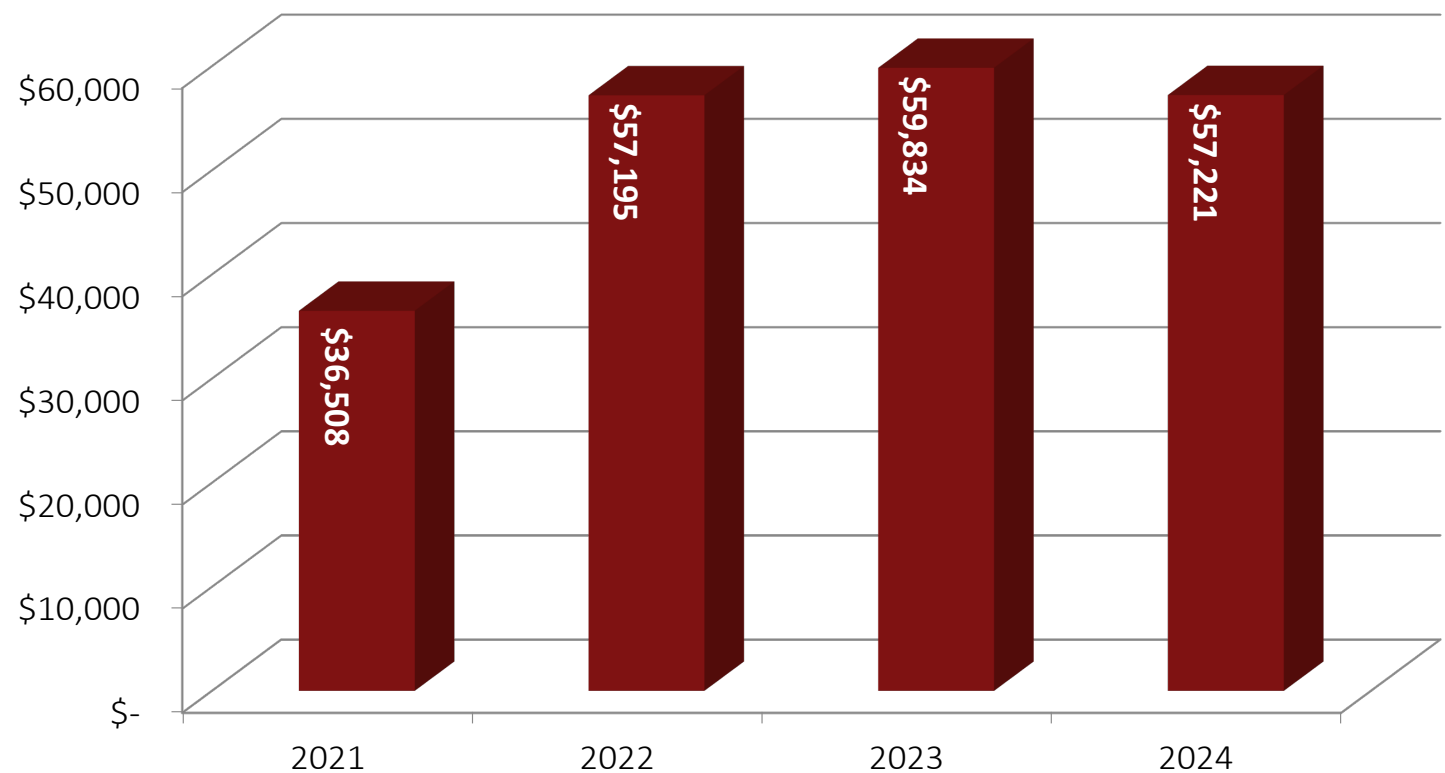


Source: Utah State Tax Commission.

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Construction Activity (\$000's)



Source: University of Utah Ken C. Gardner Police Institute, Ivory-Boyer Utah Report and Database, information of May 2025.

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❖ Kane Creek / Echo Canyon Development

- **Scope:** Up to **586 housing units** (10% designated affordable), ~**72,000 sq ft** commercial use, and integrated river corridor open space.
- **Status:** Preliminary development approvals and ongoing water-right and infrastructure studies through 2025.
- **Economic Value:** Represents one of the largest planned mixed-use developments in Southeastern Utah, expanding housing, retail, and hospitality capacity along the Colorado River.

❖ Utahraptor State Park Development

- **Investment:** Over **\$2 million in state appropriations** for campground construction, with additional infrastructure and trail facilities under development.
- **Impact:** Creates new visitation capacity and supports shoulder-season tourism, feeding local lodging and recreation economies.

❖ Water Tank Spanish Valley

- \$1,714,000
- Preparing for draught, wildfire and increased water demand
- Project includes 1.5 MG concrete Storage Tank
- Address the City's culinary water storage deficiencies.

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❖ Lionsback Resort Approved

- Phase 2

❖ 96 New business licenses issued by the City in 2025

❖ Staybridge Hotel & Henry Shaw Hotels development

❖ Lodging, Hospitality & Tourism Demand Drivers.

Grand County's lodging base continues expanding and diversifying, supporting sustained TRT revenue growth.

Property	Type	Status/Opening	Notes
Field Station Moab (AutoCamp Hospitality Group)	Adventure Basecamp	Opened May 2023	First Field Station globally; 139 rooms; mid-market adventure travel focus.
LUM Moab (Under Canvas)	Luxury Glamping	Opened March 2023	~50 luxury tents; high-profile national media attention.
Madcliffe Moab (Gravity Haus Collection)	Boutique Hotel	Rebranded Sept 2023	51 rooms; local dining and adventure focus.
Goodoo Moab, Curio Collection by Hilton	Upscale	Opened 2019	~117–149 keys; continues as downtown anchor.
Hyatt Place Moab	Full Service	Opened 2018	126 rooms; consistent group business demand.
SpringHill Suites Moab (Marriott)	Resort-Family	Opened 2018	Riverside pools; strong family appeal.

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- ❖ **Canyonlands Regional Airport:** \$9.0M FAA grant (June 2025) + \$2.38M (April 2024) + \$1.01M annual AIG allocations for apron and taxiway expansion.

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❖ **Community Infrastructure & Housing**

- **Arroyo Crossing (Moab Area Community Land Trust):** Over **100 homes completed**, with **900+ additional units** planned; ongoing funding through RCOG and LIHTC.
- **Walnut Lane Redevelopment:** Active environmental cleanup and site preparation as of 2025 for deed-restricted workforce housing.
- **Senior Housing Project (adjacent to hospital):** **36-unit** LIHTC-funded development advancing through 2026 construction phase.

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❖ Destination Marketing & Tourism Expansion

- Media Agency of Record: Madden Media — contract approved May 6, 2025 to oversee up to \$3.5M in marketing spend.

- Branding AOR: Camp 4 + Tourist — onboarded October 2025 to execute full destination brand refresh.

- Over 2.4 million visitors annually, maintaining robust occupancy and ADR compared to pre-pandemic levels.

- Ongoing additions of boutique hotels, camp-resorts, and experiential lodging align with national adventure travel trends.

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❖ Completed Public Infrastructure

- Moab Area Transit— \$2.5M, to pilot and expand transit option in the Moab region
- Kane Creek Blvd Reconstruction
- Energy efficiency improvements in City buildings
- Fast charging ev stations
- New Lions Park all abilities and Swanny Park playgrounds
- HWY 191 Widening Project

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❖ Proposed Public Infrastructure

- 300 S Bridge Replacement
- Mill Creek Restoration Project
- Kane Creek Blvd Public Sewer Improvement

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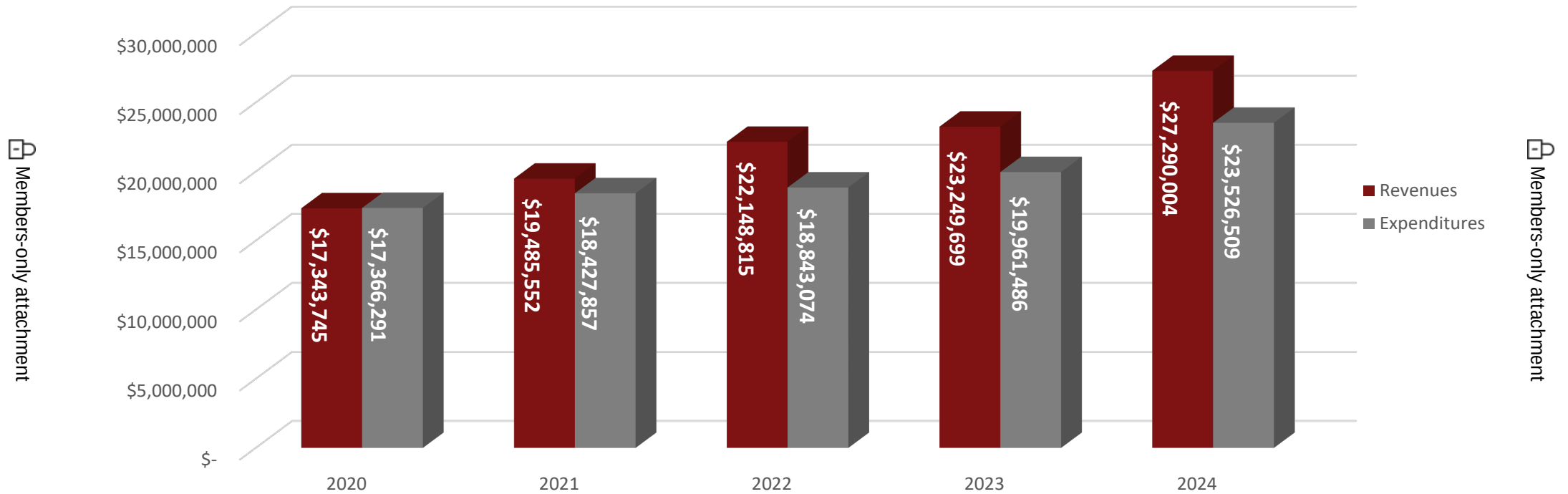
LBA of GRAND COUNTY SCHOOL DISTRICT

Financial Operations



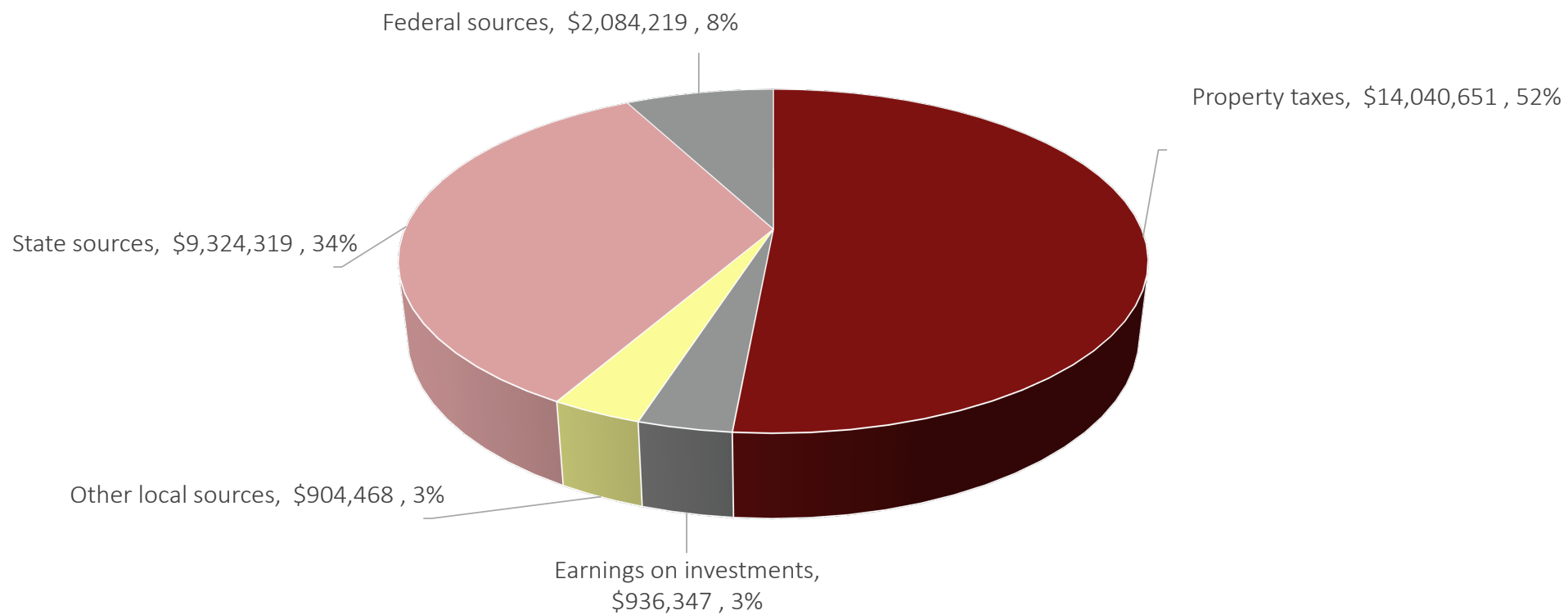
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Historical Revenues and Expenditures



Source: Information taken from the District's audited basic financial statements, compiled by the Municipal Advisor.

2024 General Fund Revenue



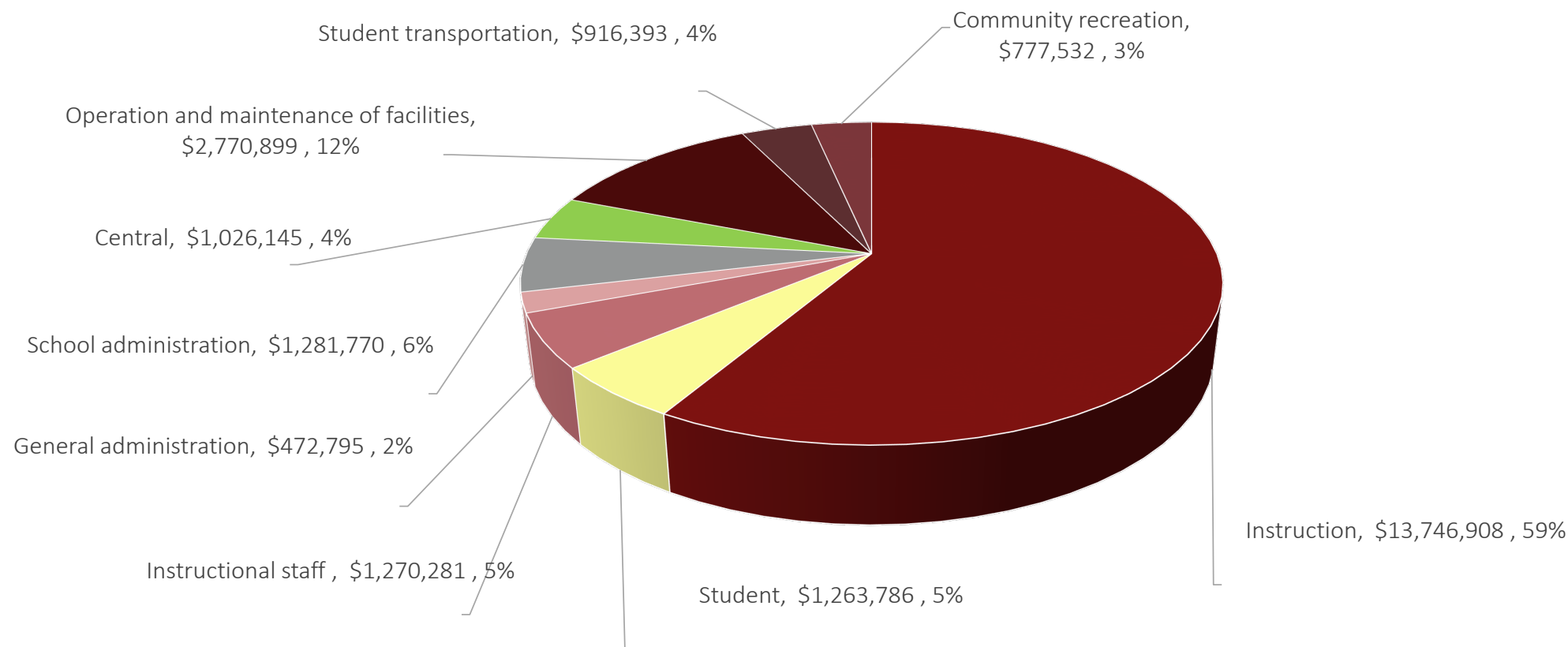
Source: Information taken from the District's audited basic financial statements.

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2024 General Fund Expenditures



Source: Information taken from the District's audited basic financial statements.

- ❖ Our budgeting process follows two formats. First, is a formal format established by State Law. The second is an internal budgeting process involving Directors, Program Managers, District Administration and key personnel.
- ❖ Formal process: An initial budget is developed in April and May prior to the beginning of the fiscal year. It is presented to the Board in May for information only. In June, a public hearing is held to present the budget, accept public comment and to formally adopt the budget as presented; unless the District intends to increase property tax rates; then a hearing is held in August, and the budget will be formally adopted then. Typically, in February or March the District will have a formal budget revision.
- ❖ Informal process: A constant review process at the administration and program level. The District updates salaries and fringe benefit information for all programs in September and October and accounts for negotiations and any changes in hiring that have occurred. Monthly meetings are held with Program Managers and Directors to review expenditures, staff, and to anticipate any changes that could have an impact on the budget. This information is updated regularly during the fiscal year. This process allows us to identify problems early and to plan appropriately.

Budgetary Considerations

- ❖ State Legislature establishes the WPU (weighted pupil unit) for all School Public Schools
 - FY2024 WPU: \$4,280
 - FY2025 WPU: \$4,494 (5% increase)
 - FY2026 WPU: \$4,674 (4% increase)
- ❖ Student enrollment is expected to see a small decline over the next few years; typically, less than 1.5% annually.
- ❖ Capital Projects Truth in Taxation Campaign that began this fiscal year is expected to continue thru 2028 as the General Obligation Bond sunsets.

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- ❖ Maintain the maximum allowed by state law of 5% of budgeted expenditures in an economic stabilization fund balance reserve.

- \$1.4M economic stabilization for Fiscal Year 2025

Members-only attachment ❖ 2025 **Unassigned** Fund Balance - \$14.5M (up \$2.6M from prior year)

Members-only attachment ❖ 2024 **Assigned**

- \$2.0M employee compensation reserve in General Fund
- \$.9M program and maintenance reserves

❖ 2025 **Assigned**

- \$2.0M employee compensation reserve in General Fund
- \$.8M programs and maintenance reserves

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❖ The District's fund balance strategy:

- Maintain the committed fund balance for economic stabilization at the 5% of expenditures as allowed by Utah law.
- Keep the General Fund Assigned and Unassigned Fund balances at a level necessary to meet any unexpected events.
- Capital Outlay fund balances are designated for construction project; as the fund grows to sufficient levels complete planned capital projects
- When fund balances exceed those amounts needed to meet our obligations, we carefully evaluate where those funds can have the greatest impact in our educational process and incorporate the use of those funds into that area.

Fund Balance Trends

	Fiscal Year Ended June 30					
	2025	2024	2023	2022	2021	2020
Fund balances						
Restricted for						
Other purposes	5,908	7,908	9,908	11,908	13,908	13,908
Committed to						
Economic stabilization	1,460,864	1,450,196	1,224,995	1,138,832	1,061,723	867,187
Employee benefit obligations	555,559	588,161	526,819	455,450	418,505	364,655
Assigned to						
Programs	378,268	510,909	311,340	327,257	332,271	315,530
Repairs and maintenance	300,000	300,000	300,000	300,000	300,000	300,000
Other purposes	150,000	150,000	150,000	150,000	150,000	150,000
Nonspendable						
Inventories and prepaid items	—	75,183	—	—	—	84,260
Unassigned	14,559,419	11,946,760	9,092,560	5,943,962	2,742,369	1,868,541
Total fund balances	17,410,018	15,029,117	11,615,622	8,327,409	5,018,776	3,964,081
Total liabilities, deferred inflows of resources and fund balances	\$35,358,833	\$32,195,502	\$27,789,344	\$22,773,667	\$18,818,749	\$16,163,828

(Source: Information taken from the District's audited basic financial statements, compiled by the Municipal Advisor.)

Tax Collection Record

Ad valorem property taxes are due on November 30 of each year.

Tax Year End 12/31	Total Taxes Levied ⁽¹⁾	Treasurer's Relief ⁽²⁾	Net Taxes Assessed	Current Col- lections	Delinquent. Personal Property and Miscel- laneous Col- lections ⁽³⁾	Total Collec- tions ⁽⁴⁾	% of Cur- rent Col- lections to Net Taxes Assessed	% of To- tal Col- lections to Net Taxes As- sessed
2024	\$21,659,226	\$207,453	\$21,451,774	\$20,311,697	\$1,270,037	\$21,581,734	94.7	100.6
2023	21,623,289	188,801	21,434,488	20,402,930	733,768	21,136,698	95.2	98.6
2022	19,741,366	186,879	19,554,487	19,077,392	518,835	19,596,227	97.6	100.2
2021	17,726,278	129,898	17,596,380	17,237,780	1,117,298	18,355,078	98.0	104.3
2020	15,797,198	113,982	15,683,216	14,972,968	555,750	15,528,718	95.5	99.0

- (1) Excludes redevelopment agencies valuation.
- (2) Treasurer’s Relief includes abatements established by statute to low-income, elderly and for hardship situations. These Treasurer’s Relief items are levied against the property but are never collected and paid to the entity.
- (3) Delinquent Collections include interest; sales of real and personal property; and miscellaneous delinquent collections.
- (4) In addition to the Total Collections indicated above, the District also collected Uniform Fees (fees-in-lieu payments) for the funds as indicated in the preceding paragraph for tax year 2024 \$640,277; for tax year 2023 of \$618,839; for tax year 2022 of \$590,948; for tax year 2021 of \$593,561;and for tax year 2020 of \$543,558; from tax equivalent property as-associated with motor vehicles, watercraft, recreational vehicles, and all other tangible personal property required to be registered with the State.

(Source: Information taken from the Utah State Tax Commission reports, compiled by the Municipal Advisor.)

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Market and Taxable Value

Calendar Year	Taxable Value	% Change Over Prior Year	Fair Market/Market Value ⁽¹⁾	% Change Over Prior Year
2025*	\$4,016,623,948	7.3	\$4,925,805,453	6.5
2024.....	3,744,185,473	9.7	4,516,676,477	10.4
2023.....	3,412,325,875	22.0	4,193,911,413	19.1
2022.....	2,797,419,342	15.0	3,435,156,416	17.5
2021.....	2,431,843,495	13.1	2,923,033,730	14.9

* Preliminary; subject to change.

(1) Estimated fair market values were calculated by dividing the taxable value of primary residential property by 55%, which eliminates the 45% exemption on primary residential property granted under the Property Tax Act. Does not include market valuation for SCME.

(Source: Information taken from reports of the State Tax Commission. Compiled by the Municipal Advisor.)

The general obligation indebtedness of the Board is limited by State law to 4% of the fair market value of taxable property in the District (*based on the last equalized property tax assessment roll*). The legal debt limit and additional debt incurring capacity of the Board are based on the estimated fair market value for 2025 and the calculated valuation value from 2024 Uniform Fees, and are calculated as follows:

Estimated 2025 “Fair Market Value”	\$4,925,805,453
2024 valuation from Uniform Fees.....	41,255,924
Estimated 2025 “Fair Market Value for Debt Incurring Capacity” ⁽¹⁾	<u>\$4,967,061,377</u>
“Fair Market Value for Debt Incurring Capacity” times 4% (the “Debt Limit”).....	198,682,455
Less: current outstanding general obligation debt	<u>(8,019,000)</u>
Estimated additional debt incurring capacity.....	<u>\$190,663,455</u>

(1) For debt incurring capacity only, in computing the fair market value of taxable property in the District, the value of all motor vehicles and state–assessed commercial vehicles (which value is determined by dividing the uniform fee revenue by 1.5%) will be included as a part of the fair market value of the taxable property in the District. Does not include valuation regarding Semiconductor Manufacturing Equipment (“SCME”).

(Source: the Municipal Advisor.)

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Debt Ratios

	To 2025 Taxable Value ⁽¹⁾	To 2025 Market Value ⁽²⁾	To 2024 Popula- tion Estimate Per Capita ⁽³⁾
<i>Direct</i> general obligation debt ⁽⁴⁾	0.20%	0.16%	\$819
<i>Direct and overlapping</i> general obligation debt ⁽⁴⁾	0.20	0.16	819

(1) Based on estimated 2025 Taxable Value of \$4,016,623,948, which value *excludes* the taxable value used to determine uniform fees on tangible personal property.

(2) Based on estimated 2025 Market Value of \$4,925,805,453, which value *excludes* the taxable value used to determine uniform fees on tangible personal property.

(3) Based on the 2025 U.S. Census Bureau population estimate of 9,788.

(Source: the Municipal Advisor.)

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ZIONS PUBLIC FINANCE

One South Main Street, 18th Floor

801.844.7373



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Marzano High Reliability Schools

A Summary of Administrator and Staff Perceptions Regarding Leading Indicators for Level 1

Prepared by Marzano Resources

for

Grand County High School

Moab, Utah

October 2025

MARZANO RESOURCES
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**Our
Vision**

Transform education worldwide
to ensure learning for all.

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Introduction

Administrative staff, teachers, and other stakeholders at Grand County High School responded to an online survey designed to gauge their school's status on the first level of the Marzano High Reliability Schools (HRS) framework. Level 1 has eight leading indicators that address factors considered foundational to developing and maintaining a safe, supportive, and collaborative school culture:

Leading Indicator 1.1: The faculty and staff perceive the school environment as safe and orderly.

Leading Indicator 1.2: Students, parents, and the community perceive the school environment as safe and orderly.

Leading Indicator 1.3: Teachers have formal roles in the decision-making process regarding school initiatives.

Leading Indicator 1.4: Teacher teams and collaborative groups meet regularly to interact and address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Leading Indicator 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

Leading Indicator 1.6: Students, parents, and the community have formal ways to provide input regarding optimal functioning of our school.

Leading Indicator 1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

Leading Indicator 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

These leading indicators were designed to help school leaders determine what is already working well and identify areas in need of focused attention. (For a more thorough discussion of HRS, see Marzano, Warrick, & Simms, 2014.)

School stakeholders anonymously rated their level of agreement with statements related to each leading indicator. Each statement had five response choices ordered from greatest disagreement to greatest agreement (numeric values noted in parentheses): strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), and strongly agree (5). Stakeholders were allowed to respond to any statement with a rating of *n/a* or *don't know*.

Three descriptive statistics were calculated from the numeric values to provide an aggregate summary of respondents’ ratings of agreement: (1) mean, (2) mode, and (3) standard deviation. Mean is the arithmetic average of the numeric values of the respondents’ ratings, mode is the most common value(s) selected by respondents, and standard deviation is a measure of the amount of variation among the numeric values. (For a more detailed discussion, see Technical Note.) It should be noted that ratings of *n/a or don’t know* were treated as missing and excluded from the calculated statistics.

Data Analysis and Findings

Table 1 displays the number of surveys that were completed by administrators, teachers, and other staff members at Grand County High School. (The teacher and staff survey is hereinafter referred to as the teacher survey.)

Table 1: Completed Survey Counts

Completed Survey Counts	
Administrator	3
Teacher	35

Again, school stakeholders responded to survey items related to each leading indicator using a 5-point agreement scale. Means, modes, and standard deviations were calculated for each survey item. In addition, overall means were also calculated for each leading indicator by averaging the item means. The overall means can help school leaders determine how they are doing in each area before looking more closely at the survey-item statistics.

Table 2 summarizes the overall means and standard deviations for each leading indicator.

Table 2: Overall Means for Level 1 Leading Indicators

Leading Indicator	Administrator		Teacher	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1.1: The faculty and staff perceive the school environment as safe and orderly.	3.86	0.26	3.72	0.33
1.2: Students, parents, and the community perceive the school environment as safe and orderly.	4.10	0.16	3.36	0.54
1.3: Teachers have formal roles in the decision-making process regarding school initiatives.	3.03	0.30	2.79	0.40
1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.	2.52	0.67	3.32	0.54
1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.	1.87	0.51	2.72	0.24
1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.	2.07	0.42	2.38	0.38
1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.	2.87	0.30	3.02	0.12
1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.	3.62	0.36	3.01	0.36

Note. *M* = arithmetic mean; *SD* = standard deviation. Overall means and standard deviations were calculated from item means. The standard deviations reflect the amount of variation among the reported item means for each leading indicator.

Table 2 indicates the administrator survey had overall means ranging from 1.87 to 4.10. The teacher survey had overall means ranging from 2.38 to 3.72.

Again, overall means were calculated for each leading indicator by averaging the item means. Means greater than 3.5 suggest respondents agreed with most of the items related to the leading indicator, further suggesting the school might be doing well in those areas. Means less than 2.5 suggest respondents disagreed with most of the items related to the leading indicator, further suggesting those areas might need focused attention.

Descriptive statistics calculated from the administrator and teacher survey items are presented separately for each leading indicator. Means greater than 3.5 suggest most respondents agreed with a survey item. Means less than 2.5 suggest most respondents disagreed. Finally, means close to 3.0 suggest: (1) similar numbers of respondents who agreed and disagreed and/or (2) more respondents who neither disagreed nor agreed. As noted earlier, ratings of *n/a* or *don't know* were excluded from the calculated statistics. Additional consideration might be warranted for any item with a lower than anticipated response count.

Leading Indicator 1.1: The faculty and staff perceive the school environment as safe and orderly.

Tables 3 and 4 list the descriptive statistics for leading indicator 1.1.

Table 3: Descriptive Statistics for Leading Indicator 1.1 (Administrator)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Our school is a safe place.	4.00	0.00	4	3
Our school is an orderly place.	3.67	0.58	4	3
Our school has clear and specific rules and procedures in place.	3.33	0.58	3	3
Teachers and staff know the emergency management procedures for our school.	4.00	0.00	4	3
Teachers and staff know how to implement the emergency management procedures for our school.	4.00	0.00	4	3
Teachers, staff, and students regularly practice implementing emergency management procedures for specific incidents.	4.00	0.00	4	3
Our school's emergency management procedures are updated on a regular basis.	4.00	0.00	4	2

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 3 indicates that administrators' mean item responses for leading indicator 1.1 ranged from 3.33 to 4.00. The overall mean (with standard deviation in parentheses) was 3.86 (0.26).

Table 4: Descriptive Statistics for Leading Indicator 1.1 (Teacher)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Our school is a safe place.	4.00	0.80	4	35
Our school is an orderly place.	3.29	0.96	4	35
Our school has clear and specific rules and procedures in place.	3.34	1.00	4	35
I know the emergency management procedures for our school.	3.94	0.94	4	35
I know how to implement the emergency management procedures for our school.	3.77	1.06	4	35
My students and I practice implementing emergency management procedures for specific incidents.	3.56	1.13	4	34
Our school's emergency management procedures are updated on a regular basis.	4.11	1.16	5	35

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 4 indicates that teachers' and staff members' mean item responses for leading indicator 1.1 ranged from 3.29 to 4.11. The overall mean was 3.72 (0.33).

Leading Indicator 1.2: Students, parents, and the community perceive the school environment as safe and orderly.

Tables 5 and 6 list the descriptive statistics for leading indicator 1.2.

Table 5: Descriptive Statistics for Leading Indicator 1.2 (Administrator)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Students and their parents describe our school as a safe place.	4.00			1
Students and their parents describe our school as an orderly place.	4.00			1
Students and their parents are aware of the rules and procedures in place at our school.	4.00			1
Our school uses social media to allow anonymous reporting of potential incidents.	4.00			1
Our school has a system that allows me to communicate with parents about issues regarding school safety (for example, a school call-out system).	4.33	0.58	4	3
I coordinate with local law enforcement agencies regarding school safety issues.	4.33	0.58	4	3
I engage parents and the community regarding school safety issues.	4.00	1.00	3,4,5	3

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 5 indicates that administrators' mean item responses for leading indicator 1.2 ranged from 4.00 to 4.33. The overall mean was 4.10 (0.16).

Table 6: Descriptive Statistics for Leading Indicator 1.2 (Teacher)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Students and their parents describe our school as a safe place.	3.55	1.14	4	22
Students and their parents describe our school as an orderly place.	3.00	1.10	3	24
Students and their parents are aware of the rules and procedures in place at our school.	2.72	0.98	2	25
Our school uses social media to allow anonymous reporting of potential incidents.	2.81	1.28	3	16
Our school has a system that allows school leaders to communicate with parents about issues regarding school safety (for example, a school call-out system).	3.76	1.06	4	29
School leaders coordinate with local law enforcement agencies regarding school safety issues.	4.20	1.00	5	30
School leaders engage parents and the community regarding school safety issues.	3.50	1.07	4	26

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 6 indicates that teachers' and staff members' mean item responses for leading indicator 1.2 ranged from 2.72 to 4.20. The overall mean was 3.36 (0.54).

Leading Indicator 1.3: Teachers have formal roles in the decision-making process regarding school initiatives.

Tables 7 and 8 list the descriptive statistics for leading indicator 1.3.

Table 7: Descriptive Statistics for Leading Indicator 1.3 (Administrator)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
It is clear which types of decisions will be made with direct teacher input.	2.67	0.58	3	3
Techniques and systems are in place to collect data and information from teachers on a regular basis.	3.00	0.00	3	2
Notes and reports exist documenting how teacher input was used to make specific decisions.	3.00			1
Electronic tools (for example, online survey tools) are used to collect teachers' opinions regarding specific decisions.	3.00			1
Groups of teachers are targeted to provide input regarding specific decisions.	3.50	0.71	3,4	2

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 7 indicates that administrators' mean item responses for leading indicator 1.3 ranged from 2.67 to 3.50. The overall mean was 3.03 (0.30).

Table 8: Descriptive Statistics for Leading Indicator 1.3 (Teacher)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
It is clear which types of decisions will be made with direct teacher input.	2.64	1.29	1,2,3	33
Techniques and systems are in place to collect data and information from teachers on a regular basis.	2.77	1.09	2,3	31
Notes and reports exist documenting how teacher input was used to make specific decisions.	2.23	1.34	1	26
Electronic tools (for example, online survey tools) are used to collect teachers' opinions regarding specific decisions.	3.03	1.24	4	33
Groups of teachers are targeted to provide input regarding specific decisions.	3.28	1.24	4	25

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 8 indicates that teachers' and staff members' mean item responses for leading indicator 1.3 ranged from 2.23 to 3.28. The overall mean was 2.79 (0.40).

Leading Indicator 1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Tables 9 and 10 list the descriptive statistics for leading indicator 1.4.

Table 9: Descriptive Statistics for Leading Indicator 1.4 (Administrator)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
A professional learning community (PLC) process is in place in our school.	3.67	0.58	4	3
Our school's PLC collaborative teams have written goals.	3.33	1.15	4	3
I regularly examine PLC collaborative teams' progress toward their goals.	3.00	1.41	2,4	2
Our school's PLC collaborative teams create common assessments.	2.00	1.41	1,3	2
Our school's PLC collaborative teams analyze student achievement and growth.	2.67	1.53	1,3,4	3
Data teams are in place in our school.	2.00	1.41	1,3	2
Our school's data teams have written goals.	2.00	1.41	1,3	2
I regularly examine data teams' progress toward their goals.	2.00	1.41	1,3	2
I collect and review minutes and notes from PLC collaborative team and data team meetings to ensure that teams are focusing on student achievement.	2.00	1.73	1	3

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 9 indicates that administrators' mean item responses for leading indicator 1.4 ranged from 2.00 to 3.67. The overall mean was 2.52 (0.67).

Table 10: Descriptive Statistics for Leading Indicator 1.4 (Teacher)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
A professional learning community (PLC) process is in place in our school.	4.27	0.94	5	33
Our school's PLC collaborative teams have written goals.	4.03	1.18	5	32
School leaders regularly examine PLC collaborative teams' progress toward their goals.	3.41	1.18	4	22
Our school's PLC collaborative teams create common assessments.	3.10	1.32	4	30
Our school's PLC collaborative teams analyze student achievement and growth.	3.47	1.20	4	30
Data teams are in place in our school.	2.78	1.31	3	23
Our school's data teams have written goals.	3.05	1.47	3	20
School leaders regularly examine data teams' progress toward their goals.	3.00	1.46	3	16
School leaders collect and review minutes and notes from PLC collaborative team and data team meetings to ensure that teams are focusing on student achievement.	2.74	1.45	1	23

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 10 indicates that teachers' and staff members' mean item responses for leading indicator 1.4 ranged from 2.74 to 4.27. The overall mean was 3.32 (0.54).

Leading Indicator 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

Tables 11 and 12 list the descriptive statistics for leading indicator 1.5.

Table 11: Descriptive Statistics for Leading Indicator 1.5 (Administrator)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of our school.	2.33	1.53	1,2,4	3
Opinion data collected from teachers and staff are archived.	1.00			1
Reports of opinion data from teachers and staff are regularly generated.	2.00	1.41	1,3	2
The manner in which opinion data from teachers and staff are used is transparent.	2.00	1.41	1,3	2
Our school improvement team regularly provides input and feedback about our school's improvement plan.	2.00	1.41	1,3	2

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 11 indicates that administrators' mean item responses for leading indicator 1.5 ranged from 1.00 to 2.33. The overall mean was 1.87 (0.51).

Table 12: Descriptive Statistics for Leading Indicator 1.5 (Teacher)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of our school.	3.07	1.39	4	28
Opinion data collected from teachers and staffs are archived.	2.50	1.45	1	14
Reports of opinion data from teachers and staff are regularly generated.	2.74	1.45	1	23
The manner in which opinion data from teachers and staff are used is transparent.	2.48	1.45	1	27
Our school improvement team regularly provides input and feedback about our school's improvement plan.	2.80	1.47	1	25

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 12 indicates that teachers' and staff members' mean item responses for leading indicator 1.5 ranged from 2.48 to 3.07. The overall mean was 2.72 (0.24).

Leading Indicator 1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

Tables 13 and 14 list the descriptive statistics for leading indicator 1.6.

Table 13: Descriptive Statistics for Leading Indicator 1.6 (Administrator)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Data collection systems are in place to collect opinion data from students, parents, and the community regarding the optimal functioning of our school.	2.50	2.12	1,4	2
Opinion data collected from students, parents, and the community are archived.	2.00	1.41	1,3	2
Reports of opinion data from students, parents, and the community are regularly generated.	2.00	1.41	1,3	2
The manner in which opinion data from students, parents, and the community are used is transparent.	2.00	1.41	1,3	2
Our school hosts an interactive website for students, parents, and the community.	2.67	1.53	1,3,4	3
I use social networking technologies (such as Facebook) to involve students, parents, and the community.	2.00	1.00	1,2,3	3
I host virtual town hall meetings.	1.50	0.71	1,2	2
I conduct focus group meetings with students, parents, and the community.	2.50	2.12	1,4	2
I host or speak at community/business luncheons.	1.50	0.71	1,2	2

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 13 indicates that administrators' mean item responses for leading indicator 1.6 ranged from 1.50 to 2.67. The overall mean was 2.07 (0.42).

Table 14: Descriptive Statistics for Leading Indicator 1.6 (Teacher)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Data collection systems are in place to collect opinion data from students, parents, and the community regarding the optimal functioning of our school.	2.64	1.44	1	25
Opinion data collected from students, parents, and the community are archived.	2.33	1.54	1	15
Reports of opinion data from students, parents, and the community are regularly generated.	2.70	1.45	1	20
The manner in which opinion data from students, parents, and the community are used is transparent.	2.36	1.32	1	25
Our school hosts an interactive website for students, parents, and the community.	3.03	1.59	1	29
I use social networking technologies (such as Facebook) to involve students, parents, and the community.	2.25	1.57	1	32
School leaders host virtual town hall meetings.	1.72	1.24	1	25
School leaders conduct focus group meetings with students, parents, and the community.	2.14	1.42	1	22
School leaders host or speak at community/business luncheons.	2.26	1.37	1	19

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 14 (page 9) indicates that teachers' and staff members' mean item responses for leading indicator 1.6 ranged from 1.72 to 3.03. The overall mean was 2.38 (0.38).

Leading Indicator 1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

Tables 15 and 16 list the descriptive statistics for leading indicator 1.7.

Table 15: Descriptive Statistics for Leading Indicator 1.7 (Administrator)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Our school's accomplishments have been adequately acknowledged and celebrated.	3.00	0.00	3	2
Teacher teams' or departments' accomplishments have been adequately acknowledged and celebrated.	2.67	0.58	3	3
Individual teachers' accomplishments have been adequately acknowledged and celebrated.	2.67	0.58	3	3
I acknowledge and celebrate individual accomplishments, teacher-team or department accomplishments, and whole-school accomplishments in a variety of ways (for example, through faculty celebrations, newsletters to parents, announcements; the school website, or social media).	2.67	0.58	3	3
I regularly celebrate the successes of individuals in a variety of positions in the school (such as teachers or support staff).	3.33	0.58	3	3

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 15 indicates that administrators' mean item responses for leading indicator 1.7 ranged from 2.67 to 3.33. The overall mean was 2.87 (0.30).

Table 16: Descriptive Statistics for Leading Indicator 1.7 (Teacher)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Our school's accomplishments have been adequately acknowledged and celebrated.	2.91	1.15	3	32
My team's or department's accomplishments have been adequately acknowledged and celebrated.	3.06	1.25	3	34
My individual accomplishments have been adequately acknowledged and celebrated.	2.88	1.34	3,4	33
School leaders acknowledge and celebrate individual accomplishments, teacher-team or department accomplishments, and whole-school accomplishments in a variety of ways (for example, through faculty celebrations, newsletters to parents, announcements; the school website; or social media).	3.06	1.20	4	34
School leaders regularly celebrate the successes of individuals in a variety of positions in the school (such as teachers or support staff).	3.18	1.17	4	34

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 16 indicates that teachers' and staff members' mean item responses for leading indicator 1.7 ranged from 2.88 to 3.18. The overall mean was 3.02 (0.12).

Leading Indicator 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

Tables 17 and 18 list the descriptive statistics for leading indicator 1.8.

Table 17: Descriptive Statistics for Leading Indicator 1.8 (Administrator)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Teachers have adequate materials to teach effectively.	3.33	0.58	3	3
Teachers have adequate time to teach effectively.	3.67	0.58	4	3
I develop, submit, and implement detailed budgets.	4.00	0.00	4	2
I successfully access and leverage a variety of fiscal resources (such as grants or title funds).	4.00	0.00	4	2
I manage time to maximize a focus on instruction.	3.67	0.58	4	3
I direct the use of technology to improve teaching and learning.	3.67	0.58	4	3
I provide adequate training for the instructional technology teachers are expected to use.	3.00	0.00	3	3

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 17 indicates that administrators' mean item responses for leading indicator 1.8 ranged from 3.00 to 4.00. The overall mean was 3.62 (0.36).

Table 18: Descriptive Statistics for Leading Indicator 1.8 (Teacher)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
I have adequate materials to teach effectively.	3.41	1.13	4	34
I have adequate time to teach effectively.	3.36	1.37	5	33
School leaders develop, submit, and implement detailed budgets.	2.45	1.44	1	22
School leaders successfully access and leverage a variety of fiscal resources (such as grants or title funds).	2.90	1.26	3	21
School leaders manage time to maximize a focus on instruction.	3.00	1.13	3	29
School leaders direct the use of technology to improve teaching and learning.	3.25	1.17	4	28
School leaders provide adequate training for the instructional technology teachers are expected to use.	2.68	1.01	2	34

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 18 indicates that teachers' and staff members' mean item responses for leading indicator 1.8 ranged from 2.45 to 3.41. The overall mean was 3.01 (0.36).

Summary and Discussion

Administrative staff, teachers, and other stakeholders at Grand County High School responded to an anonymous online survey designed to gauge their school's status on the first level of the HRS framework. The leading indicators and related survey items can help leaders identify areas that are important to the school and help them make decisions about what the school is doing well and areas that need more attention as they work to develop and maintain a safe, supportive, and collaborative school culture.

Technical Note

In social science research, three statistical measures can be used to describe data sets considered in an analysis: (1) mean, (2) mode, and (3) standard deviation.

To calculate the mean, the sum of scores in a data set is divided by the total number of scores in the set:

$$M = \frac{X_1 + X_2 + \cdots + X_n}{n}$$

As a measure of central tendency, the mean is used to describe the center of a distribution of scores while taking into account every score in the distribution. However, it is important to note that outliers (that is, scores that are very different from most of the distribution) can have a substantial influence on the mean. Consider the following ordered set of numbers: {5, 6, 7, 8, 9, 20}. Although four numbers are less than 9 and one number is greater than 9, the mean suggests that the center of the distribution is slightly higher than 9, $M = 9.17$.

The mode of a data set is the score that appears most frequently. However, it is worth noting that more than one score might appear with the same frequency. In other words, a data set can have more than one mode. A set with two modes is bi-modal, a set with three modes is tri-modal, a set with four modes is quad-modal, and so on. Consider the following ordered set of numbers: {4, 5, 5, 7, 8, 8, 8, 9, 11, 14, 14, 14, 15, 19, 19}. The numbers 4, 7, 9, 11, and 15 occur once; the numbers 5 and 19 occur twice; and the numbers 8 and 14 occur three times. The data set is bi-modal and the modes are 8 and 14.

Standard deviation is related to the variance of a data set. The variance of a data set reflects the amount of error between the mean and the scores in the set ($X_i - M$). Stated differently, the variance provides a measure of the extent to which each score differs from the mean. However, it is important to note that individual errors can be positive or negative depending on whether a score is higher or lower than the mean. Positive and negative errors of the same magnitude (for example, ± 4) would cancel each other out when summed as a measure of total error. Therefore, the sum of squared errors is used to calculate the sample variance instead of the mean of the individual errors:

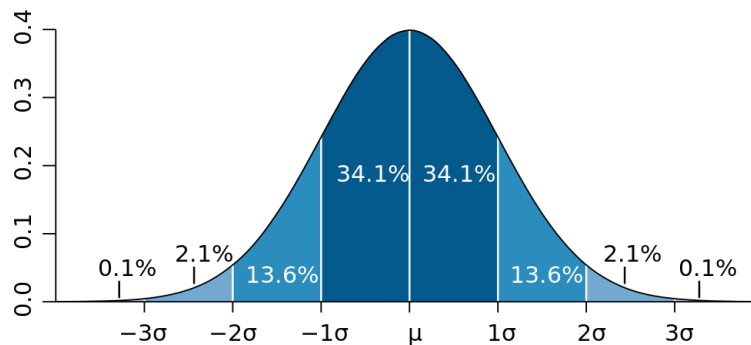
$$s^2 = \frac{(X_1 - M)^2 + (X_2 - M)^2 + \dots + (X_n - M)^2}{n - 1}$$

The sample standard deviation is the square root of the sample variance:

$$s = \sqrt{\frac{(X_1 - M)^2 + (X_2 - M)^2 + \dots + (X_n - M)^2}{n - 1}}$$

By taking the square root, the average error is expressed in the same units as the original scores in the data set instead of units squared. Standard deviation is used to describe how far the scores are spread out from each other. Generally speaking, the higher the standard deviation, the greater the variation among scores.

When using the mean and standard deviation to describe data sets, it is important to consider the distribution of scores within each set. One widely recognized distribution is the normal distribution (commonly referred to as the bell curve). As Figure TN1 illustrates, a normal distribution is symmetrical with about 68% of the data points lying within one standard deviation of the mean (Lane, n.d.).



Source: Mwtoews, 2007. μ = mean; σ = standard deviation. Image is licensed under the Creative Commons Attribution 2.5 Generic license. <http://creativecommons.org/licenses/by/2.5/deed.en>

Figure TN1: The normal distribution.

Consider a hypothetical data set of 100 numbers from a normal distribution with a mean of 50 and standard deviation of 15. Approximately 68% of the numbers would be one standard deviation from the mean (that is, 50 ± 15) and 95% of the numbers would be two standard deviations from the mean (that is, 50 ± 30). In other words, approximately 14% of the numbers would be between 20 and 35, 34% would be between 35 and 50, 34% would be between 50 and 65, and 14% would be between 65 and 80. Approximately 2% of the numbers would be less than 20 and 2% of the numbers would be greater than 80.

Consider also a 5-point agreement scale: strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), and strongly agree (5). If respondents' ratings to a survey item were normally distributed with a mean of 3.0 and standard deviation of 0.5, then approximately 68% of the responses would range from 2.5 to 3.5 (3.0 ± 0.5), 14% would range from 2.0 to 2.5, and 14% would range from 3.5 to 4.0. Given that the agreement scale contains whole numbers, the mean and standard deviation might suggest the following pattern of responses: approximately 68% of the respondents neither disagreed nor agreed with the survey item, 14% disagreed with the item, and 14% agreed with the item. Generally speaking, the higher the standard deviation, the greater the variation among responses. For instance, if the standard deviation was 1.0 instead of 0.5, approximately 68% of the responses would range from 2.0 to 4.0 (3.0 ± 1.0), 14% would range from 1.0 to 2.0, and 14% would range from 4.0 to 5.0. In other words, the larger standard deviation indicates more diversity among respondents' ratings of agreement.

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Marzano High Reliability Schools

A Summary of Parent and Student Perceptions Regarding Leading Indicators for Level 1

Prepared by Marzano Resources

for

Grand County High School

Moab, Utah

October 2025

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Introduction

Parents, guardians, students, and other stakeholders at Grand County High School responded to an online survey designed to gauge their school's status on the first level of the Marzano High Reliability Schools (HRS) framework. Level 1 has eight leading indicators that address factors considered foundational to developing and maintaining a safe, supportive, and collaborative school culture:

Leading Indicator 1.1: The faculty and staff perceive the school environment as safe and orderly.

Leading Indicator 1.2: Students, parents, and the community perceive the school environment as safe and orderly.

Leading Indicator 1.3: Teachers have formal roles in the decision-making process regarding school initiatives.

Leading Indicator 1.4: Teacher teams and collaborative groups meet regularly to interact and address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Leading Indicator 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

Leading Indicator 1.6: Students, parents, and the community have formal ways to provide input regarding optimal functioning of our school.

Leading Indicator 1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

Leading Indicator 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

These leading indicators were designed to help school leaders determine what is already working well and identify areas in need of focused attention. (For a more thorough discussion of HRS, see Marzano, Warrick, & Simms, 2014)

School stakeholders anonymously rated their level of agreement with statements related to each leading indicator. Each statement had five response choices ordered from greatest disagreement to greatest agreement (numeric values noted in parentheses): strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), and strongly agree (5). Stakeholders were allowed to respond to any statement with a rating of *n/a* or *don't know*.

Three descriptive statistics were calculated from the numeric values to provide an aggregate summary of respondents’ ratings of agreement: (1) mean, (2) mode, and (3) standard deviation. Mean is the arithmetic average of the numeric values of the respondents’ ratings, mode is the most common value(s) selected by respondents, and standard deviation is a measure of the amount of variation among the numeric values. (For a more detailed discussion, see Technical Note.) It should be noted that ratings of *n/a or don’t know* were treated as missing and excluded from the calculated statistics.

Data Analysis and Findings

Table 1 displays the number of surveys that were completed by parents or guardians (hereinafter referred to as parents) and students at Grand County High School.

Table 1: Completed Survey Counts

Completed Survey Counts	
Parent	25
Student	270

Again, school stakeholders responded to survey items related to each leading indicator using a 5-point agreement scale. Means, modes, and standard deviations were calculated for each survey item. In addition, overall means were also calculated for each leading indicator by averaging the item means. The overall means can help school leaders determine how they are doing in each area before looking more closely at the survey-item statistics.

It is important to note that reported findings are limited to the perceptions of the parents and students who completed the survey at the time they completed it, and not necessarily representative of other parents or students. The closer the number of completed responses is to the number of parents and students at the school, the more representative the results are likely to be.

Table 2 summarizes the overall means and standard deviations for each leading indicator.

Table 2: Overall Means for Level 1 Leading Indicators

Leading Indicator	Parent		Student	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1.1: The faculty and staff perceive the school environment as safe and orderly.	3.69	0.28	4.11	
1.2: Students, parents, and the community perceive the school environment as safe and orderly.	3.28	0.55	3.55	0.40
1.3: Teachers have formal roles in the decision-making process regarding school initiatives.	3.24	0.02	3.49	
1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.	3.26	0.13	3.74	
1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.	2.42	0.12	3.22	
1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.	2.33	0.68	2.78	
1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.	2.54	0.26	2.78	
1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.	3.06	0.24	3.70	0.18

Note. *M* = arithmetic mean; *SD* = standard deviation. Overall means and standard deviations were calculated from item means. The standard deviations reflect the amount of variation among the reported means for each leading indicator.

Table 2 indicates the parent survey had overall means ranging from 2.33 to 3.69. The student survey had overall means ranging from 2.78 to 4.11.

Again, overall means were calculated for each leading indicator by averaging the item means. Means greater than 3.5 suggest respondents agreed with most of the items related to the leading indicator, further suggesting the school might be doing well in those areas. Means less than 2.5 suggest respondents disagreed with most of the items related to the leading indicator, further suggesting those areas might need focused attention. It should be noted that this interpretation applies to leading indicators 1.2 and 1.8 in the student survey. The means reported for the other leading indicators should be interpreted as described in the following paragraph.

Descriptive statistics calculated from the parent and student survey items are presented separately for each leading indicator. Means greater than 3.5 suggest most respondents agreed with a survey item. Means less than 2.5 suggest most respondents disagreed. Finally, means close to 3.0 suggest: (1) similar numbers of respondents who agreed and disagreed and/or (2) more respondents who neither disagreed nor agreed. As noted earlier, ratings of *n/a* or *don't know* were excluded from the calculated statistics. Additional consideration might be warranted for any item with a lower than anticipated response count.

Leading Indicator 1.1: The faculty and staff perceive the school environment as safe and orderly.

Tables 3 and 4 list the descriptive statistics for leading indicator 1.1.

Table 3: Descriptive Statistics for Leading Indicator 1.1 (Parent)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Teachers and staff at my child's school consider it a safe place.	3.72	1.13	4	18
Teachers and staff at my child's school consider it an orderly place.	3.22	1.26	2,3	18
My child's school has clear and specific rules and procedures in place.	3.46	1.22	4	24
Teachers, staff, and my child know the emergency management procedures for the school.	3.65	1.14	5	20
Teachers, staff, and my child know how to implement the emergency management procedures for the school.	3.84	1.12	5	19
Teachers, staff, and my child have practiced implementing emergency management procedures for specific incidents (for example, tornado drills, fire drills, or lockdown drills).	4.05	1.10	5	20
The emergency management procedures at my child's school are updated on a regular basis.	3.87	1.30	5	15

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 3 indicates that parents' mean item responses for leading indicator 1.1 ranged from 3.22 to 4.05. The overall mean (with standard deviation in parentheses) was 3.69 (0.28).

Table 4: Descriptive Statistics for Leading Indicator 1.1 (Student)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
I know what to do if an emergency happens at school (such as a tornado, fire, lockdown, or medical emergency).	4.11	1.06	5	263

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 4 indicates that students' mean item response for leading indicator 1.1 was 4.11.

Leading Indicator 1.2: Students, parents, and the community perceive the school environment as safe and orderly.

Tables 5 and 6 list the descriptive statistics for leading indicator 1.2.

Table 5: Descriptive Statistics for Leading Indicator 1.2 (Parent)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
My child's school is a safe place.	3.52	1.12	4	23
My child's school is an orderly place.	3.29	1.12	3	24
I am aware of the rules and procedures in place at my child's school.	3.04	1.43	2	25
My child's school uses social media to allow anonymous reporting of potential incidents.	2.33	1.32	2	9
My child's school has a system that allows school leaders to communicate with me about issues regarding school safety (for example, a school call-out system).	3.57	1.56	5	23
The leaders of my child's school coordinate with local law enforcement agencies regarding school safety issues.	4.10	1.17	5	20
The leaders of my child's school engage the community and me regarding school safety issues.	3.13	1.32	3	23

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 5 indicates that parents' mean item responses for leading indicator 1.2 ranged from 2.33 to 4.10. The overall mean was 3.28 (0.55).

Table 6: Descriptive Statistics for Leading Indicator 1.2 (Student)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
My school is a safe place.	3.54	1.04	4	263
My school is an orderly place.	3.37	0.99	3	253
I know the rules and procedures at my school.	4.10	0.98	5	261
I can use social media to report bullying or other incidents anonymously.	3.16	1.32	3	215

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 6 indicates that students' mean item responses for leading indicator 1.2 ranged from 3.16 to 4.10. The overall mean was 3.55 (0.40).

Leading Indicator 1.3: Teachers have formal roles in the decision-making process regarding school initiatives.

Tables 7 and 8 list the descriptive statistics for leading indicator 1.3.

Table 7: Descriptive Statistics for Leading Indicator 1.3 (Parent)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Teachers help make important decisions at my child's school.	3.25	1.42	4	12
Specific groups of teachers provide input regarding specific decisions at my child's school	3.22	1.39	2,3,4,5	9

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 7 (page 5) indicates that parents' mean item responses for leading indicator 1.3 were 3.25 and 3.22. The overall mean was 3.24 (0.02).

Table 8: Descriptive Statistics for Leading Indicator 1.3 (Student)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Teachers help make important decisions at my school.	3.49	1.03	3	241

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 8 indicates that students' mean item response for leading indicator 1.3 was 3.49.

Leading Indicator 1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Tables 9 and 10 list the descriptive statistics for leading indicator 1.4.

Table 9: Descriptive Statistics for Leading Indicator 1.4 (Parent)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Teachers at my child's school meet together on a regular basis.	3.15	1.41	3	13
At my child's school, teachers who teach the same subject use the same exams, quizzes, and tests.	3.40	1.34	4	5
Teams of teachers at my child's school look at student achievement data to figure out how to improve students' learning.	3.23	1.24	4	13

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 9 indicates that parents' mean item responses for leading indicator 1.4 ranged from 3.15 to 3.40. The overall mean was 3.26 (0.13).

Table 10: Descriptive Statistics for Leading Indicator 1.4 (Student)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
My teachers meet together on a regular basis.	3.74	1.01	4	168

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 10 indicates that students' mean item response for leading indicator 1.4 was 3.74.

Leading Indicator 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

Tables 11 and 12 list the descriptive statistics for leading indicator 1.5.

Table 11: Descriptive Statistics for Leading Indicator 1.5 (Parent)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
The leaders of my child's school ask teachers for their opinions about how the school should function.	2.50	1.43	1,4	10
The leaders of my child's school collect information from teachers about their opinions.	2.33	1.32	1	9

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 11 indicates that parents' mean item responses for leading indicator 1.5 were 2.50 and 2.33. The overall mean was 2.42 (0.12).

Table 12: Descriptive Statistics for Leading Indicator 1.5 (Student)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
My school's leaders collect information from teachers about their opinions.	3.22	1.13	3	161

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 12 indicates that students' mean item response for leading indicator 1.5 was 3.22.

Leading Indicator 1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

Tables 13 and 14 list the descriptive statistics for leading indicator 1.6.

Table 13: Descriptive Statistics for Leading Indicator 1.6 (Parent)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
The leaders of my child's school ask for my opinion about how the school should function.	2.18	1.26	1	22
The leaders of my child's school have a system to save and keep track of the information they collect about my opinions.	2.00	1.35	1	13
Reports of opinion data collected from students, parents, and the community are generated regularly.	1.95	1.18	1	19
I understand how my opinions affect school decisions.	1.89	1.20	1	19
My child's school hosts an interactive website.	2.83	1.47	3	23
I visit my child's school's website often.	3.75	1.22	5	24
The leaders and teachers at my child's school use social networking technologies (such as Facebook) to involve students, parents, and the community.	3.20	1.06	3	20
The leaders of my child's school host virtual town hall meetings.	1.83	1.20	1	18
The leaders of my child's school conduct focus group meetings with students, parents, and the community.	1.94	1.30	1	17
The leaders of my child's school host or speak at community/business luncheons.	1.77	1.36	1	13

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 13 (page 7) indicates that parents' mean item responses for leading indicator 1.6 ranged from 1.77 to 3.75. The overall mean was 2.33 (0.68).

Table 14: Descriptive Statistics for Leading Indicator 1.6 (Student)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
My school's leaders ask for my opinion about how the school should function.	2.78	1.25	3	236

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 14 indicates that students' mean item response for leading indicator 1.6 was 2.78.

Leading Indicator 1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

Tables 15 and 16 list the descriptive statistics for leading indicator 1.7.

Table 15: Descriptive Statistics for Leading Indicator 1.7 (Parent)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
The accomplishments of my child's school have been adequately acknowledged and celebrated.	2.67	1.11	3,4	21
The accomplishments of my child's teachers have been adequately acknowledged and celebrated.	2.24	1.09	1	21
My child's individual accomplishments have been adequately acknowledged and celebrated.	2.83	1.46	1,4	24
The leaders of my child's school acknowledge and celebrate individual accomplishments, teacher-team/department accomplishments, and whole-school accomplishments in a variety of ways (for example, through faculty celebrations, newsletters to parents, or announcements; on the school website; or using social media).	2.41	1.14	1,2	22

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 15 indicates that parents' mean item responses for leading indicator 1.7 ranged from 2.24 to 2.83. The overall mean was 2.54 (0.26).

Table 16: Descriptive Statistics for Leading Indicator 1.7 (Student)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
When I achieve a goal or accomplish something important, my school's leaders, my teachers, and other students celebrate it.	2.78	1.18	3	248

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 16 indicates that students' mean item response for leading indicator 1.7 was 2.78.

Leading Indicator 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

Tables 17 and 18 list the descriptive statistics for leading indicator 1.8.

Table 17: Descriptive Statistics for Leading Indicator 1.8 (Parent)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Teachers at my child's school have adequate materials to teach effectively.	3.06	1.00	3	18
Teachers at my child's school have adequate time to teach effectively.	3.45	1.10	4	20
The leaders of my child's school develop, submit, and implement detailed budgets.	3.10	1.10	4	10
The leaders of my child's school successfully access and leverage a variety of fiscal resources (such as grants or title funds).	3.09	1.22	4	11
The leaders of my child's school manage time to maximize a focus on instruction.	2.71	0.99	3	14
The leaders of my child's school direct the use of technology to improve teaching and learning.	2.94	0.87	3	18

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 17 indicates that parents' mean item responses for leading indicator 1.8 ranged from 2.71 to 3.45. The overall mean was 3.06 (0.24).

Table 18: Descriptive Statistics for Leading Indicator 1.8 (Student)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
I have plenty of time to learn.	3.57	1.12	4	261
Teachers in my school use technology to help me learn.	3.82	1.02	4	258

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 18 indicates that students' mean item responses for leading indicator 1.8 were 3.57 and 3.82. The overall mean was 3.70 (0.18).

Summary and Discussion

Parents, guardians, students, and other stakeholders at Grand County High School responded to an anonymous online survey designed to gauge their school's status on the first level of the HRS framework. The leading indicators and related survey items can help leaders identify areas that are important to the school and help them make decisions about what the school is doing well and areas that need more attention as they work to develop and maintain a safe, supportive, and collaborative school culture.

Technical Note

In social science research, three statistical measures can be used to describe data sets considered in an analysis: (1) mean, (2) mode, and (3) standard deviation.

To calculate the mean, the sum of scores in a data set is divided by the total number of scores in the set:

$$M = \frac{X_1 + X_2 + \cdots + X_n}{n}$$

As a measure of central tendency, the mean is used to describe the center of a distribution of scores while taking into account every score in the distribution. However, it is important to note that outliers (that is, scores that are very different from most of the distribution) can have a substantial influence on the mean. Consider the following ordered set of numbers: {5, 6, 7, 8, 9, 20}. Although four numbers are less than 9 and one number is greater than 9, the mean suggests that the center of the distribution is slightly higher than 9, $M = 9.17$.

The mode of a data set is the score that appears most frequently. However, it is worth noting that more than one score might appear with the same frequency. In other words, a data set can have more than one mode. A set with two modes is bi-modal, a set with three modes is tri-modal, a set with four modes is quad-modal, and so on. Consider the following ordered set of numbers: {4, 5, 5, 7, 8, 8, 8, 9, 11, 14, 14, 14, 15, 19, 19}. The numbers 4, 7, 9, 11, and 15 occur once; the numbers 5 and 19 occur twice; and the numbers 8 and 14 occur three times. The data set is bi-modal and the modes are 8 and 14.

Standard deviation is related to the variance of a data set. The variance of a data set reflects the amount of error between the mean and the scores in the set ($X_i - M$). Stated differently, the variance provides a measure of the extent to which each score differs from the mean. However, it is important to note that individual errors can be positive or negative depending on whether a score is higher or lower than the mean. Positive and negative errors of the same magnitude (for example, ± 4) would cancel each other out when summed as a measure of total error. Therefore, the sum of squared errors is used to calculate the sample variance instead of the mean of the individual errors:

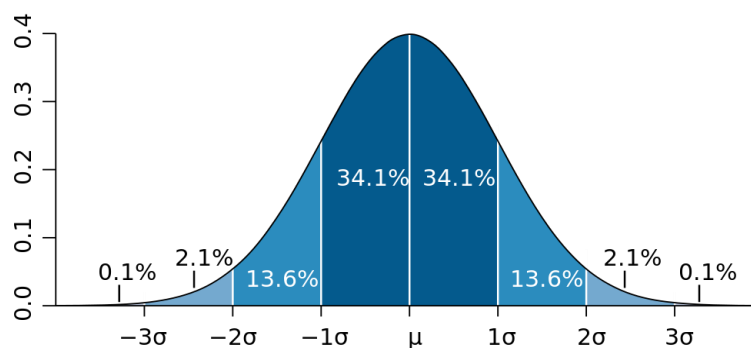
$$s^2 = \frac{(X_1 - M)^2 + (X_2 - M)^2 + \cdots + (X_n - M)^2}{n - 1}$$

The sample standard deviation is the square root of the sample variance:

$$s = \sqrt{\frac{(X_1 - M)^2 + (X_2 - M)^2 + \cdots + (X_n - M)^2}{n - 1}}$$

By taking the square root, the average error is expressed in the same units as the original scores in the data set instead of units squared. Standard deviation is used to describe how far the scores are spread out from each other. Generally speaking, the higher the standard deviation, the greater the variation among scores.

When using the mean and standard deviation to describe data sets, it is important to consider the distribution of scores within each set. One widely recognized distribution is the normal distribution (commonly referred to as the bell curve). As Figure TN1 illustrates, a normal distribution is symmetrical with about 68% of the data points lying within one standard deviation of the mean (Lane, n.d.).



Source: Mwtoews, 2007. μ = mean; σ = standard deviation. Image is licensed under the Creative Commons Attribution 2.5 Generic license. <http://creativecommons.org/licenses/by/2.5/deed.en>

Figure TN1: The normal distribution.

Consider a hypothetical data set of 100 numbers from a normal distribution with a mean of 50 and standard deviation of 15. Approximately 68% of the numbers would be one standard deviation from the mean (that is, 50 ± 15) and 95% of the numbers would be two standard deviations from the mean (that is, 50 ± 30). In other words, approximately 14% of the numbers would be between 20 and 35, 34% would be between 35 and 50, 34% would be between 50 and 65, and 14% would be between 65 and 80. Approximately 2% of the numbers would be less than 20 and 2% of the numbers would be greater than 80.

Consider also a 5-point agreement scale: strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), and strongly agree (5). If respondents' ratings to a survey item were normally distributed with a mean of 3.0 and standard deviation of 0.5, then approximately 68% of the responses would range from 2.5 to 3.5 (3.0 ± 0.5), 14% would range from 2.0 to 2.5, and 14% would range from 3.5 to 4.0. Given that the agreement scale contains whole numbers, the mean and standard deviation might suggest the following pattern of responses: approximately 68% of the respondents neither disagreed nor agreed with the survey item, 14% disagreed with the item, and 14% agreed with the item. Generally speaking, the higher the standard deviation, the greater the variation among responses. For instance, if the standard

deviation was 1.0 instead of 0.5, approximately 68% of the responses would range from 2.0 to 4.0 (3.0 ± 1.0), 14% would range from 1.0 to 2.0, and 14% would range from 4.0 to 5.0. In other words, the larger standard deviation indicates more diversity among respondents' ratings of agreement.

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Marzano High Reliability Schools

A Summary of Administrator and Staff Perceptions Regarding Leading Indicators for Level 1

Prepared by Marzano Resources

for

Margaret L. Hopkin Middle School

Moab, Utah

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Introduction

Administrative staff, teachers, and other stakeholders at Margaret L. Hopkin Middle School responded to an online survey designed to gauge their school's status on the first level of the Marzano High Reliability Schools (HRS) framework. Level 1 has eight leading indicators that address factors considered foundational to developing and maintaining a safe, supportive, and collaborative school culture:

Leading Indicator 1.1: The faculty and staff perceive the school environment as safe and orderly.

Leading Indicator 1.2: Students, parents, and the community perceive the school environment as safe and orderly.

Leading Indicator 1.3: Teachers have formal roles in the decision-making process regarding school initiatives.

Leading Indicator 1.4: Teacher teams and collaborative groups meet regularly to interact and address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Leading Indicator 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

Leading Indicator 1.6: Students, parents, and the community have formal ways to provide input regarding optimal functioning of our school.

Leading Indicator 1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

Leading Indicator 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

These leading indicators were designed to help school leaders determine what is already working well and identify areas in need of focused attention. (For a more thorough discussion of HRS, see Marzano, Warrick, & Simms, 2014.)

School stakeholders anonymously rated their level of agreement with statements related to each leading indicator. Each statement had five response choices ordered from greatest disagreement to greatest agreement (numeric values noted in parentheses): strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), and strongly agree (5). Stakeholders were allowed to respond to any statement with a rating of *n/a* or *don't know*.

Three descriptive statistics were calculated from the numeric values to provide an aggregate summary of respondents’ ratings of agreement: (1) mean, (2) mode, and (3) standard deviation. Mean is the arithmetic average of the numeric values of the respondents’ ratings, mode is the most common value(s) selected by respondents, and standard deviation is a measure of the amount of variation among the numeric values. (For a more detailed discussion, see Technical Note.) It should be noted that ratings of *n/a or don’t know* were treated as missing and excluded from the calculated statistics.

Data Analysis and Findings

Table 1 displays the number of surveys that were completed by administrators, teachers, and other staff members at Margaret L. Hopkin Middle School. (The teacher and staff survey is hereinafter referred to as the teacher survey.)

Table 1: Completed Survey Counts

Completed Survey Counts	
Administrator	1
Teacher	21

Again, school stakeholders responded to survey items related to each leading indicator using a 5-point agreement scale. Means, modes, and standard deviations were calculated for each survey item. In addition, overall means were also calculated for each leading indicator by averaging the item means. The overall means can help school leaders determine how they are doing in each area before looking more closely at the survey-item statistics.

Table 2 summarizes the overall means and standard deviations for each leading indicator.

Table 2: Overall Means for Level 1 Leading Indicators

Leading Indicator	Administrator		Teacher	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1.1: The faculty and staff perceive the school environment as safe and orderly.	4.43	0.79	4.50	0.17
1.2: Students, parents, and the community perceive the school environment as safe and orderly.	4.00	1.41	4.24	0.30
1.3: Teachers have formal roles in the decision-making process regarding school initiatives.	4.60	0.55	4.12	0.18
1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.	2.78	1.09	3.91	0.39
1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.	2.40	0.89	3.90	0.28
1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.	2.44	1.59	3.25	0.46
1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.	5.00	0.00	4.02	0.16
1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.	4.00	0.00	4.30	0.26

Note. *M* = arithmetic mean; *SD* = standard deviation. Overall means and standard deviations were calculated from item means. The standard deviations reflect the amount of variation among the reported item means for each leading indicator.

Table 2 indicates the administrator survey had overall means ranging from 2.40 to 5.00. The teacher survey had overall means ranging from 3.25 to 4.50.

Again, overall means were calculated for each leading indicator by averaging the item means. Means greater than 3.5 suggest respondents agreed with most of the items related to the leading indicator, further suggesting the school might be doing well in those areas. Means less than 2.5 suggest respondents disagreed with most of the items related to the leading indicator, further suggesting those areas might need focused attention.

Descriptive statistics calculated from the administrator and teacher survey items are presented separately for each leading indicator. Means greater than 3.5 suggest most respondents agreed with a survey item. Means less than 2.5 suggest most respondents disagreed. Finally, means close to 3.0 suggest: (1) similar numbers of respondents who agreed and disagreed and/or (2) more respondents who neither disagreed nor agreed. As noted earlier, ratings of *n/a* or *don't know* were excluded from the calculated statistics. Additional consideration might be warranted for any item with a lower than anticipated response count.

Leading Indicator 1.1: The faculty and staff perceive the school environment as safe and orderly.

Tables 3 and 4 list the descriptive statistics for leading indicator 1.1.

Table 3: Descriptive Statistics for Leading Indicator 1.1 (Administrator)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Our school is a safe place.	4.00			1
Our school is an orderly place.	4.00			1
Our school has clear and specific rules and procedures in place.	3.00			1
Teachers and staff know the emergency management procedures for our school.	5.00			1
Teachers and staff know how to implement the emergency management procedures for our school.	5.00			1
Teachers, staff, and students regularly practice implementing emergency management procedures for specific incidents.	5.00			1
Our school's emergency management procedures are updated on a regular basis.	5.00			1

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 3 indicates that the administrator's item responses for leading indicator 1.1 ranged from 3.00 to 5.00. The overall mean (with standard deviation in parentheses) was 4.43 (0.79).

Table 4: Descriptive Statistics for Leading Indicator 1.1 (Teacher)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Our school is a safe place.	4.67	0.58	5	21
Our school is an orderly place.	4.43	0.60	4,5	21
Our school has clear and specific rules and procedures in place.	4.62	0.74	5	21
I know the emergency management procedures for our school.	4.33	0.86	5	21
I know how to implement the emergency management procedures for our school.	4.30	0.98	5	20
My students and I practice implementing emergency management procedures for specific incidents.	4.44	0.70	5	18
Our school's emergency management procedures are updated on a regular basis.	4.72	0.46	5	18

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 4 indicates that teachers' and staff members' mean item responses for leading indicator 1.1 ranged from 4.30 to 4.72. The overall mean was 4.50 (0.17).

Leading Indicator 1.2: Students, parents, and the community perceive the school environment as safe and orderly.

Tables 5 and 6 list the descriptive statistics for leading indicator 1.2.

Table 5: Descriptive Statistics for Leading Indicator 1.2 (Administrator)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Students and their parents describe our school as a safe place.	4.00			1
Students and their parents describe our school as an orderly place.	4.00			1
Students and their parents are aware of the rules and procedures in place at our school.	4.00			1
Our school uses social media to allow anonymous reporting of potential incidents.	1.00			1
Our school has a system that allows me to communicate with parents about issues regarding school safety (for example, a school call-out system).	5.00			1
I coordinate with local law enforcement agencies regarding school safety issues.	5.00			1
I engage parents and the community regarding school safety issues.	5.00			1

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 5 indicates that the administrator's item responses for leading indicator 1.2 ranged from 1.00 to 5.00. The overall mean was 4.00 (1.41).

Table 6: Descriptive Statistics for Leading Indicator 1.2 (Teacher)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Students and their parents describe our school as a safe place.	4.00	0.60	4	12
Students and their parents describe our school as an orderly place.	4.00	0.91	4	13
Students and their parents are aware of the rules and procedures in place at our school.	3.93	0.83	4	14
Our school uses social media to allow anonymous reporting of potential incidents.	4.56	0.73	5	9
Our school has a system that allows school leaders to communicate with parents about issues regarding school safety (for example, a school call-out system).	4.40	0.74	5	15
School leaders coordinate with local law enforcement agencies regarding school safety issues.	4.68	0.48	5	19
School leaders engage parents and the community regarding school safety issues.	4.13	1.19	5	15

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 6 indicates that teachers' and staff members' mean item responses for leading indicator 1.2 ranged from 3.93 to 4.68. The overall mean was 4.24 (0.30).

Leading Indicator 1.3: Teachers have formal roles in the decision-making process regarding school initiatives.

Tables 7 and 8 list the descriptive statistics for leading indicator 1.3.

Table 7: Descriptive Statistics for Leading Indicator 1.3 (Administrator)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
It is clear which types of decisions will be made with direct teacher input.	5.00			1
Techniques and systems are in place to collect data and information from teachers on a regular basis.	5.00			1
Notes and reports exist documenting how teacher input was used to make specific decisions.	5.00			1
Electronic tools (for example, online survey tools) are used to collect teachers' opinions regarding specific decisions.	4.00			1
Groups of teachers are targeted to provide input regarding specific decisions.	4.00			1

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 7 indicates that the administrator's item responses for leading indicator 1.3 ranged from 4.00 to 5.00. The overall mean was 4.60 (0.55).

Table 8: Descriptive Statistics for Leading Indicator 1.3 (Teacher)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
It is clear which types of decisions will be made with direct teacher input.	4.29	1.05	5	17
Techniques and systems are in place to collect data and information from teachers on a regular basis.	4.33	0.82	5	15
Notes and reports exist documenting how teacher input was used to make specific decisions.	4.00	1.13	5	15
Electronic tools (for example, online survey tools) are used to collect teachers' opinions regarding specific decisions.	4.06	1.06	4,5	18
Groups of teachers are targeted to provide input regarding specific decisions.	3.93	1.22	5	15

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 8 indicates that teachers' and staff members' mean item responses for leading indicator 1.3 ranged from 3.93 to 4.33. The overall mean was 4.12 (0.18).

Leading Indicator 1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Tables 9 and 10 list the descriptive statistics for leading indicator 1.4.

Table 9: Descriptive Statistics for Leading Indicator 1.4 (Administrator)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
A professional learning community (PLC) process is in place in our school.	5.00			1
Our school's PLC collaborative teams have written goals.	2.00			1
I regularly examine PLC collaborative teams' progress toward their goals.	2.00			1
Our school's PLC collaborative teams create common assessments.	2.00			1
Our school's PLC collaborative teams analyze student achievement and growth.	4.00			1
Data teams are in place in our school.	2.00			1
Our school's data teams have written goals.	2.00			1
I regularly examine data teams' progress toward their goals.	3.00			1
I collect and review minutes and notes from PLC collaborative team and data team meetings to ensure that teams are focusing on student achievement.	3.00			1

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 9 indicates that the administrator's item responses for leading indicator 1.4 ranged from 2.00 to 5.00. The overall mean was 2.78 (1.09).

Table 10: Descriptive Statistics for Leading Indicator 1.4 (Teacher)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
A professional learning community (PLC) process is in place in our school.	4.40	0.99	5	20
Our school's PLC collaborative teams have written goals.	4.07	1.28	5	15
School leaders regularly examine PLC collaborative teams' progress toward their goals.	4.13	1.20	5	16
Our school's PLC collaborative teams create common assessments.	3.38	1.76	5	13
Our school's PLC collaborative teams analyze student achievement and growth.	4.06	1.29	5	16
Data teams are in place in our school.	3.50	1.51	5	12
Our school's data teams have written goals.	3.60	1.58	5	10
School leaders regularly examine data teams' progress toward their goals.	3.67	1.66	5	9
School leaders collect and review minutes and notes from PLC collaborative team and data team meetings to ensure that teams are focusing on student achievement.	4.42	0.79	5	12

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 10 indicates that teachers' and staff members' mean item responses for leading indicator 1.4 ranged from 3.38 to 4.42. The overall mean was 3.91 (0.39).

Leading Indicator 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

Tables 11 and 12 list the descriptive statistics for leading indicator 1.5.

Table 11: Descriptive Statistics for Leading Indicator 1.5 (Administrator)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of our school.	4.00			1
Opinion data collected from teachers and staff are archived.	2.00			1
Reports of opinion data from teachers and staff are regularly generated.	2.00			1
The manner in which opinion data from teachers and staff are used is transparent.	2.00			1
Our school improvement team regularly provides input and feedback about our school's improvement plan.	2.00			1

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 11 indicates that the administrator's item responses for leading indicator 1.5 ranged from 2.00 to 4.00. The overall mean was 2.40 (0.89).

Table 12: Descriptive Statistics for Leading Indicator 1.5 (Teacher)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of our school.	4.06	1.03	5	17
Opinion data collected from teachers and staffs are archived.	4.00	1.00	4,5	11
Reports of opinion data from teachers and staff are regularly generated.	3.50	0.97	3	10
The manner in which opinion data from teachers and staff are used is transparent.	4.20	0.79	4,5	10
Our school improvement team regularly provides input and feedback about our school's improvement plan.	3.75	1.29	4,5	12

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 12 indicates that teachers' and staff members' mean item responses for leading indicator 1.5 ranged from 3.50 to 4.20. The overall mean was 3.90 (0.28).

Leading Indicator 1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

Tables 13 and 14 list the descriptive statistics for leading indicator 1.6.

Table 13: Descriptive Statistics for Leading Indicator 1.6 (Administrator)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Data collection systems are in place to collect opinion data from students, parents, and the community regarding the optimal functioning of our school.	3.00			1
Opinion data collected from students, parents, and the community are archived.	2.00			1
Reports of opinion data from students, parents, and the community are regularly generated.	2.00			1
The manner in which opinion data from students, parents, and the community are used is transparent.	2.00			1
Our school hosts an interactive website for students, parents, and the community.	5.00			1
I use social networking technologies (such as Facebook) to involve students, parents, and the community.	5.00			1
I host virtual town hall meetings.	1.00			1
I conduct focus group meetings with students, parents, and the community.	1.00			1
I host or speak at community/business luncheons.	1.00			1

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 13 indicates that the administrator's item responses for leading indicator 1.6 ranged from 1.00 to 5.00. The overall mean was 2.44 (1.59).

Table 14: Descriptive Statistics for Leading Indicator 1.6 (Teacher)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Data collection systems are in place to collect opinion data from students, parents, and the community regarding the optimal functioning of our school.	3.70	1.06	3	10
Opinion data collected from students, parents, and the community are archived.	3.56	1.01	3	9
Reports of opinion data from students, parents, and the community are regularly generated.	3.11	1.45	3	9
The manner in which opinion data from students, parents, and the community are used is transparent.	3.60	1.26	3	10
Our school hosts an interactive website for students, parents, and the community.	3.93	1.27	5	14
I use social networking technologies (such as Facebook) to involve students, parents, and the community.	3.00	1.73	1	17
School leaders host virtual town hall meetings.	2.67	1.63	1	6
School leaders conduct focus group meetings with students, parents, and the community.	2.86	1.46	3	7
School leaders host or speak at community/business luncheons.	2.80	1.79	1	5

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 14 (page 9) indicates that teachers' and staff members' mean item responses for leading indicator 1.6 ranged from 2.67 to 3.93. The overall mean was 3.25 (0.46).

Leading Indicator 1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

Tables 15 and 16 list the descriptive statistics for leading indicator 1.7.

Table 15: Descriptive Statistics for Leading Indicator 1.7 (Administrator)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Our school's accomplishments have been adequately acknowledged and celebrated.	5.00			1
Teacher teams' or departments' accomplishments have been adequately acknowledged and celebrated.	5.00			1
Individual teachers' accomplishments have been adequately acknowledged and celebrated.	5.00			1
I acknowledge and celebrate individual accomplishments, teacher-team or department accomplishments, and whole-school accomplishments in a variety of ways (for example, through faculty celebrations, newsletters to parents, announcements; the school website, or social media).	5.00			1
I regularly celebrate the successes of individuals in a variety of positions in the school (such as teachers or support staff).	5.00			1

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 15 indicates that leading indicator 1.7 had the same rating for every administrator survey item. The overall mean was 5.00 (0.00).

Table 16: Descriptive Statistics for Leading Indicator 1.7 (Teacher)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Our school's accomplishments have been adequately acknowledged and celebrated.	4.17	1.15	5	18
My team's or department's accomplishments have been adequately acknowledged and celebrated.	4.06	1.12	5	16
My individual accomplishments have been adequately acknowledged and celebrated.	3.75	1.44	5	16
School leaders acknowledge and celebrate individual accomplishments, teacher-team or department accomplishments, and whole-school accomplishments in a variety of ways (for example, through faculty celebrations, newsletters to parents, announcements; the school website; or social media).	4.07	1.21	5	14
School leaders regularly celebrate the successes of individuals in a variety of positions in the school (such as teachers or support staff).	4.07	1.10	4,5	15

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 16 indicates that teachers' and staff members' mean item responses for leading indicator 1.7 ranged from 3.75 to 4.17. The overall mean was 4.02 (0.16).

Leading Indicator 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

Tables 17 and 18 list the descriptive statistics for leading indicator 1.8.

Table 17: Descriptive Statistics for Leading Indicator 1.8 (Administrator)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Teachers have adequate materials to teach effectively.	4.00			1
Teachers have adequate time to teach effectively.	4.00			1
I develop, submit, and implement detailed budgets.	4.00			1
I successfully access and leverage a variety of fiscal resources (such as grants or title funds).	4.00			1
I manage time to maximize a focus on instruction.	4.00			1
I direct the use of technology to improve teaching and learning.	4.00			1
I provide adequate training for the instructional technology teachers are expected to use.	4.00			1

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 17 indicates that leading indicator 1.8 had the same rating for every administrator survey item. The overall mean was 4.00 (0.00).

Table 18: Descriptive Statistics for Leading Indicator 1.8 (Teacher)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
I have adequate materials to teach effectively.	4.19	1.17	5	16
I have adequate time to teach effectively.	4.25	0.93	5	16
School leaders develop, submit, and implement detailed budgets.	4.44	0.73	5	9
School leaders successfully access and leverage a variety of fiscal resources (such as grants or title funds).	4.38	1.06	5	8
School leaders manage time to maximize a focus on instruction.	4.50	0.52	4,5	16
School leaders direct the use of technology to improve teaching and learning.	4.57	0.65	5	14
School leaders provide adequate training for the instructional technology teachers are expected to use.	3.80	1.15	4	15

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 18 indicates that teachers' and staff members' mean item responses for leading indicator 1.8 ranged from 3.80 to 4.57. The overall mean was 4.30 (0.26).

Summary and Discussion

Administrative staff, teachers, and other stakeholders at Margaret L. Hopkin Middle School responded to an anonymous online survey designed to gauge their school's status on the first level of the HRS framework. The leading indicators and related survey items can help leaders identify areas that are important to the school and help them make decisions about what the school is doing well and areas that need more attention as they work to develop and maintain a safe, supportive, and collaborative school culture.

Technical Note

In social science research, three statistical measures can be used to describe data sets considered in an analysis: (1) mean, (2) mode, and (3) standard deviation.

To calculate the mean, the sum of scores in a data set is divided by the total number of scores in the set:

$$M = \frac{X_1 + X_2 + \cdots + X_n}{n}$$

As a measure of central tendency, the mean is used to describe the center of a distribution of scores while taking into account every score in the distribution. However, it is important to note that outliers (that is, scores that are very different from most of the distribution) can have a substantial influence on the mean. Consider the following ordered set of numbers: {5, 6, 7, 8, 9, 20}. Although four numbers are less than 9 and one number is greater than 9, the mean suggests that the center of the distribution is slightly higher than 9, $M = 9.17$.

The mode of a data set is the score that appears most frequently. However, it is worth noting that more than one score might appear with the same frequency. In other words, a data set can have more than one mode. A set with two modes is bi-modal, a set with three modes is tri-modal, a set with four modes is quad-modal, and so on. Consider the following ordered set of numbers: {4, 5, 5, 7, 8, 8, 8, 9, 11, 14, 14, 14, 15, 19, 19}. The numbers 4, 7, 9, 11, and 15 occur once; the numbers 5 and 19 occur twice; and the numbers 8 and 14 occur three times. The data set is bi-modal and the modes are 8 and 14.

Standard deviation is related to the variance of a data set. The variance of a data set reflects the amount of error between the mean and the scores in the set ($X_i - M$). Stated differently, the variance provides a measure of the extent to which each score differs from the mean. However, it is important to note that individual errors can be positive or negative depending on whether a score is higher or lower than the mean. Positive and negative errors of the same magnitude (for example, ± 4) would cancel each other out when summed as a measure of total error. Therefore, the sum of squared errors is used to calculate the sample variance instead of the mean of the individual errors:

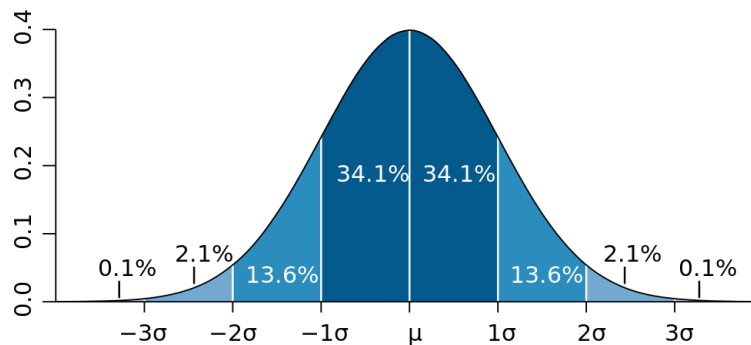
$$s^2 = \frac{(X_1 - M)^2 + (X_2 - M)^2 + \dots + (X_n - M)^2}{n - 1}$$

The sample standard deviation is the square root of the sample variance:

$$s = \sqrt{\frac{(X_1 - M)^2 + (X_2 - M)^2 + \dots + (X_n - M)^2}{n - 1}}$$

By taking the square root, the average error is expressed in the same units as the original scores in the data set instead of units squared. Standard deviation is used to describe how far the scores are spread out from each other. Generally speaking, the higher the standard deviation, the greater the variation among scores.

When using the mean and standard deviation to describe data sets, it is important to consider the distribution of scores within each set. One widely recognized distribution is the normal distribution (commonly referred to as the bell curve). As Figure TN1 illustrates, a normal distribution is symmetrical with about 68% of the data points lying within one standard deviation of the mean (Lane, n.d.).



Source: Mwtoews, 2007. μ = mean; σ = standard deviation. Image is licensed under the Creative Commons Attribution 2.5 Generic license. <http://creativecommons.org/licenses/by/2.5/deed.en>

Figure TN1: The normal distribution.

Consider a hypothetical data set of 100 numbers from a normal distribution with a mean of 50 and standard deviation of 15. Approximately 68% of the numbers would be one standard deviation from the mean (that is, 50 ± 15) and 95% of the numbers would be two standard deviations from the mean (that is, 50 ± 30). In other words, approximately 14% of the numbers would be between 20 and 35, 34% would be between 35 and 50, 34% would be between 50 and 65, and 14% would be between 65 and 80. Approximately 2% of the numbers would be less than 20 and 2% of the numbers would be greater than 80.

Consider also a 5-point agreement scale: strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), and strongly agree (5). If respondents' ratings to a survey item were normally distributed with a mean of 3.0 and standard deviation of 0.5, then approximately 68% of the responses would range from 2.5 to 3.5 (3.0 ± 0.5), 14% would range from 2.0 to 2.5, and 14% would range from 3.5 to 4.0. Given that the agreement scale contains whole numbers, the mean and standard deviation might suggest the following pattern of responses: approximately 68% of the respondents neither disagreed nor agreed with the survey item, 14% disagreed with the item, and 14% agreed with the item. Generally speaking, the higher the standard deviation, the greater the variation among responses. For instance, if the standard deviation was 1.0 instead of 0.5, approximately 68% of the responses would range from 2.0 to 4.0 (3.0 ± 1.0), 14% would range from 1.0 to 2.0, and 14% would range from 4.0 to 5.0. In other words, the larger standard deviation indicates more diversity among respondents' ratings of agreement.

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Marzano High Reliability Schools

A Summary of Parent and Student Perceptions Regarding Leading Indicators for Level 1

Prepared by Marzano Resources

for

Margaret L. Hopkin Middle School

Moab, Utah

October 2025

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Introduction

Parents, guardians, students, and other stakeholders at Margaret L. Hopkin Middle School responded to an online survey designed to gauge their school's status on the first level of the Marzano High Reliability Schools (HRS) framework. Level 1 has eight leading indicators that address factors considered foundational to developing and maintaining a safe, supportive, and collaborative school culture:

Leading Indicator 1.1: The faculty and staff perceive the school environment as safe and orderly.

Leading Indicator 1.2: Students, parents, and the community perceive the school environment as safe and orderly.

Leading Indicator 1.3: Teachers have formal roles in the decision-making process regarding school initiatives.

Leading Indicator 1.4: Teacher teams and collaborative groups meet regularly to interact and address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Leading Indicator 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

Leading Indicator 1.6: Students, parents, and the community have formal ways to provide input regarding optimal functioning of our school.

Leading Indicator 1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

Leading Indicator 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

These leading indicators were designed to help school leaders determine what is already working well and identify areas in need of focused attention. (For a more thorough discussion of HRS, see Marzano, Warrick, & Simms, 2014)

School stakeholders anonymously rated their level of agreement with statements related to each leading indicator. Each statement had five response choices ordered from greatest disagreement to greatest agreement (numeric values noted in parentheses): strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), and strongly agree (5). Stakeholders were allowed to respond to any statement with a rating of *n/a* or *don't know*.

Three descriptive statistics were calculated from the numeric values to provide an aggregate summary of respondents' ratings of agreement: (1) mean, (2) mode, and (3) standard deviation. Mean is the arithmetic average of the numeric values of the respondents' ratings, mode is the most common value(s) selected by respondents, and standard deviation is a measure of the amount of variation among the numeric values. (For a more detailed discussion, see Technical Note.) It should be noted that ratings of *n/a or don't know* were treated as missing and excluded from the calculated statistics.

Data Analysis and Findings

Table 1 displays the number of surveys that were completed by parents or guardians (hereinafter referred to as parents) and students at Margaret L. Hopkin Middle School.

Table 1: Completed Survey Counts

Completed Survey Counts	
Parent	18
Student	202

Again, school stakeholders responded to survey items related to each leading indicator using a 5-point agreement scale. Means, modes, and standard deviations were calculated for each survey item. In addition, overall means were also calculated for each leading indicator by averaging the item means. The overall means can help school leaders determine how they are doing in each area before looking more closely at the survey-item statistics.

It is important to note that reported findings are limited to the perceptions of the parents and students who completed the survey at the time they completed it, and not necessarily representative of other parents or students. The closer the number of completed responses is to the number of parents and students at the school, the more representative the results are likely to be.

Table 2 summarizes the overall means and standard deviations for each leading indicator.

Table 2: Overall Means for Level 1 Leading Indicators

Leading Indicator	Parent		Student	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1.1: The faculty and staff perceive the school environment as safe and orderly.	3.94	0.22	4.22	
1.2: Students, parents, and the community perceive the school environment as safe and orderly.	3.75	0.39	3.67	0.57
1.3: Teachers have formal roles in the decision-making process regarding school initiatives.	3.94	0.27	3.88	
1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.	3.93	0.32	3.69	
1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.	3.90	0.14	3.58	
1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.	2.89	0.54	2.84	
1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.	3.39	0.21	2.91	
1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.	3.62	0.33	3.84	0.36

Note. *M* = arithmetic mean; *SD* = standard deviation. Overall means and standard deviations were calculated from item means. The standard deviations reflect the amount of variation among the reported means for each leading indicator.

Table 2 indicates the parent survey had overall means ranging from 2.89 to 3.94. The student survey had overall means ranging from 2.84 to 4.22.

Again, overall means were calculated for each leading indicator by averaging the item means. Means greater than 3.5 suggest respondents agreed with most of the items related to the leading indicator, further suggesting the school might be doing well in those areas. Means less than 2.5 suggest respondents disagreed with most of the items related to the leading indicator, further suggesting those areas might need focused attention. It should be noted that this interpretation applies to leading indicators 1.2 and 1.8 in the student survey. The means reported for the other leading indicators should be interpreted as described in the following paragraph.

Descriptive statistics calculated from the parent and student survey items are presented separately for each leading indicator. Means greater than 3.5 suggest most respondents agreed with a survey item. Means less than 2.5 suggest most respondents disagreed. Finally, means close to 3.0 suggest: (1) similar numbers of respondents who agreed and disagreed and/or (2) more respondents who neither disagreed nor agreed. As noted earlier, ratings of *n/a* or *don't know* were excluded from the calculated statistics. Additional consideration might be warranted for any item with a lower than anticipated response count.

Leading Indicator 1.1: The faculty and staff perceive the school environment as safe and orderly.

Tables 3 and 4 list the descriptive statistics for leading indicator 1.1.

Table 3: Descriptive Statistics for Leading Indicator 1.1 (Parent)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Teachers and staff at my child's school consider it a safe place.	4.24	0.66	4	17
Teachers and staff at my child's school consider it an orderly place.	4.06	0.56	4	17
My child's school has clear and specific rules and procedures in place.	4.17	0.86	4	18
Teachers, staff, and my child know the emergency management procedures for the school.	3.92	0.86	4	13
Teachers, staff, and my child know how to implement the emergency management procedures for the school.	3.67	0.89	4	12
Teachers, staff, and my child have practiced implementing emergency management procedures for specific incidents (for example, tornado drills, fire drills, or lockdown drills).	3.79	1.12	4	14
The emergency management procedures at my child's school are updated on a regular basis.	3.75	1.04	4	8

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 3 indicates that parents' mean item responses for leading indicator 1.1 ranged from 3.67 to 4.24. The overall mean (with standard deviation in parentheses) was 3.94 (0.22).

Table 4: Descriptive Statistics for Leading Indicator 1.1 (Student)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
I know what to do if an emergency happens at school (such as a tornado, fire, lockdown, or medical emergency).	4.22	0.91	5	198

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 4 indicates that students' mean item response for leading indicator 1.1 was 4.22.

Leading Indicator 1.2: Students, parents, and the community perceive the school environment as safe and orderly.

Tables 5 and 6 list the descriptive statistics for leading indicator 1.2.

Table 5: Descriptive Statistics for Leading Indicator 1.2 (Parent)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
My child's school is a safe place.	3.78	0.65	4	18
My child's school is an orderly place.	3.89	0.58	4	18
I am aware of the rules and procedures in place at my child's school.	3.94	0.87	4	18
My child's school uses social media to allow anonymous reporting of potential incidents.	3.17	0.75	3	6
My child's school has a system that allows school leaders to communicate with me about issues regarding school safety (for example, a school call-out system).	3.81	1.17	5	16
The leaders of my child's school coordinate with local law enforcement agencies regarding school safety issues.	4.33	0.72	5	15
The leaders of my child's school engage the community and me regarding school safety issues.	3.36	1.22	3	14

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 5 indicates that parents' mean item responses for leading indicator 1.2 ranged from 3.17 to 4.33. The overall mean was 3.75 (0.39).

Table 6: Descriptive Statistics for Leading Indicator 1.2 (Student)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
My school is a safe place.	3.76	1.00	4	198
My school is an orderly place.	3.59	1.02	4	187
I know the rules and procedures at my school.	4.35	0.90	5	195
I can use social media to report bullying or other incidents anonymously.	2.96	1.42	1,2	174

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 6 indicates that students' mean item responses for leading indicator 1.2 ranged from 2.96 to 4.35. The overall mean was 3.67 (0.57).

Leading Indicator 1.3: Teachers have formal roles in the decision-making process regarding school initiatives.

Tables 7 and 8 list the descriptive statistics for leading indicator 1.3.

Table 7: Descriptive Statistics for Leading Indicator 1.3 (Parent)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Teachers help make important decisions at my child's school.	3.75	0.46	4	8
Specific groups of teachers provide input regarding specific decisions at my child's school	4.13	0.64	4	8

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 7 (page 5) indicates that parents' mean item responses for leading indicator 1.3 were 3.75 and 4.13. The overall mean was 3.94 (0.27).

Table 8: Descriptive Statistics for Leading Indicator 1.3 (Student)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Teachers help make important decisions at my school.	3.88	0.98	4	189

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 8 indicates that students' mean item response for leading indicator 1.3 was 3.88.

Leading Indicator 1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Tables 9 and 10 list the descriptive statistics for leading indicator 1.4.

Table 9: Descriptive Statistics for Leading Indicator 1.4 (Parent)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Teachers at my child's school meet together on a regular basis.	4.30	0.48	4	10
At my child's school, teachers who teach the same subject use the same exams, quizzes, and tests.	3.75	0.50	4	4
Teams of teachers at my child's school look at student achievement data to figure out how to improve students' learning.	3.75	1.29	4,5	12

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 9 indicates that parents' mean item responses for leading indicator 1.4 ranged from 3.75 to 4.30. The overall mean was 3.93 (0.32).

Table 10: Descriptive Statistics for Leading Indicator 1.4 (Student)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
My teachers meet together on a regular basis.	3.69	1.09	4	140

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 10 indicates that students' mean item response for leading indicator 1.4 was 3.69.

Leading Indicator 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

Tables 11 and 12 list the descriptive statistics for leading indicator 1.5.

Table 11: Descriptive Statistics for Leading Indicator 1.5 (Parent)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
The leaders of my child's school ask teachers for their opinions about how the school should function.	3.80	0.92	4	10
The leaders of my child's school collect information from teachers about their opinions.	4.00	0.87	3,4,5	9

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 11 indicates that parents' mean item responses for leading indicator 1.5 were 3.80 and 4.00. The overall mean was 3.90 (0.14).

Table 12: Descriptive Statistics for Leading Indicator 1.5 (Student)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
My school's leaders collect information from teachers about their opinions.	3.58	0.99	3	141

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 12 indicates that students' mean item response for leading indicator 1.5 was 3.58.

Leading Indicator 1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

Tables 13 and 14 list the descriptive statistics for leading indicator 1.6.

Table 13: Descriptive Statistics for Leading Indicator 1.6 (Parent)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
The leaders of my child's school ask for my opinion about how the school should function.	2.47	1.33	1,2	17
The leaders of my child's school have a system to save and keep track of the information they collect about my opinions.	3.11	1.36	4	9
Reports of opinion data collected from students, parents, and the community are generated regularly.	2.64	1.03	2	11
I understand how my opinions affect school decisions.	2.76	1.48	2	17
My child's school hosts an interactive website.	3.35	1.17	3,4	17
I visit my child's school's website often.	3.89	1.28	5	18
The leaders and teachers at my child's school use social networking technologies (such as Facebook) to involve students, parents, and the community.	3.33	1.18	3	15
The leaders of my child's school host virtual town hall meetings.	2.00	1.34	1	11
The leaders of my child's school conduct focus group meetings with students, parents, and the community.	2.73	1.49	4	11
The leaders of my child's school host or speak at community/business luncheons.	2.63	1.30	4	8

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 13 (page 7) indicates that parents' mean item responses for leading indicator 1.6 ranged from 2.00 to 3.89. The overall mean was 2.89 (0.54).

Table 14: Descriptive Statistics for Leading Indicator 1.6 (Student)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
My school's leaders ask for my opinion about how the school should function.	2.84	1.22	3	176

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 14 indicates that students' mean item response for leading indicator 1.6 was 2.84.

Leading Indicator 1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

Tables 15 and 16 list the descriptive statistics for leading indicator 1.7.

Table 15: Descriptive Statistics for Leading Indicator 1.7 (Parent)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
The accomplishments of my child's school have been adequately acknowledged and celebrated.	3.36	1.01	4	14
The accomplishments of my child's teachers have been adequately acknowledged and celebrated.	3.15	0.99	4	13
My child's individual accomplishments have been adequately acknowledged and celebrated.	3.38	1.20	4	16
The leaders of my child's school acknowledge and celebrate individual accomplishments, teacher-team/department accomplishments, and whole-school accomplishments in a variety of ways (for example, through faculty celebrations, newsletters to parents, or announcements; on the school website; or using social media).	3.67	0.98	3	12

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 15 indicates that parents' mean item responses for leading indicator 1.7 ranged from 3.15 to 3.67. The overall mean was 3.39 (0.21).

Table 16: Descriptive Statistics for Leading Indicator 1.7 (Student)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
When I achieve a goal or accomplish something important, my school's leaders, my teachers, and other students celebrate it.	2.91	1.19	3	188

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 16 indicates that students' mean item response for leading indicator 1.7 was 2.91.

Leading Indicator 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

Tables 17 and 18 list the descriptive statistics for leading indicator 1.8.

Table 17: Descriptive Statistics for Leading Indicator 1.8 (Parent)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Teachers at my child's school have adequate materials to teach effectively.	3.18	1.17	4	11
Teachers at my child's school have adequate time to teach effectively.	3.29	0.99	4	14
The leaders of my child's school develop, submit, and implement detailed budgets.	3.71	0.95	4	7
The leaders of my child's school successfully access and leverage a variety of fiscal resources (such as grants or title funds).	4.00	0.58	4	7
The leaders of my child's school manage time to maximize a focus on instruction.	3.64	1.03	4	11
The leaders of my child's school direct the use of technology to improve teaching and learning.	3.92	1.04	4	13

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 17 indicates that parents' mean item responses for leading indicator 1.8 ranged from 3.18 to 4.00. The overall mean was 3.62 (0.33).

Table 18: Descriptive Statistics for Leading Indicator 1.8 (Student)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
I have plenty of time to learn.	3.59	1.16	4	199
Teachers in my school use technology to help me learn.	4.10	0.91	5	199

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 18 indicates that students' mean item responses for leading indicator 1.8 were 3.59 and 4.10. The overall mean was 3.84 (0.36).

Summary and Discussion

Parents, guardians, students, and other stakeholders at Margaret L. Hopkin Middle School responded to an anonymous online survey designed to gauge their school's status on the first level of the HRS framework. The leading indicators and related survey items can help leaders identify areas that are important to the school and help them make decisions about what the school is doing well and areas that need more attention as they work to develop and maintain a safe, supportive, and collaborative school culture.

Technical Note

In social science research, three statistical measures can be used to describe data sets considered in an analysis: (1) mean, (2) mode, and (3) standard deviation.

To calculate the mean, the sum of scores in a data set is divided by the total number of scores in the set:

$$M = \frac{X_1 + X_2 + \cdots + X_n}{n}$$

As a measure of central tendency, the mean is used to describe the center of a distribution of scores while taking into account every score in the distribution. However, it is important to note that outliers (that is, scores that are very different from most of the distribution) can have a substantial influence on the mean. Consider the following ordered set of numbers: {5, 6, 7, 8, 9, 20}. Although four numbers are less than 9 and one number is greater than 9, the mean suggests that the center of the distribution is slightly higher than 9, $M = 9.17$.

The mode of a data set is the score that appears most frequently. However, it is worth noting that more than one score might appear with the same frequency. In other words, a data set can have more than one mode. A set with two modes is bi-modal, a set with three modes is tri-modal, a set with four modes is quad-modal, and so on. Consider the following ordered set of numbers: {4, 5, 5, 7, 8, 8, 8, 9, 11, 14, 14, 14, 15, 19, 19}. The numbers 4, 7, 9, 11, and 15 occur once; the numbers 5 and 19 occur twice; and the numbers 8 and 14 occur three times. The data set is bi-modal and the modes are 8 and 14.

Standard deviation is related to the variance of a data set. The variance of a data set reflects the amount of error between the mean and the scores in the set ($X_i - M$). Stated differently, the variance provides a measure of the extent to which each score differs from the mean. However, it is important to note that individual errors can be positive or negative depending on whether a score is higher or lower than the mean. Positive and negative errors of the same magnitude (for example, ± 4) would cancel each other out when summed as a measure of total error. Therefore, the sum of squared errors is used to calculate the sample variance instead of the mean of the individual errors:

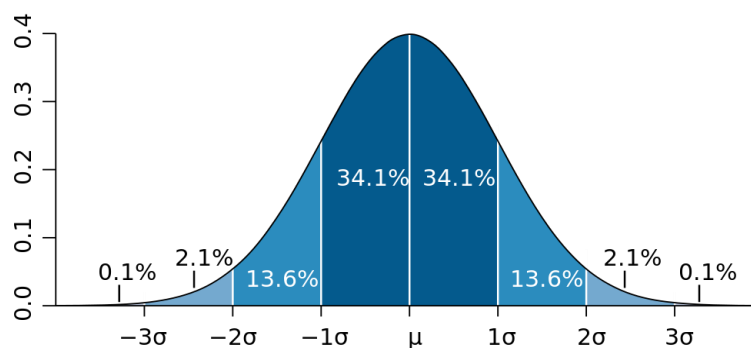
$$s^2 = \frac{(X_1 - M)^2 + (X_2 - M)^2 + \cdots + (X_n - M)^2}{n - 1}$$

The sample standard deviation is the square root of the sample variance:

$$s = \sqrt{\frac{(X_1 - M)^2 + (X_2 - M)^2 + \cdots + (X_n - M)^2}{n - 1}}$$

By taking the square root, the average error is expressed in the same units as the original scores in the data set instead of units squared. Standard deviation is used to describe how far the scores are spread out from each other. Generally speaking, the higher the standard deviation, the greater the variation among scores.

When using the mean and standard deviation to describe data sets, it is important to consider the distribution of scores within each set. One widely recognized distribution is the normal distribution (commonly referred to as the bell curve). As Figure TN1 illustrates, a normal distribution is symmetrical with about 68% of the data points lying within one standard deviation of the mean (Lane, n.d.).



Source: Mwtoews, 2007. μ = mean; σ = standard deviation. Image is licensed under the Creative Commons Attribution 2.5 Generic license. <http://creativecommons.org/licenses/by/2.5/deed.en>

Figure TN1: The normal distribution.

Consider a hypothetical data set of 100 numbers from a normal distribution with a mean of 50 and standard deviation of 15. Approximately 68% of the numbers would be one standard deviation from the mean (that is, 50 ± 15) and 95% of the numbers would be two standard deviations from the mean (that is, 50 ± 30). In other words, approximately 14% of the numbers would be between 20 and 35, 34% would be between 35 and 50, 34% would be between 50 and 65, and 14% would be between 65 and 80. Approximately 2% of the numbers would be less than 20 and 2% of the numbers would be greater than 80.

Consider also a 5-point agreement scale: strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), and strongly agree (5). If respondents' ratings to a survey item were normally distributed with a mean of 3.0 and standard deviation of 0.5, then approximately 68% of the responses would range from 2.5 to 3.5 (3.0 ± 0.5), 14% would range from 2.0 to 2.5, and 14% would range from 3.5 to 4.0. Given that the agreement scale contains whole numbers, the mean and standard deviation might suggest the following pattern of responses: approximately 68% of the respondents neither disagreed nor agreed with the survey item, 14% disagreed with the item, and 14% agreed with the item. Generally speaking, the higher the standard deviation, the greater the variation among responses. For instance, if the standard

deviation was 1.0 instead of 0.5, approximately 68% of the responses would range from 2.0 to 4.0 (3.0 ± 1.0), 14% would range from 1.0 to 2.0, and 14% would range from 4.0 to 5.0. In other words, the larger standard deviation indicates more diversity among respondents' ratings of agreement.

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Marzano High Reliability Schools

A Summary of Administrator and Staff Perceptions Regarding Leading Indicators for Level 1

Prepared by Marzano Resources

for

Helen M. Knight Elementary School

Moab, Utah

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Introduction

Administrative staff, teachers, and other stakeholders at Helen M. Knight Elementary School responded to an online survey designed to gauge their school's status on the first level of the Marzano High Reliability Schools (HRS) framework. Level 1 has eight leading indicators that address factors considered foundational to developing and maintaining a safe, supportive, and collaborative school culture:

Leading Indicator 1.1: The faculty and staff perceive the school environment as safe and orderly.

Leading Indicator 1.2: Students, parents, and the community perceive the school environment as safe and orderly.

Leading Indicator 1.3: Teachers have formal roles in the decision-making process regarding school initiatives.

Leading Indicator 1.4: Teacher teams and collaborative groups meet regularly to interact and address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Leading Indicator 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

Leading Indicator 1.6: Students, parents, and the community have formal ways to provide input regarding optimal functioning of our school.

Leading Indicator 1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

Leading Indicator 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

These leading indicators were designed to help school leaders determine what is already working well and identify areas in need of focused attention. (For a more thorough discussion of HRS, see Marzano, Warrick, & Simms, 2014.)

School stakeholders anonymously rated their level of agreement with statements related to each leading indicator. Each statement had five response choices ordered from greatest disagreement to greatest agreement (numeric values noted in parentheses): strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), and strongly agree (5). Stakeholders were allowed to respond to any statement with a rating of *n/a* or *don't know*.

Three descriptive statistics were calculated from the numeric values to provide an aggregate summary of respondents’ ratings of agreement: (1) mean, (2) mode, and (3) standard deviation. Mean is the arithmetic average of the numeric values of the respondents’ ratings, mode is the most common value(s) selected by respondents, and standard deviation is a measure of the amount of variation among the numeric values. (For a more detailed discussion, see Technical Note.) It should be noted that ratings of *n/a or don’t know* were treated as missing and excluded from the calculated statistics.

Data Analysis and Findings

Table 1 displays the number of surveys that were completed by administrators, teachers, and other staff members at Helen M. Knight Elementary School. (The teacher and staff survey is hereinafter referred to as the teacher survey.)

Table 1: Completed Survey Counts

Completed Survey Counts	
Administrator	1
Teacher	39

Again, school stakeholders responded to survey items related to each leading indicator using a 5-point agreement scale. Means, modes, and standard deviations were calculated for each survey item. In addition, overall means were also calculated for each leading indicator by averaging the item means. The overall means can help school leaders determine how they are doing in each area before looking more closely at the survey-item statistics.

Table 2 summarizes the overall means and standard deviations for each leading indicator.

Table 2: Overall Means for Level 1 Leading Indicators

Leading Indicator	Administrator		Teacher	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1.1: The faculty and staff perceive the school environment as safe and orderly.	2.86	0.38	4.02	0.16
1.2: Students, parents, and the community perceive the school environment as safe and orderly.	3.43	0.79	3.71	0.37
1.3: Teachers have formal roles in the decision-making process regarding school initiatives.	2.60	0.55	2.86	0.38
1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.	3.22	0.44	3.76	0.32
1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.	2.60	0.55	2.50	0.30
1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.	2.11	1.17	2.20	0.46
1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.	2.60	0.55	2.58	0.21
1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.	2.75	0.50	3.20	0.16

Note. *M* = arithmetic mean; *SD* = standard deviation. Overall means and standard deviations were calculated from item means. The standard deviations reflect the amount of variation among the reported item means for each leading indicator.

Table 2 indicates the administrator survey had overall means ranging from 2.11 to 3.43. The teacher survey had overall means ranging from 2.20 to 4.02.

Again, overall means were calculated for each leading indicator by averaging the item means. Means greater than 3.5 suggest respondents agreed with most of the items related to the leading indicator, further suggesting the school might be doing well in those areas. Means less than 2.5 suggest respondents disagreed with most of the items related to the leading indicator, further suggesting those areas might need focused attention.

Descriptive statistics calculated from the administrator and teacher survey items are presented separately for each leading indicator. Means greater than 3.5 suggest most respondents agreed with a survey item. Means less than 2.5 suggest most respondents disagreed. Finally, means close to 3.0 suggest: (1) similar numbers of respondents who agreed and disagreed and/or (2) more respondents who neither disagreed nor agreed. As noted earlier, ratings of *n/a* or *don't know* were excluded from the calculated statistics. Additional consideration might be warranted for any item with a lower than anticipated response count.

Leading Indicator 1.1: The faculty and staff perceive the school environment as safe and orderly.

Tables 3 and 4 list the descriptive statistics for leading indicator 1.1.

Table 3: Descriptive Statistics for Leading Indicator 1.1 (Administrator)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Our school is a safe place.	3.00			1
Our school is an orderly place.	3.00			1
Our school has clear and specific rules and procedures in place.	3.00			1
Teachers and staff know the emergency management procedures for our school.	3.00			1
Teachers and staff know how to implement the emergency management procedures for our school.	3.00			1
Teachers, staff, and students regularly practice implementing emergency management procedures for specific incidents.	3.00			1
Our school's emergency management procedures are updated on a regular basis.	2.00			1

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 3 indicates that the administrator's item responses for leading indicator 1.1 ranged from 2.00 to 3.00. The overall mean (with standard deviation in parentheses) was 2.86 (0.38).

Table 4: Descriptive Statistics for Leading Indicator 1.1 (Teacher)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Our school is a safe place.	4.16	0.95	5	38
Our school is an orderly place.	3.79	0.96	4	38
Our school has clear and specific rules and procedures in place.	4.03	1.06	4	39
I know the emergency management procedures for our school.	4.18	0.76	4	39
I know how to implement the emergency management procedures for our school.	3.87	0.93	4	38
My students and I practice implementing emergency management procedures for specific incidents.	3.91	1.00	4	34
Our school's emergency management procedures are updated on a regular basis.	4.19	0.88	5	37

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 4 indicates that teachers' and staff members' mean item responses for leading indicator 1.1 ranged from 3.79 to 4.19. The overall mean was 4.02 (0.16).

Leading Indicator 1.2: Students, parents, and the community perceive the school environment as safe and orderly.

Tables 5 and 6 list the descriptive statistics for leading indicator 1.2.

Table 5: Descriptive Statistics for Leading Indicator 1.2 (Administrator)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Students and their parents describe our school as a safe place.	4.00			1
Students and their parents describe our school as an orderly place.	3.00			1
Students and their parents are aware of the rules and procedures in place at our school.	2.00			1
Our school uses social media to allow anonymous reporting of potential incidents.	4.00			1
Our school has a system that allows me to communicate with parents about issues regarding school safety (for example, a school call-out system).	4.00			1
I coordinate with local law enforcement agencies regarding school safety issues.	4.00			1
I engage parents and the community regarding school safety issues.	3.00			1

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 5 indicates that the administrator's item responses for leading indicator 1.2 ranged from 2.00 to 4.00. The overall mean was 3.43 (0.79).

Table 6: Descriptive Statistics for Leading Indicator 1.2 (Teacher)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Students and their parents describe our school as a safe place.	3.54	0.86	4	26
Students and their parents describe our school as an orderly place.	3.41	0.84	3	27
Students and their parents are aware of the rules and procedures in place at our school.	3.31	0.93	3	29
Our school uses social media to allow anonymous reporting of potential incidents.	3.63	1.12	4	19
Our school has a system that allows school leaders to communicate with parents about issues regarding school safety (for example, a school call-out system).	3.93	1.05	4	30
School leaders coordinate with local law enforcement agencies regarding school safety issues.	4.40	0.65	5	35
School leaders engage parents and the community regarding school safety issues.	3.75	0.95	4	32

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 6 indicates that teachers' and staff members' mean item responses for leading indicator 1.2 ranged from 3.31 to 4.40. The overall mean was 3.71 (0.37).

Leading Indicator 1.3: Teachers have formal roles in the decision-making process regarding school initiatives.

Tables 7 and 8 list the descriptive statistics for leading indicator 1.3.

Table 7: Descriptive Statistics for Leading Indicator 1.3 (Administrator)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
It is clear which types of decisions will be made with direct teacher input.	3.00			1
Techniques and systems are in place to collect data and information from teachers on a regular basis.	3.00			1
Notes and reports exist documenting how teacher input was used to make specific decisions.	2.00			1
Electronic tools (for example, online survey tools) are used to collect teachers' opinions regarding specific decisions.	2.00			1
Groups of teachers are targeted to provide input regarding specific decisions.	3.00			1

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 7 indicates that the administrator's item responses for leading indicator 1.3 ranged from 2.00 to 3.00. The overall mean was 2.60 (0.55).

Table 8: Descriptive Statistics for Leading Indicator 1.3 (Teacher)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
It is clear which types of decisions will be made with direct teacher input.	2.38	1.10	3	32
Techniques and systems are in place to collect data and information from teachers on a regular basis.	3.08	1.08	3	36
Notes and reports exist documenting how teacher input was used to make specific decisions.	2.53	1.38	1	30
Electronic tools (for example, online survey tools) are used to collect teachers' opinions regarding specific decisions.	3.26	1.09	4	35
Groups of teachers are targeted to provide input regarding specific decisions.	3.03	1.15	3	29

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 8 indicates that teachers' and staff members' mean item responses for leading indicator 1.3 ranged from 2.38 to 3.26. The overall mean was 2.86 (0.38).

Leading Indicator 1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Tables 9 and 10 list the descriptive statistics for leading indicator 1.4.

Table 9: Descriptive Statistics for Leading Indicator 1.4 (Administrator)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
A professional learning community (PLC) process is in place in our school.	4.00			1
Our school's PLC collaborative teams have written goals.	3.00			1
I regularly examine PLC collaborative teams' progress toward their goals.	3.00			1
Our school's PLC collaborative teams create common assessments.	3.00			1
Our school's PLC collaborative teams analyze student achievement and growth.	4.00			1
Data teams are in place in our school.	3.00			1
Our school's data teams have written goals.	3.00			1
I regularly examine data teams' progress toward their goals.	3.00			1
I collect and review minutes and notes from PLC collaborative team and data team meetings to ensure that teams are focusing on student achievement.	3.00			1

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 9 indicates that the administrator's item responses for leading indicator 1.4 ranged from 3.00 to 4.00. The overall mean was 3.22 (0.44).

Table 10: Descriptive Statistics for Leading Indicator 1.4 (Teacher)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
A professional learning community (PLC) process is in place in our school.	4.26	0.92	5	38
Our school's PLC collaborative teams have written goals.	4.08	1.00	5	36
School leaders regularly examine PLC collaborative teams' progress toward their goals.	3.83	1.15	4	30
Our school's PLC collaborative teams create common assessments.	3.42	1.57	5	31
Our school's PLC collaborative teams analyze student achievement and growth.	3.91	1.15	5	35
Data teams are in place in our school.	3.82	1.19	5	34
Our school's data teams have written goals.	3.56	1.28	3	27
School leaders regularly examine data teams' progress toward their goals.	3.73	1.20	4	30
School leaders collect and review minutes and notes from PLC collaborative team and data team meetings to ensure that teams are focusing on student achievement.	3.25	1.36	2	24

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 10 indicates that teachers' and staff members' mean item responses for leading indicator 1.4 ranged from 3.25 to 4.26. The overall mean was 3.76 (0.32).

Leading Indicator 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

Tables 11 and 12 list the descriptive statistics for leading indicator 1.5.

Table 11: Descriptive Statistics for Leading Indicator 1.5 (Administrator)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of our school.	3.00			1
Opinion data collected from teachers and staff are archived.	2.00			1
Reports of opinion data from teachers and staff are regularly generated.	3.00			1
The manner in which opinion data from teachers and staff are used is transparent.	2.00			1
Our school improvement team regularly provides input and feedback about our school's improvement plan.	3.00			1

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 11 indicates that the administrator's item responses for leading indicator 1.5 ranged from 2.00 to 3.00. The overall mean was 2.60 (0.55).

Table 12: Descriptive Statistics for Leading Indicator 1.5 (Teacher)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of our school.	2.94	1.20	3	33
Opinion data collected from teachers and staffs are archived.	2.40	1.35	1,3	15
Reports of opinion data from teachers and staff are regularly generated.	2.59	1.21	3	29
The manner in which opinion data from teachers and staff are used is transparent.	2.13	1.12	1	31
Our school improvement team regularly provides input and feedback about our school's improvement plan.	2.45	1.21	3	29

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 12 indicates that teachers' and staff members' mean item responses for leading indicator 1.5 ranged from 2.13 to 2.94. The overall mean was 2.50 (0.30).

Leading Indicator 1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

Tables 13 and 14 list the descriptive statistics for leading indicator 1.6.

Table 13: Descriptive Statistics for Leading Indicator 1.6 (Administrator)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Data collection systems are in place to collect opinion data from students, parents, and the community regarding the optimal functioning of our school.	2.00			1
Opinion data collected from students, parents, and the community are archived.	2.00			1
Reports of opinion data from students, parents, and the community are regularly generated.	2.00			1
The manner in which opinion data from students, parents, and the community are used is transparent.	2.00			1
Our school hosts an interactive website for students, parents, and the community.	4.00			1
I use social networking technologies (such as Facebook) to involve students, parents, and the community.	4.00			1
I host virtual town hall meetings.	1.00			1
I conduct focus group meetings with students, parents, and the community.	1.00			1
I host or speak at community/business luncheons.	1.00			1

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 13 indicates that the administrator's item responses for leading indicator 1.6 ranged from 1.00 to 4.00. The overall mean was 2.11 (1.17).

Table 14: Descriptive Statistics for Leading Indicator 1.6 (Teacher)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Data collection systems are in place to collect opinion data from students, parents, and the community regarding the optimal functioning of our school.	2.38	1.06	3	26
Opinion data collected from students, parents, and the community are archived.	2.44	1.42	1	18
Reports of opinion data from students, parents, and the community are regularly generated.	2.30	1.29	1	23
The manner in which opinion data from students, parents, and the community are used is transparent.	2.23	1.21	1	26
Our school hosts an interactive website for students, parents, and the community.	3.04	1.37	3	27
I use social networking technologies (such as Facebook) to involve students, parents, and the community.	2.19	1.45	1	31
School leaders host virtual town hall meetings.	1.43	1.03	1	21
School leaders conduct focus group meetings with students, parents, and the community.	1.68	1.09	1	22
School leaders host or speak at community/business luncheons.	2.05	1.39	1	19

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 14 (page 9) indicates that teachers' and staff members' mean item responses for leading indicator 1.6 ranged from 1.43 to 3.04. The overall mean was 2.20 (0.46).

Leading Indicator 1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

Tables 15 and 16 list the descriptive statistics for leading indicator 1.7.

Table 15: Descriptive Statistics for Leading Indicator 1.7 (Administrator)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Our school's accomplishments have been adequately acknowledged and celebrated.	3.00			1
Teacher teams' or departments' accomplishments have been adequately acknowledged and celebrated.	2.00			1
Individual teachers' accomplishments have been adequately acknowledged and celebrated.	2.00			1
I acknowledge and celebrate individual accomplishments, teacher-team or department accomplishments, and whole-school accomplishments in a variety of ways (for example, through faculty celebrations, newsletters to parents, announcements; the school website, or social media).	3.00			1
I regularly celebrate the successes of individuals in a variety of positions in the school (such as teachers or support staff).	3.00			1

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 15 indicates that the administrator's item responses for leading indicator 1.7 ranged from 2.00 to 3.00. The overall mean was 2.60 (0.55).

Table 16: Descriptive Statistics for Leading Indicator 1.7 (Teacher)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Our school's accomplishments have been adequately acknowledged and celebrated.	2.92	1.23	3,4	36
My team's or department's accomplishments have been adequately acknowledged and celebrated.	2.37	1.26	1	35
My individual accomplishments have been adequately acknowledged and celebrated.	2.44	1.21	1,3	36
School leaders acknowledge and celebrate individual accomplishments, teacher-team or department accomplishments, and whole-school accomplishments in a variety of ways (for example, through faculty celebrations, newsletters to parents, announcements; the school website; or social media).	2.57	1.32	1,3	37
School leaders regularly celebrate the successes of individuals in a variety of positions in the school (such as teachers or support staff).	2.59	1.38	1	37

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 16 indicates that teachers' and staff members' mean item responses for leading indicator 1.7 ranged from 2.37 to 2.92. The overall mean was 2.58 (0.21).

Leading Indicator 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

Tables 17 and 18 list the descriptive statistics for leading indicator 1.8.

Table 17: Descriptive Statistics for Leading Indicator 1.8 (Administrator)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Teachers have adequate materials to teach effectively.	2.00			1
Teachers have adequate time to teach effectively.	3.00			1
I develop, submit, and implement detailed budgets.				
I successfully access and leverage a variety of fiscal resources (such as grants or title funds).				
I manage time to maximize a focus on instruction.	3.00			1
I direct the use of technology to improve teaching and learning.	3.00			1
I provide adequate training for the instructional technology teachers are expected to use.				

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 17 indicates that the administrator's item responses for leading indicator 1.8 ranged from 2.00 to 3.00. The overall mean was 2.75 (0.50).

Table 18: Descriptive Statistics for Leading Indicator 1.8 (Teacher)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
I have adequate materials to teach effectively.	3.29	0.96	3	35
I have adequate time to teach effectively.	2.97	0.98	3,4	35
School leaders develop, submit, and implement detailed budgets.	3.22	0.95	4	23
School leaders successfully access and leverage a variety of fiscal resources (such as grants or title funds).	3.28	0.89	4	25
School leaders manage time to maximize a focus on instruction.	3.19	1.00	4	32
School leaders direct the use of technology to improve teaching and learning.	3.43	1.07	4	35
School leaders provide adequate training for the instructional technology teachers are expected to use.	3.00	1.08	3	35

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 18 indicates that teachers' and staff members' mean item responses for leading indicator 1.8 ranged from 2.97 to 3.43. The overall mean was 3.20 (0.16).

Summary and Discussion

Administrative staff, teachers, and other stakeholders at Helen M. Knight Elementary School responded to an anonymous online survey designed to gauge their school's status on the first level of the HRS framework. The leading indicators and related survey items can help leaders identify areas that are important to the school and help them make decisions about what the school is doing well and areas that need more attention as they work to develop and maintain a safe, supportive, and collaborative school culture.

Technical Note

In social science research, three statistical measures can be used to describe data sets considered in an analysis: (1) mean, (2) mode, and (3) standard deviation.

To calculate the mean, the sum of scores in a data set is divided by the total number of scores in the set:

$$M = \frac{X_1 + X_2 + \cdots + X_n}{n}$$

As a measure of central tendency, the mean is used to describe the center of a distribution of scores while taking into account every score in the distribution. However, it is important to note that outliers (that is, scores that are very different from most of the distribution) can have a substantial influence on the mean. Consider the following ordered set of numbers: {5, 6, 7, 8, 9, 20}. Although four numbers are less than 9 and one number is greater than 9, the mean suggests that the center of the distribution is slightly higher than 9, $M = 9.17$.

The mode of a data set is the score that appears most frequently. However, it is worth noting that more than one score might appear with the same frequency. In other words, a data set can have more than one mode. A set with two modes is bi-modal, a set with three modes is tri-modal, a set with four modes is quad-modal, and so on. Consider the following ordered set of numbers: {4, 5, 5, 7, 8, 8, 8, 9, 11, 14, 14, 14, 15, 19, 19}. The numbers 4, 7, 9, 11, and 15 occur once; the numbers 5 and 19 occur twice; and the numbers 8 and 14 occur three times. The data set is bi-modal and the modes are 8 and 14.

Standard deviation is related to the variance of a data set. The variance of a data set reflects the amount of error between the mean and the scores in the set ($X_i - M$). Stated differently, the variance provides a measure of the extent to which each score differs from the mean. However, it is important to note that individual errors can be positive or negative depending on whether a score is higher or lower than the mean. Positive and negative errors of the same magnitude (for example, ± 4) would cancel each other out when summed as a measure of total error. Therefore, the sum of squared errors is used to calculate the sample variance instead of the mean of the individual errors:

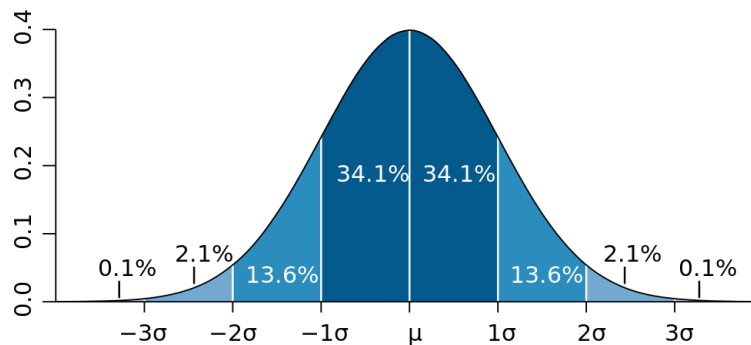
$$s^2 = \frac{(X_1 - M)^2 + (X_2 - M)^2 + \dots + (X_n - M)^2}{n - 1}$$

The sample standard deviation is the square root of the sample variance:

$$s = \sqrt{\frac{(X_1 - M)^2 + (X_2 - M)^2 + \dots + (X_n - M)^2}{n - 1}}$$

By taking the square root, the average error is expressed in the same units as the original scores in the data set instead of units squared. Standard deviation is used to describe how far the scores are spread out from each other. Generally speaking, the higher the standard deviation, the greater the variation among scores.

When using the mean and standard deviation to describe data sets, it is important to consider the distribution of scores within each set. One widely recognized distribution is the normal distribution (commonly referred to as the bell curve). As Figure TN1 illustrates, a normal distribution is symmetrical with about 68% of the data points lying within one standard deviation of the mean (Lane, n.d.).



Source: Mwtoews, 2007. μ = mean; σ = standard deviation. Image is licensed under the Creative Commons Attribution 2.5 Generic license. <http://creativecommons.org/licenses/by/2.5/deed.en>

Figure TN1: The normal distribution.

Consider a hypothetical data set of 100 numbers from a normal distribution with a mean of 50 and standard deviation of 15. Approximately 68% of the numbers would be one standard deviation from the mean (that is, 50 ± 15) and 95% of the numbers would be two standard deviations from the mean (that is, 50 ± 30). In other words, approximately 14% of the numbers would be between 20 and 35, 34% would be between 35 and 50, 34% would be between 50 and 65, and 14% would be between 65 and 80. Approximately 2% of the numbers would be less than 20 and 2% of the numbers would be greater than 80.

Consider also a 5-point agreement scale: strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), and strongly agree (5). If respondents' ratings to a survey item were normally distributed with a mean of 3.0 and standard deviation of 0.5, then approximately 68% of the responses would range from 2.5 to 3.5 (3.0 ± 0.5), 14% would range from 2.0 to 2.5, and 14% would range from 3.5 to 4.0. Given that the agreement scale contains whole numbers, the mean and standard deviation might suggest the following pattern of responses: approximately 68% of the respondents neither disagreed nor agreed with the survey item, 14% disagreed with the item, and 14% agreed with the item. Generally speaking, the higher the standard deviation, the greater the variation among responses. For instance, if the standard deviation was 1.0 instead of 0.5, approximately 68% of the responses would range from 2.0 to 4.0 (3.0 ± 1.0), 14% would range from 1.0 to 2.0, and 14% would range from 4.0 to 5.0. In other words, the larger standard deviation indicates more diversity among respondents' ratings of agreement.

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Marzano High Reliability Schools

A Summary of Parent and Student Perceptions Regarding Leading Indicators for Level 1

Prepared by Marzano Resources

for

Helen M. Knight Elementary School

Moab, Utah

October 2025

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Introduction

Parents, guardians, students, and other stakeholders at Helen M. Knight Elementary School responded to an online survey designed to gauge their school's status on the first level of the Marzano High Reliability Schools (HRS) framework. Level 1 has eight leading indicators that address factors considered foundational to developing and maintaining a safe, supportive, and collaborative school culture:

Leading Indicator 1.1: The faculty and staff perceive the school environment as safe and orderly.

Leading Indicator 1.2: Students, parents, and the community perceive the school environment as safe and orderly.

Leading Indicator 1.3: Teachers have formal roles in the decision-making process regarding school initiatives.

Leading Indicator 1.4: Teacher teams and collaborative groups meet regularly to interact and address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Leading Indicator 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

Leading Indicator 1.6: Students, parents, and the community have formal ways to provide input regarding optimal functioning of our school.

Leading Indicator 1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

Leading Indicator 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

These leading indicators were designed to help school leaders determine what is already working well and identify areas in need of focused attention. (For a more thorough discussion of HRS, see Marzano, Warrick, & Simms, 2014)

School stakeholders anonymously rated their level of agreement with statements related to each leading indicator. Each statement had five response choices ordered from greatest disagreement to greatest agreement (numeric values noted in parentheses): strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), and strongly agree (5). Stakeholders were allowed to respond to any statement with a rating of *n/a* or *don't know*.

Three descriptive statistics were calculated from the numeric values to provide an aggregate summary of respondents' ratings of agreement: (1) mean, (2) mode, and (3) standard deviation. Mean is the arithmetic average of the numeric values of the respondents' ratings, mode is the most common value(s) selected by respondents, and standard deviation is a measure of the amount of variation among the numeric values. (For a more detailed discussion, see Technical Note.) It should be noted that ratings of *n/a or don't know* were treated as missing and excluded from the calculated statistics.

Data Analysis and Findings

Table 1 displays the number of surveys that were completed by parents or guardians (hereinafter referred to as parents) and students at Helen M. Knight Elementary School.

Table 1: Completed Survey Counts

Completed Survey Counts	
Parent	192
Student	366

Again, school stakeholders responded to survey items related to each leading indicator using a 5-point agreement scale. Means, modes, and standard deviations were calculated for each survey item. In addition, overall means were also calculated for each leading indicator by averaging the item means. The overall means can help school leaders determine how they are doing in each area before looking more closely at the survey-item statistics.

It is important to note that reported findings are limited to the perceptions of the parents and students who completed the survey at the time they completed it, and not necessarily representative of other parents or students. The closer the number of completed responses is to the number of parents and students at the school, the more representative the results are likely to be.

Table 2 summarizes the overall means and standard deviations for each leading indicator.

Table 2: Overall Means for Level 1 Leading Indicators

Leading Indicator	Parent		Student	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1.1: The faculty and staff perceive the school environment as safe and orderly.	4.14	0.09	4.28	
1.2: Students, parents, and the community perceive the school environment as safe and orderly.	3.98	0.21	3.96	0.42
1.3: Teachers have formal roles in the decision-making process regarding school initiatives.	3.92	0.08	4.18	
1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.	3.98	0.14	3.93	
1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.	3.78	0.08	3.70	
1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.	3.06	0.33	2.59	
1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.	3.51	0.20	3.50	
1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.	3.68	0.10	4.23	0.36

Note. *M* = arithmetic mean; *SD* = standard deviation. Overall means and standard deviations were calculated from item means. The standard deviations reflect the amount of variation among the reported means for each leading indicator.

Table 2 indicates the parent survey had overall means ranging from 3.06 to 4.14. The student survey had overall means ranging from 2.59 to 4.28.

Again, overall means were calculated for each leading indicator by averaging the item means. Means greater than 3.5 suggest respondents agreed with most of the items related to the leading indicator, further suggesting the school might be doing well in those areas. Means less than 2.5 suggest respondents disagreed with most of the items related to the leading indicator, further suggesting those areas might need focused attention. It should be noted that this interpretation applies to leading indicators 1.2 and 1.8 in the student survey. The means reported for the other leading indicators should be interpreted as described in the following paragraph.

Descriptive statistics calculated from the parent and student survey items are presented separately for each leading indicator. Means greater than 3.5 suggest most respondents agreed with a survey item. Means less than 2.5 suggest most respondents disagreed. Finally, means close to 3.0 suggest: (1) similar numbers of respondents who agreed and disagreed and/or (2) more respondents who neither disagreed nor agreed. As noted earlier, ratings of *n/a* or *don't know* were excluded from the calculated statistics. Additional consideration might be warranted for any item with a lower than anticipated response count.

Leading Indicator 1.1: The faculty and staff perceive the school environment as safe and orderly.

Tables 3 and 4 list the descriptive statistics for leading indicator 1.1.

Table 3: Descriptive Statistics for Leading Indicator 1.1 (Parent)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Teachers and staff at my child's school consider it a safe place.	4.25	0.97	5	154
Teachers and staff at my child's school consider it an orderly place.	4.01	1.05	5	153
My child's school has clear and specific rules and procedures in place.	4.18	1.01	5	185
Teachers, staff, and my child know the emergency management procedures for the school.	4.05	1.11	5	153
Teachers, staff, and my child know how to implement the emergency management procedures for the school.	4.09	1.08	5	152
Teachers, staff, and my child have practiced implementing emergency management procedures for specific incidents (for example, tornado drills, fire drills, or lockdown drills).	4.23	0.97	5	167
The emergency management procedures at my child's school are updated on a regular basis.	4.15	1.07	5	117

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 3 indicates that parents' mean item responses for leading indicator 1.1 ranged from 4.01 to 4.25. The overall mean (with standard deviation in parentheses) was 4.14 (0.09).

Table 4: Descriptive Statistics for Leading Indicator 1.1 (Student)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
I know what to do if an emergency happens at school (such as a tornado, fire, lockdown, or medical emergency).	4.28	0.88	5	355

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 4 indicates that students' mean item response for leading indicator 1.1 was 4.28.

Leading Indicator 1.2: Students, parents, and the community perceive the school environment as safe and orderly.

Tables 5 and 6 list the descriptive statistics for leading indicator 1.2.

Table 5: Descriptive Statistics for Leading Indicator 1.2 (Parent)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
My child's school is a safe place.	4.01	1.03	5	186
My child's school is an orderly place.	3.91	1.10	5	182
I am aware of the rules and procedures in place at my child's school.	4.01	1.03	5	184
My child's school uses social media to allow anonymous reporting of potential incidents.	3.68	1.37	5	98
My child's school has a system that allows school leaders to communicate with me about issues regarding school safety (for example, a school call-out system).	4.08	1.20	5	165
The leaders of my child's school coordinate with local law enforcement agencies regarding school safety issues.	4.35	0.93	5	161
The leaders of my child's school engage the community and me regarding school safety issues.	3.83	1.23	5	166

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 5 indicates that parents' mean item responses for leading indicator 1.2 ranged from 3.68 to 4.35. The overall mean was 3.98 (0.21).

Table 6: Descriptive Statistics for Leading Indicator 1.2 (Student)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
My school is a safe place.	4.03	1.07	5	351
My school is an orderly place.	3.96	0.97	4	356
I know the rules and procedures at my school.	4.44	0.87	5	349
I can use social media to report bullying or other incidents anonymously.	3.42	1.27	3	284

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 6 indicates that students' mean item responses for leading indicator 1.2 ranged from 3.42 to 4.44. The overall mean was 3.96 (0.42).

Leading Indicator 1.3: Teachers have formal roles in the decision-making process regarding school initiatives.

Tables 7 and 8 list the descriptive statistics for leading indicator 1.3.

Table 7: Descriptive Statistics for Leading Indicator 1.3 (Parent)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Teachers help make important decisions at my child's school.	3.87	1.16	5	119
Specific groups of teachers provide input regarding specific decisions at my child's school	3.97	1.02	5	112

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 7 (page 5) indicates that parents' mean item responses for leading indicator 1.3 were 3.87 and 3.97. The overall mean was 3.92 (0.08).

Table 8: Descriptive Statistics for Leading Indicator 1.3 (Student)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Teachers help make important decisions at my school.	4.18	1.01	5	339

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 8 indicates that students' mean item response for leading indicator 1.3 was 4.18.

Leading Indicator 1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Tables 9 and 10 list the descriptive statistics for leading indicator 1.4.

Table 9: Descriptive Statistics for Leading Indicator 1.4 (Parent)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Teachers at my child's school meet together on a regular basis.	4.14	0.95	5	111
At my child's school, teachers who teach the same subject use the same exams, quizzes, and tests.	3.86	1.23	5	87
Teams of teachers at my child's school look at student achievement data to figure out how to improve students' learning.	3.93	1.13	5	134

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 9 indicates that parents' mean item responses for leading indicator 1.4 ranged from 3.86 to 4.14. The overall mean was 3.98 (0.14).

Table 10: Descriptive Statistics for Leading Indicator 1.4 (Student)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
My teachers meet together on a regular basis.	3.93	1.13	5	274

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 10 indicates that students' mean item response for leading indicator 1.4 was 3.93.

Leading Indicator 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

Tables 11 and 12 list the descriptive statistics for leading indicator 1.5.

Table 11: Descriptive Statistics for Leading Indicator 1.5 (Parent)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
The leaders of my child's school ask teachers for their opinions about how the school should function.	3.73	1.25	5	107
The leaders of my child's school collect information from teachers about their opinions.	3.84	1.14	5	100

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 11 indicates that parents' mean item responses for leading indicator 1.5 were 3.73 and 3.84. The overall mean was 3.78 (0.08).

Table 12: Descriptive Statistics for Leading Indicator 1.5 (Student)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
My school's leaders collect information from teachers about their opinions.	3.70	1.18	5	238

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 12 indicates that students' mean item response for leading indicator 1.5 was 3.70.

Leading Indicator 1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

Tables 13 and 14 list the descriptive statistics for leading indicator 1.6.

Table 13: Descriptive Statistics for Leading Indicator 1.6 (Parent)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
The leaders of my child's school ask for my opinion about how the school should function.	2.93	1.45	5	167
The leaders of my child's school have a system to save and keep track of the information they collect about my opinions.	3.37	1.45	5	110
Reports of opinion data collected from students, parents, and the community are generated regularly.	2.98	1.55	1	122
I understand how my opinions affect school decisions.	2.72	1.55	1	155
My child's school hosts an interactive website.	3.24	1.39	4	169
I visit my child's school's website often.	3.54	1.30	5	188
The leaders and teachers at my child's school use social networking technologies (such as Facebook) to involve students, parents, and the community.	3.52	1.28	4	168
The leaders of my child's school host virtual town hall meetings.	2.61	1.59	1	114
The leaders of my child's school conduct focus group meetings with students, parents, and the community.	2.85	1.59	1	122
The leaders of my child's school host or speak at community/business luncheons.	2.85	1.54	1	94

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 13 (page 7) indicates that parents' mean item responses for leading indicator 1.6 ranged from 2.61 to 3.54. The overall mean was 3.06 (0.33).

Table 14: Descriptive Statistics for Leading Indicator 1.6 (Student)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
My school's leaders ask for my opinion about how the school should function.	2.59	1.40	1	308

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 14 indicates that students' mean item response for leading indicator 1.6 was 2.59.

Leading Indicator 1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

Tables 15 and 16 list the descriptive statistics for leading indicator 1.7.

Table 15: Descriptive Statistics for Leading Indicator 1.7 (Parent)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
The accomplishments of my child's school have been adequately acknowledged and celebrated.	3.57	1.29	5	160
The accomplishments of my child's teachers have been adequately acknowledged and celebrated.	3.22	1.36	5	148
My child's individual accomplishments have been adequately acknowledged and celebrated.	3.69	1.29	5	182
The leaders of my child's school acknowledge and celebrate individual accomplishments, teacher-team/department accomplishments, and whole-school accomplishments in a variety of ways (for example, through faculty celebrations, newsletters to parents, or announcements; on the school website; or using social media).	3.56	1.21	4,5	154

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 15 indicates that parents' mean item responses for leading indicator 1.7 ranged from 3.22 to 3.69. The overall mean was 3.51 (0.20).

Table 16: Descriptive Statistics for Leading Indicator 1.7 (Student)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
When I achieve a goal or accomplish something important, my school's leaders, my teachers, and other students celebrate it.	3.50	1.24	4	328

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 16 indicates that students' mean item response for leading indicator 1.7 was 3.50.

Leading Indicator 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

Tables 17 and 18 list the descriptive statistics for leading indicator 1.8.

Table 17: Descriptive Statistics for Leading Indicator 1.8 (Parent)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Teachers at my child's school have adequate materials to teach effectively.	3.58	1.21	5	141
Teachers at my child's school have adequate time to teach effectively.	3.61	1.31	5	153
The leaders of my child's school develop, submit, and implement detailed budgets.	3.62	1.34	5	91
The leaders of my child's school successfully access and leverage a variety of fiscal resources (such as grants or title funds).	3.80	1.13	5	97
The leaders of my child's school manage time to maximize a focus on instruction.	3.68	1.19	5	151
The leaders of my child's school direct the use of technology to improve teaching and learning.	3.80	1.14	5	158

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 17 indicates that parents' mean item responses for leading indicator 1.8 ranged from 3.58 to 3.80. The overall mean was 3.68 (0.10).

Table 18: Descriptive Statistics for Leading Indicator 1.8 (Student)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
I have plenty of time to learn.	3.97	1.16	5	352
Teachers in my school use technology to help me learn.	4.48	0.86	5	350

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 18 indicates that students' mean item responses for leading indicator 1.8 were 3.97 and 4.48. The overall mean was 4.23 (0.36).

Summary and Discussion

Parents, guardians, students, and other stakeholders at Helen M. Knight Elementary School responded to an anonymous online survey designed to gauge their school's status on the first level of the HRS framework. The leading indicators and related survey items can help leaders identify areas that are important to the school and help them make decisions about what the school is doing well and areas that need more attention as they work to develop and maintain a safe, supportive, and collaborative school culture.

Technical Note

In social science research, three statistical measures can be used to describe data sets considered in an analysis: (1) mean, (2) mode, and (3) standard deviation.

To calculate the mean, the sum of scores in a data set is divided by the total number of scores in the set:

$$M = \frac{X_1 + X_2 + \cdots + X_n}{n}$$

As a measure of central tendency, the mean is used to describe the center of a distribution of scores while taking into account every score in the distribution. However, it is important to note that outliers (that is, scores that are very different from most of the distribution) can have a substantial influence on the mean. Consider the following ordered set of numbers: {5, 6, 7, 8, 9, 20}. Although four numbers are less than 9 and one number is greater than 9, the mean suggests that the center of the distribution is slightly higher than 9, $M = 9.17$.

The mode of a data set is the score that appears most frequently. However, it is worth noting that more than one score might appear with the same frequency. In other words, a data set can have more than one mode. A set with two modes is bi-modal, a set with three modes is tri-modal, a set with four modes is quad-modal, and so on. Consider the following ordered set of numbers: {4, 5, 5, 7, 8, 8, 8, 9, 11, 14, 14, 14, 15, 19, 19}. The numbers 4, 7, 9, 11, and 15 occur once; the numbers 5 and 19 occur twice; and the numbers 8 and 14 occur three times. The data set is bi-modal and the modes are 8 and 14.

Standard deviation is related to the variance of a data set. The variance of a data set reflects the amount of error between the mean and the scores in the set ($X_i - M$). Stated differently, the variance provides a measure of the extent to which each score differs from the mean. However, it is important to note that individual errors can be positive or negative depending on whether a score is higher or lower than the mean. Positive and negative errors of the same magnitude (for example, ± 4) would cancel each other out when summed as a measure of total error. Therefore, the sum of squared errors is used to calculate the sample variance instead of the mean of the individual errors:

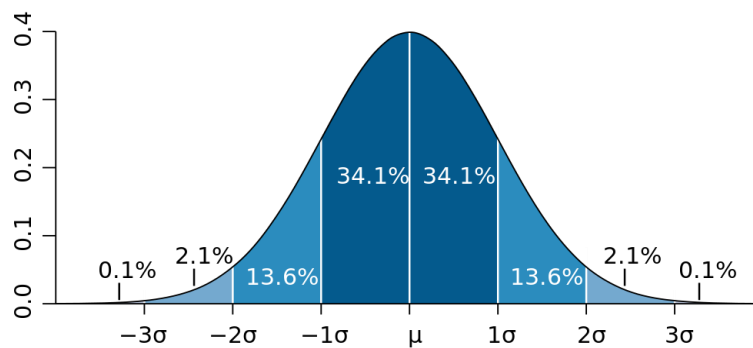
$$s^2 = \frac{(X_1 - M)^2 + (X_2 - M)^2 + \cdots + (X_n - M)^2}{n - 1}$$

The sample standard deviation is the square root of the sample variance:

$$s = \sqrt{\frac{(X_1 - M)^2 + (X_2 - M)^2 + \cdots + (X_n - M)^2}{n - 1}}$$

By taking the square root, the average error is expressed in the same units as the original scores in the data set instead of units squared. Standard deviation is used to describe how far the scores are spread out from each other. Generally speaking, the higher the standard deviation, the greater the variation among scores.

When using the mean and standard deviation to describe data sets, it is important to consider the distribution of scores within each set. One widely recognized distribution is the normal distribution (commonly referred to as the bell curve). As Figure TN1 illustrates, a normal distribution is symmetrical with about 68% of the data points lying within one standard deviation of the mean (Lane, n.d.).



Source: Mwtoews, 2007. μ = mean; σ = standard deviation. Image is licensed under the Creative Commons Attribution 2.5 Generic license. <http://creativecommons.org/licenses/by/2.5/deed.en>

Figure TN1: The normal distribution.

Consider a hypothetical data set of 100 numbers from a normal distribution with a mean of 50 and standard deviation of 15. Approximately 68% of the numbers would be one standard deviation from the mean (that is, 50 ± 15) and 95% of the numbers would be two standard deviations from the mean (that is, 50 ± 30). In other words, approximately 14% of the numbers would be between 20 and 35, 34% would be between 35 and 50, 34% would be between 50 and 65, and 14% would be between 65 and 80. Approximately 2% of the numbers would be less than 20 and 2% of the numbers would be greater than 80.

Consider also a 5-point agreement scale: strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), and strongly agree (5). If respondents' ratings to a survey item were normally distributed with a mean of 3.0 and standard deviation of 0.5, then approximately 68% of the responses would range from 2.5 to 3.5 (3.0 ± 0.5), 14% would range from 2.0 to 2.5, and 14% would range from 3.5 to 4.0. Given that the agreement scale contains whole numbers, the mean and standard deviation might suggest the following pattern of responses: approximately 68% of the respondents neither disagreed nor agreed with the survey item, 14% disagreed with the item, and 14% agreed with the item. Generally speaking, the higher the standard deviation, the greater the variation among responses. For instance, if the standard

deviation was 1.0 instead of 0.5, approximately 68% of the responses would range from 2.0 to 4.0 (3.0 ± 1.0), 14% would range from 1.0 to 2.0, and 14% would range from 4.0 to 5.0. In other words, the larger standard deviation indicates more diversity among respondents' ratings of agreement.

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Drug Testing of Other Employees

Application of Policy—

This policy applies to drug and alcohol testing of District employees who are neither bus drivers nor employees in a safety sensitive position. (Drug and alcohol testing of bus drivers and employees in safety sensitive positions is governed by Policy DAH.)

[Utah Code § 34-41-103\(1\) \(2024\)](#)

Grounds for Testing—

Employees of the District may be required to submit to drug or alcohol testing as follows:

1. Where there is a reasonable suspicion that the employee may be using or may be under the influence of illegal drugs or alcohol while on the job.
2. Whenever an accident causing bodily injury occurs within the scope of employment where it appears that drugs or alcohol may have been a contributing factor.

[Utah Code § 34-41-102\(3\) \(2016\)](#)

[Utah Code § 34-41-103\(2\)\(b\) \(2024\)](#)

Reasonable Suspicion—

A “reasonable suspicion” means an articulated belief based on the recorded specific facts and reasonable inferences drawn from those facts that indicate that a school district employee is using or is under the influence of drugs or alcohol.

[Utah Code § 34-41-101\(9\) \(2024\)](#)

Reasonable Suspicion Documentation—

Prior to conducting any tests for drugs or alcohol based upon a suspicion of use, the supervisor or administrator requiring the test must articulate in writing specific facts and any reasonable inferences drawn from those facts which lead to a reasonable suspicion that an employee is using or under the influence of alcohol or illegal drugs.

[Utah Code § 34-41-102\(3\) \(2016\)](#)

[Utah Code § 34-41-101\(9\) \(2024\)](#)

Scope of Employment—

An action is within the “scope of employment” if it is part of any actions for which an employee is remunerated or performs by reason of employment in the District.

Consequences of Positive Test—

Compliance with the District's drug policies is a condition of continued employment within the District. The District shall terminate any employee who tests positive for illegal drugs while acting within the scope of job duties unless:

1. The employee has voluntarily disclosed a need for counseling or rehabilitation from drug dependence prior to the test; and
2. The employee has agreed to enroll at his or her expense into a rehabilitation, treatment, or counseling program approved by the District.

[Utah Code § 34-41-105\(2\) \(1994\)](#)

The discipline imposed on an employee who tests positive for alcohol while acting within the scope of job duties will depend on the specific facts and circumstances and the particular test results and may include sanctions up to and including termination. In determining what sanction is appropriate, the District should consider whether:

1. The employee has voluntarily disclosed a need for counseling or rehabilitation from alcohol dependence prior to the test; and
2. The employee has agreed to enroll at his or her expense into a rehabilitation, treatment, or counseling program approved by the District.

[Utah Code § 34-41-105\(2\) \(1994\)](#)

Any employee in a rehabilitation or treatment program who is not in a safety sensitive position may be suspended without pay, placed on probation, or terminated for cause within the discretion of the Superintendent and/or the Board of Education.

Consequences of Refusal to Test or Tampering With Test—

If an employee is required to take a drug or alcohol test based on reasonable suspicion and refuses to be tested or to cooperate with test procedures, the employee may be treated as having a positive test result and disciplined accordingly and may also be disciplined for insubordination. If an employee is found to have submitted a false sample or otherwise to have attempted to circumvent the testing process, the employee may be treated as having a positive test result and disciplined accordingly.

[Utah Code § 34-41-105\(2\) \(1994\)](#)

Alcohol Testing Procedures—

The employee subject to testing for alcohol shall undergo either a breath test or a saliva test, as determined by the supervisor or administrator requiring the test in consultation with the person performing the testing.

The breath test may be used for the initial screen and for confirmatory testing. When the breath test is used, it must be performed by a certified Breath Alcohol Technician and must be performed under conditions of the USOE Drug/Alcohol

Testing Statewide Contract and in accordance with Part 40, Title 49, Code of Federal Regulations as amended.

The saliva test must be administered under the following conditions:

1. The saliva alcohol test may be administered only by an individual certified in performing the test.
2. The saliva alcohol test may be used for initial alcohol screening for post-accident and reasonable suspicion testing. (It may not be used for confirmatory testing.)
3. An initial positive test result must be confirmed by the administration of a breath alcohol test. With an initial positive result, a breath alcohol testing provider must be immediately notified and test requested. The confirmatory test must be performed no sooner than 20 minutes after the saliva test and no later than 30 minutes after the saliva test.

[Pupil Transportation Drug and Alcohol Testing Policies and Procedures Employee Handbook Section VIII.F](#)

Drug Testing Procedures—

Testing of samples shall conform to scientifically accepted analytical methods and procedures. Collection of samples shall take place under reasonable and sanitary conditions. Collection and testing shall be done so as to ensure the privacy of the employee being tested and in a manner reasonably calculated to prevent substitution of samples or interference with the collection or testing of reliable samples.

Sample collection, storage, and transportation to the place of testing shall be performed in a manner that reasonably precludes the probability of sample misidentification, contamination, or adulteration. Sample collection shall be documented to ensure that:

1. Samples are labeled and sealed to reasonably preclude the probability of erroneous identification of test results, and
2. The donor has the opportunity to provide notification of any information:
 - a. that the donor considers relevant to the test (including identification of currently or recently used prescription or nonprescription drugs or other relevant medical information) and
 - b. in compliance with the Americans With Disabilities Act.

[Utah Code § 34-41-103\(2\)\(a\) \(2024\)](#)
[Utah Code § 34-41-104\(3\) \(2024\)](#)

The employee subject to testing shall provide either an oral sample or a split urine sample for testing as determined by the supervisor or administrator requiring the test in consultation with the person performing the testing. A split urine sample shall consist of at least 45 milliliters of urine, divided into two specimen bottles with

at least 30 milliliters in one bottle (for the initial test) and at least 15 milliliters in the other bottle for retesting, if requested.

[Utah Code § 34-41-103\(4\), \(5\), \(6\) \(2024\)](#)

Verification of Tests—

Before the result of any test may be used as a basis for any adverse employment action, the District shall verify or confirm any positive initial screening test by gas chromatography, gas chromatograph-mass spectroscopy, or other comparable analytic methods. In addition, the employee testing positive shall be notified by telephone and in writing at the last known address and telephone number of the positive test result and, for a urine test, where a new test may be obtained if the employee desires to undergo a second test and requests it within 72 hours of the notice. If the employee timely requests testing of the second sample, the second sample shall be tested.

[Utah Code § 34-41-103\(7\) \(2024\)](#)

[Utah Code § 34-41-104\(4\) \(2024\)](#)

Compensation for Test Time—

All tests performed by the District shall occur during or immediately after the regular work period of the employee and shall be considered as work time for purposes of compensation and benefits.

[Utah Code § 34-41-104\(5\) \(2024\)](#)

Testing Costs—

The District shall bear the costs of all sample collection and initial testing for alcohol or drugs at the request of the District, including any costs for transportation to the test site if conducted at a place other than the workplace. The costs of testing a second urine sample will be equally divided between the District and the employee.

[Utah Code § 34-41-103\(8\) \(2024\)](#)

[Utah Code § 34-41-104\(6\) \(2024\)](#)

Military Leave

Purpose

This policy is adopted to implement the requirements of the Uniformed Services Employment and Reemployment Rights Act (USERRA), [United States Code Title 38, Chapter 43](#).

Definitions—

“Service in the uniformed services” means all categories of federal military training and service, including voluntary and involuntary service, National Guard or reserve service, active components of the United States armed forces, and other functions as specified in the applicable regulations.

[20 CFR 1002.5\(l\), \(o\)](#)
[20 CFR 1002.6](#)

Military Leave—

An employee is entitled to unpaid leave of absence from employment with the District to engage in service in the uniformed services and to return to employment or to be promptly reemployed by the District as provided by USERRA and this policy.

[20 CFR 1002.32](#)
[20 CFR 1002.180](#)
[Utah Code § 71A-8-105\(1\) \(2024\)](#)

The employee is entitled to all the rights and benefits that accompany an unpaid leave of absence taken from the District for other reasons. However, if during the period of service the employee knowingly provides the District with written notice of intent not to return to employment, the employee is not entitled to those benefits (although the employee still would be entitled to reemployment)

[20 CFR 1002.149](#)
[20 CFR 1002.152](#)

Upon reemployment following service in the uniformed services, the employee will be placed in the position that the employee would have attained with reasonable certainty if not for the absence for military service, including the seniority, status, and rate of pay that the employee would have in that position, subject to the specific implementing regulations regarding determination of the position.

[20 CFR 1002.191](#)
[20 CFR 1002.193\(a\)](#)
[20 CFR 1002.194](#)
[20 CFR 1002.195](#)
[20 CFR 1002.196](#)
[20 CFR 1002.197](#)
[20 CFR 1002.198](#)
[20 CFR 1002.199](#)
[20 CFR 1002.225](#)

As set forth in applicable regulations, an employee is not entitled to reemployment with the District if the District demonstrates that the District's circumstances have changed so as to make reemployment impossible, or that reemploying the employee would impose an undue hardship on the District, or that the position the employee left was employment for a brief, nonrecurrent period without any reasonable expectation that it would continue indefinitely or for a significant period.

[20 CFR 1002.139](#)

An employee who has returned from a leave of absence for military service longer than 30 days can only be discharged for cause for 180 days after reemployment (if the leave period was between 31 and 180 days) or for one year after reemployment (if the leave period was more than 180 days).

[20 CFR 1002.247](#)

While military leave is unpaid leave, an employee may choose to use accrued vacation or annual leave to receive pay during the period of military leave. Because sick leave may only be used for illness under District policy, the employee may not use paid sick leave during military leave.

[20 CFR 1002.153](#)

Consistent with District policy that employees do not accrue vacation or annual leave during an unpaid leave of absence for other purposes, employees on leave for military service do not accrue leave during the period of absence.

[20 CFR 1002.150\(c\)](#)

If the employee has health insurance coverage through the District, the employee may elect to continue that coverage for the period which is the shorter of either (1) 24 months from the beginning of absence for service or (2) the period from the beginning of absence for service until the employee is required to return to service or apply for reemployment. (If the employee does not already have health insurance coverage, the employee is not entitled to start new coverage when taking military leave. If the employee is receiving in lieu payments from the District based on having health insurance coverage with another insurance provider, those payments will be discontinued during the period the employee is on leave longer than 30 days.) If the period of absence for military service is 30 days or less, the employee will only be responsible for paying the regular employee share for insurance coverage. If the period of absence for military service is 31 days or longer, the employee will be required to pay 102% of the full premium for the coverage. An employee's coverage may be cancelled (subject to certain conditions) for failure to give the District advance notice of the leave, failing to elect coverage when the leave is for more than 30 days, or failing to pay the required premiums. If the employee's health insurance coverage is terminated in connection with military leave, it will be reinstated when the employee returns to employment.

[20 CFR 1002.164](#)

[20 CFR 1002.166](#)

[20 CFR 1002.167](#)
[20 CFR 1002.168](#)

If the employee participates in state retirement through the District, upon reemployment the employee is treated as not having had a break in service. The District will make up the contributions that would have been required if the employee had not had a break in service. The employee is permitted, but is not required, to make up the employee's missed contributions or elective deferrals. However, if the employee does not make up the contributions or deferrals, then the District is not required to make up a match or benefit that was contingent on the contribution or deferral.

[20 CFR 1002.262](#)

Conditions and Limitations—

The employee is required to give advance verbal or written notice of the leave unless giving notice is prevented by military necessity or is unreasonable under the circumstances.

[20 CFR 1002.32\(a\)\(1\)](#)
[20 CFR 1002.85](#)
[20 CFR 1002.86](#)

The maximum amount of military leave the employee is entitled to take from employment with the District is a total of 5 years. However, leave for periodic guard or reserve training does not count towards that total and there are other specific exclusions from this total as provided in the regulations.

[20 CFR 1002.32\(a\)\(2\)](#)
[20 CFR 1002.99](#)
[20 CFR 1002.103](#)

The employee must timely return to work or timely apply for reemployment following the leave for military service. If the employee fails to do so, the employee will be considered as absent without leave and will be subject to discipline in the same way that applies to other kinds of unexcused absences from work. If the leave period is less than 31 days or the leave was for a military fitness examination, the employee must report for work by the beginning of the first full regularly scheduled work period on the first full calendar day following the completion of the period of service plus the expiration of 8 hours for travel from the place of service to employee's residence. If the leave period is between 31 and 180 days, the employee must submit a verbal or written application for reemployment not less than 14 days after completion of the service; however, if it is impossible or unreasonable to do so through no fault of the employee, the employee must submit the application on the next full calendar day after it becomes possible to do so. If the leave period is more than 180 days, the employee must submit a verbal or written application for reemployment not less than 90 days after completion of the service; however, if it is impossible or unreasonable to do so through no fault of the employee, the employee must submit the application on the next full calendar day after it becomes possible to do so. The time for reporting or applying will also be extended if the employee is

hospitalized for or convalescing from an illness or injury incurred in or aggravated during performance of service.

[20 CFR 1002.115](#)
[20 CFR 1002.116](#)
[20 CFR 1002.117\(a\)](#)

The employee is not entitled to reemployment if the employee's discharge from service is a disqualifying discharge or under other than honorable conditions as defined by the applicable regulations. If the nature of the discharge is later changed by a military review board so as to no longer be disqualifying, the employee is entitled to reemployment but no back pay or benefits will be provided with respect to the time between the discharge and the change of the nature of the discharge.

[20 CFR 1002.32\(a\)\(4\)](#)
[20 CFR 1002.137](#)
[20 CFR 1002.138](#)

If the leave for military service is 31 days or longer, the employee must provide the District with documentation establishing that the reemployment application is timely, the employee has not exceeded the 5-year limit, and the employee's separation or dismissal from military service was not disqualifying. However, if the documentation does not exist or is not readily available, the employee will be reemployed subject to receiving the documentation and subject to dismissal if the documentation when received shows that the employee is not entitled to reemployment.

[20 CFR 1002.121](#)
[20 CFR 1002.122](#)

Military Leave for State Duty—

Members of the Utah National Guard or the State Defense Force, when ordered to state military service by the governor, have the same rights and protections as provided by USERRA for activation to federal military service for the duration of their state service not to exceed five years. General officers of the Utah National Guard or the State Defense Force or other officers appointed to a general officer position, when appointed to state employment by the governor or the adjutant general, have the same rights and protections as provided by USERRA for activation to federal military service for the duration of their state appointment, even if the state appointment exceeds five years. Upon satisfactory release from state or federal orders, or from hospitalization incidental to the orders, the member shall be permitted to return to the prior employment and have the same rights and protections as provided by USERRA for activation to federal military service as it pertains to seniority, status, pay, and vacation the member would have had as an employee if the member had not been absent for military purposes.

[Utah Code § 71A-8-105\(2\), \(3\), \(4\) \(2024\)](#)

Employee Work Information Privacy

Definitions—

1. “Employee” means “administrative personnel” or “instructional personnel.”
2. “Administrative personnel” means any District personnel who have District-wide or school-wide functions and who perform management activities, including developing broad policies for the Board of Education and executing developed policies through the direction of personnel at any level within the District. It includes the District Superintendent; assistant or deputy superintendents; principals; assistant principals; directors (including executive, network, subject area, career center, and specialty directors); cabinet members; grant coordinators; educational specialists; technology administrators and technology personnel; and others who perform management duties.
3. “Instructional personnel” means any individual who is employed by, contracts with, or is affiliated with the District or its schools.
4. “Required technology” means an application, software, or other technology for work-related duties without which an employee could not reasonably complete necessary or essential job functions or engage in emergency situations.
5. “Work-related contact information” means:
 - a. Private or work-provided phone numbers used for work purposes;
 - b. Email addresses the District provides or uses primarily for work functions;
 - c. Work mail addresses, including physical addresses, post office boxes, and other mailing details used to send or receive work-related communications or documents;
 - d. Logins, usernames, access codes, passwords, or other credentials used to access accounts, systems, documents, records, or services provided in relation to an employee’s job duties; and
 - e. Messaging accounts, forum memberships, directory listings, distribution lists, committee enrollments, or group enrollments.

[Utah Code § 53G-10-207\(1\) \(2025\)](#)

Restrictions on Distribution of Work-Related Contact Information—

Apart from responding to a valid GRAMA request or satisfying the requirement in [Utah Code § 53G-7-224](#) to provide work email addresses to the State Board of Education, the District may not sell or otherwise transfer the work-related contact information of an employee if the transaction is an isolated or standalone

transaction. To the extent permitted by law, the District shall publicly disclose a records request for employee work-related contact information.

[Utah Code § 53G-10-207\(2\) \(2025\)](#)

Restrictions on Required Use of Personal Electronic Devices—

The District may not require an employee to download, install, access, or otherwise use required technology on a personally owned electronic device if use of the required technology contains terms, conditions, or data sharing provisions that would allow access to data or information outside of the required technology.

If an employee reasonably finds that use of required technology contains objectionable terms and conditions, the District shall provide reasonable accommodations to the employee to avoid mandatory use on the employee's personal device, including providing the required technology:

1. Via a District-owned and provided electronic device such as a computer, phone, or tablet;
2. Through a secure virtual or remote desktop environment not requiring installation or access credentials on a personal device; or
3. Through similar means that do not obligate personal device use.

The District may not take adverse action against an employee for exercising rights under this policy.

[Utah Code § 53G-10-207\(4\) – \(7\) \(2025\)](#)

Curriculum: Firearm Safety

Firearm Safety Training—

Each District school shall present firearm safety training to students in accordance with Utah State Board of Education Standards and the following schedule:

1. To a grade, at least three times while a student is attending kindergarten through grade 6;
2. To a grade, at least once while a student is attending middle school;
3. To a grade, at least once while a student is attending high school.

The training shall be provided in a manner that is developmentally appropriate to the grade level receiving the instruction and shall emphasize the best practices and guidelines for the safe handling and storage of a firearm to prevent accidents and ensure personal safety.

The instruction may be provided in school using life instruction, a video, or online materials; with an existing hunter safety course; with the health education curriculum, or with the physical education curriculum. It may be provided using firearm safety curricula and materials created by the Utah Attorney General's Office. Any statements regarding a firearm in the instruction shall be politically neutral.

If the instruction entails the display or functionality of an actual firearm on or about school premises, the individual providing the instruction must be exempt from weapons laws as described in [Utah Code § 53-5a-108\(1\)\(a\) through \(f\)](#).

Before the instruction is provided, the student's parent shall be notified of the instruction and of the option and process for the parent to opt the parent's student out of the instruction. A school may provide an alternative educational activity to a student who has been opted out of the instruction.

[Utah Code § 53E-4-207 \(2025\)](#)

Grading: Packet Credit

Definitions—

The following definitions apply within this policy:

1. “Grade replacement” means credit a student earns by retaking a teacher-led course for a letter grade to improve a previous grade, which (a) may raise the student’s grade point average if the new grade is higher, and (b) replaces the lower grade on the student’s transcript.
2. “Original credit” means credit a student earns through the successful completion of a course for the first time.
3. “Packet” means a collection of instructional materials and assessments used to receive credit through the packet method.
4. “Packet method” means an educational approach where:
 - a. a high school student receives a collection of instructional materials from the District or an institution or organization;
 - b. the high school student works through the materials independently with minimal or no direct instruction from a teacher; and
 - c. assessment is primarily based on completion of assignments within the instructional materials.
5. “Replacement credit” means a pass-fail credit a student earns for a course the student did not pass or complete, which (a) does not affect the student’s grade point average and (b) allows the student to fulfill high school graduation requirements.
6. “Student” means an individual enrolled in the District in grade 9, 10, 11, or 12.

[Utah Code § 53E-3-501\(7\)\(a\) \(2025\)](#)

Packet Credit—

A student may receive graded original credit or replacement credit through the packet method. To qualify for original credit or replacement credit, the packet must (a) meet the standards established by the Utah State Board of Education and (b) must either be recommended by the State Board of Education or be approved by the District as provided in Policy EEE.

[Utah Code § 53E-3-501\(7\)\(b\) \(2025\)](#)

[Utah Code § 53G-4-402\(27\)](#)

Students may not use the packet method for grade replacement. (The process and requirements for grade replacement are set forth in Policy EFD.)

[Utah Code § 53E-3-501\(7\)\(c\) \(2025\)](#)

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EFE

The District shall assign a distinct course name and number for credit earned through the packet method to easily identify such credit on a student transcript. The District shall also track and record the number of packets used each school year to award original or replacement credit.

[Utah Code § 53E-3-501\(7\)\(f\) \(2025\)](#)

Graduation: Focused Graduation Pathway

Board Approval of Focused Graduation Pathway—

A District school may participate in the Focused Graduation Pathway program and enroll students in the program if the Board of Education grants approval to the school and if the approved application has been submitted to the State Superintendent of Education. For approval to be granted, the school must submit a written application to the Board of Education which:

1. Outlines how the Focused Graduation Pathway will be implemented in the school;
2. Demonstrates that the school has developed school policies and procedures to implement the program, consistent with the requirements set out in this policy; and
3. Designates a Focused Graduation Pathway Coordinator to oversee the program.

[Utah Admin. Rules R277-722-3\(1\) \(February 7, 2025\)](#)

Program Requirements—

A participating school must:

1. Maintain a student-teacher ratio for the program which does not exceed the school's average student-teacher ratio for all GED preparation courses;
2. Provide necessary support for a student with disabilities, as required by [Utah Admin. Rule R277-705](#);
3. Provide subject-matter experts to students when preparing for each GED test;
4. Coordinate the clearance of GED alerts for a Focused Graduation Pathway student with the State Superintendent; and
5. Annually report to the State Superintendent on Focused Graduation Pathway enrollment, completion rates, and other relevant data as required by the State Superintendent.

[Utah Admin. Rules R277-722-3\(3\) \(February 7, 2025\)](#)

Student Enrollment in the Focused Graduation Pathway—

To enroll in the Focused Graduation Pathway program, a student must:

1. Be at least 16 years of age;
2. Be a junior or senior enrolled in the high school;
3. Be significantly behind in high school credits earned, which means

- a. If a junior, at least 6 credits behind, or
- b. If a senior at least 3 credits behind;
4. Demonstrate 9th grade reading level or higher on an assessment chosen by the District; and
5. Participate in a formal meeting with applicable school staff where:
 - a. The policies and procedures for the Focused Graduation Pathway are explained, and
 - b. Voluntary consent of the student's parent (or of the student if the student is a verified unaccompanied minor) is provided for participation.

[Utah Admin. Rules R277-722-4 \(February 7, 2025\)](#)

Once enrolled in the Focused Graduation Pathway, the student must remain enrolled in a Utah K-12 school throughout the entirety of the pathway. The school may not withdraw the student from enrollment in the school before the student takes any of the four subject GED tests.

[Utah Admin. Rules R277-722-3\(2\) \(February 7, 2025\)](#)

[Utah Admin. Rules R277-722-4\(1\)\(e\) \(February 7, 2025\)](#)

Testing and Credit—

A Focused Graduation Pathway student shall complete a GED exam at approved testing centers or through an online proctored test, in accordance with GED policies and procedures. A Focused Graduation Pathway student may be awarded core credit for passing GED exams as determined by the school and as outlined in the school's application, up to the amounts as follows:

1. 4.0 credits for language arts for passing Reasoning through Language Arts;
2. 3.0 credits for social studies for passing Social Studies;
3. 3.0 credits for mathematics for passing Mathematical Reasoning; and
4. 3.0 credits for science for passing Science.

Awarded credit shall be recorded on a transcript as pass/fail instead of a letter grade. To be eligible for graduation, a Focused Graduation Pathway student must complete all remaining graduation requirements under Policy EHA.

[Utah Admin. Rules R277-722-5 \(February 7, 2025\)](#)

Diploma and Official Transcripts—

Upon successful completion of the Focused Graduation Pathway and all other graduation requirements, a Focused Graduation Pathway student shall be awarded a traditional high school diploma and be eligible to participate in graduation ceremonies. A Focused Graduation Pathway student who completes the GED exam in English and fulfills the requirements of [Utah Admin. Rules R277-499](#) shall be eligible for the Seal of Biliteracy.

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[Utah Admin. Rules R277-722-6 \(February 7, 2025\)](#)

Health Requirements and Services: Mental Health Care

Definitions—

1. “Authorized personnel” means an individual:
 - a. Who holds a license:
 - i. As a school psychologist, as defined in [Utah Code § 53F-5-218](#);
 - ii. As a school social worker, as defined in [Utah Code § 53F-5-218](#);
 - iii. Under [Utah Code Title 58, Chapter 61, Psychologist Licensing Act](#);
 - iv. Under [Utah Code Title 58, Chapter 60, Part 2, Social Worker Licensing Act](#);
 - v. Under [Utah Code Title 58, Chapter 60, Part 3, Marriage and Family Therapist Licensing Act](#); or
 - vi. Under [Utah Code Title 58, Chapter 60, Part 4, Clinical Mental Health Counselor Licensing Act](#); or
 - vii. Who is supervised by someone with one of the above licenses, to the extent the person’s actions fall within the scope of that supervision; and
 - b. Whom the District, or a District school, employs or engages by contract or agreement to support student mental health through a restricted service consistent with the scope of the individual’s license or certification.
2. “Restricted service” means a mental health service that takes place in a school setting. It does not include:
 - a. Describing basic stress-management strategies;
 - b. Informing students and parents of the availability of a restricted service; or
 - c. Engaging in generalized crisis response, which does not include one-on-one therapy, in accordance with District or Utah State Board of Education crisis response protocols.

[Utah Code § 53G-9-901 \(2025\)](#)

Providing Restricted Services—

Except as provided in a student’s IEP or Section 504 accommodation plan, only authorized personnel may provide restricted services to students. Authorized personnel may only provide restricted services within the scope of the provider’s license and without other students present. Informed written parental consent must also be obtained as provided below.

[Utah Code § 53G-9-902\(1\) \(2025\)](#)

Written parental informed consent for restricted services must be obtained before the first session of a restricted service in a given school year. A student's IEP or Section 504 accommodation plan that includes a restricted service satisfies the requirement for written parental informed consent. Otherwise, the consent shall be obtained using a standard form that includes:

1. Fields for at least the following information:
 - a. Student name;
 - b. Name of individual giving consent;
 - c. Name of each authorized personnel who has authority under the consent to provide a restricted service;
2. A statement that, unless the parent opts out of receiving notices (which the parent may do at any time), the authorized personnel will provide within one business day after each session notice to the parent that the restricted service took place and a description of the topic of the service; and
3. A statement that authorized personnel will adhere to the topics or issues that the parent identifies, in collaboration with authorized personnel, for discussion with or exclusion from the student, except that the topics may be addressed if:
 - a. The omission would compromise the student's immediate safety;
 - b. The omission would violate mandatory reporting requirements; or
 - c. Based on behaviors or statements that the authorized personnel observes, the authorized personnel determines a need to assess the student's safety.

[Utah Code § 53G-9-902\(2\), \(3\)\(c\) \(2025\)](#)

When obtaining the consent, the District, school, or authorized personnel shall, through consultation with the parent, provide the parent with an opportunity to identify topics or issues the parent intends the authorized personnel to address or to not address with the student. The authorized personnel may not address a topic or issue that the parent has expressly stated should not be addressed unless (a) not doing so within the restricted service would compromise the student's immediate safety or (b) the student discloses information that creates a duty for the authorized personnel to make a mandatory report (including for suspected cases of child abuse or neglect under [Utah Code § 80-2-602](#), abuse of a student under [Utah Code § 53E-6-701](#), or any other legally mandated duty to report). If one of these exceptions applies, the authorized personnel may only discuss the information with the student to the extent necessary to make the report.

The requirement to obtain consent also does not apply in a case in which delaying to contact a parent to obtain consent would create an immediate serious risk of suicide or serious bodily injury (as defined in [Utah Code § 76-1-101.5](#)) to the student or to another individual. If this circumstance occurs, the District, school, or

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authorized personnel shall notify the parent in accordance with the requirements of Policy DLA and Policy FGAD for suicide threats.

[Utah Code § 53G-9-902\(3\) \(2025\)](#)

[Utah Code § 53G-9-604 \(2024\)](#)

School Meal Payments

Definitions—

1. “National School Lunch Program” means the same as that term is defined in [7 CFR § 210.2](#).
2. “School Breakfast Program” means the same as that term is defined in [7 CFR § 220.2](#).
3. A “school meal” under this policy is food provided by the school under the National School Lunch Program or the School Breakfast Program.

[Utah Code § 53F-2-423\(1\)\(c\) \(2025\)](#)

[Utah Code § 53G-9-205.1 \(2021\)](#)

Payments and Debt for School Meals—

No student who is unable to pay for a school meal (or who receives a school meal at a reduced cost) shall be publicly identified or stigmatized by any District employee or volunteer.

No student may be required to perform chores to pay for a school meal unless such requirement applies to all students (i.e., the requirement applies whether or not any payment in money is made for the school meal).

Communications regarding a student’s debt for school meals shall be directed only to the student’s parent (and not to the student).

[Utah Code § 53F-2-423\(4\), \(5\) \(2025\)](#)

Prohibited Food Additives

[Note: The prohibition against certain food additives enacted in Utah Code § 53G-9-205.2 does not apply to a school district with 5,500 or fewer students. Districts meeting that student population threshold do not need to adopt this policy.]

Definitions—

1. “FD&C” means the Federal Food, Drug, and Cosmetics Act as implemented in [21 CFR Part 74](#).
2. “Prohibited food additive” means any of the following:
 - a. Potassium bromate;
 - b. Propylparaben;
 - c. FD&C Blue No. 1;
 - d. FD&C Blue No. 2;
 - e. FD&C Green No. 3;
 - f. FD&C Red No. 3;
 - g. FD&C Red No. 40;
 - h. FD&C Yellow No. 5; or
 - i. FD&C Yellow No. 6.
3. “School day” means the portion of a day that school is in session in which a school-age child is required to be in school for the purposes of receiving instruction.

[Utah Code § 53G-9-205.2\(1\), \(2\)\(a\) \(2025\)](#)

[Utah Code § 53G-6-201\(8\) \(2025\)](#)

Prohibited Food Additives During the School Day—

Beginning with the 2026-2027 school year, and subject to the exceptions outlined below, neither any District school nor any person may during the school day sell, donate, offer, or serve on school grounds food that contains a prohibited food additive.

However, food with prohibited food additives may be sold in a vending machine or as a concession item at a school-sponsored event or extracurricular activity. In addition, a student’s parent may provide students with such food during the school day, and a teacher may provide students with such food if the teacher obtains permission from the students’ parents at the start of each school semester.

[Utah Code § 53G-9-205.2\(2\), \(3\)\(a\) \(2025\)](#)

Student Rights and Responsibilities

Student Privacy and Modesty

Definitions—

1. “Changing facility” means a room in which two or more individuals may be in a state of undress in the presence of others, including a dressing room, fitting room, locker room, changing room, or shower room.
2. “Restroom” means a room that includes one or more toilets or urinals.
3. “Single-occupant facility” means a restroom or changing facility:
 - a. With floor-to-ceiling walls;
 - b. With an entirely encased and locking door; and
 - c. That is designed for single occupancy.
4. “Full nudity” means that an individual’s genitalia, female breast below the top of the areola, buttocks, anus, or pubic area is completely exposed.
5. “Partial nudity” means that an individual’s pubic region or chest are less than completely covered.

[Utah Code § 53G-9-214\(1\) \(2025\)](#)

Student Right to Individual Privacy and Personal Modesty—

Each student has a reasonable expectation of individual privacy and personal modesty. Therefore, students may not be required, invited, or encouraged to undress, change clothing, or otherwise be in a state of full or partial nudity in the presence of another individual, regardless of whether the student is in a restroom or changing facility or the other individual is a District employee. Compliance with this restriction may be achieved by the option of ensuring that students who choose to undress in private have available (1) single-occupant facilities, (2) floor-to-ceiling walls or doors or similar privacy protections within changing facilities, or (3) curtains or similar privacy protections in changing facilities.

[Utah Code § 53G-9-214\(2\) – \(4\) \(2025\)](#)

Flags on School Property

Definitions—

A “flag” is a usually rectangular piece of fabric with a specific design that symbolizes a location, government entity, or cause.

For a flag, “display” means to place it in a prominent location on District property where it is easily visible.

[Utah Code § 63G-1-704\(1\) \(2025\)](#)

Only Official Flags Permitted on School Property—

The only flags which may be displayed on school property are the flag of the United States of America (current or a historic version); the official Utah state flag (current or a historical version); the current official flag of another country or another state or of a political subdivision of another country or state; a flag that represents a Utah city, municipality, county, or political subdivision; a flag that represents a branch, unit, or division of the United States military; the National League of Families POW/MIA flag; a flag that represents an Indian tribe as defined in federal law; an officially licensed flag of a college or university depicting only the colors, logos, and marks consistent with official college or university branding; an official public school flag; an official flag of the United States Olympic Committee, United States Paralympic Committee, International Olympic Committee, or International Paralympic Committee; an official flag of an Olympiad or paralympiad that occurred or will occur within the state; or a flag of an organization authorized to use a District school facility (but only at the location and during the time that the organization is authorized to use the facility).

The above-listed permitted flags may only be displayed without alterations in colors, symbols, or appearance.

This prohibition applies to flags as such and does not extend to images of flags which may be contained in books or other printed materials or images of flags which may be depicted on items of personal apparel or personal property.

[Utah Code § 63G-1-704\(2\), \(3\) \(2025\)](#)

President of the Board: Duties

Duties generally—

The president of the Board of Education shall preside at all meetings of the Board, appoint all committees, and sign all warrants ordered by the Board to be drawn upon the business administrator for school moneys.

[Utah Code § 53G-4-205\(1\) \(2019\)](#)

Presiding officer—

Duties as presiding officer:

1. Call the Board into session.
2. Conduct Board meetings.
 - a. Declare the opening of meetings
 - b. Determine order of business according to Board policy.
 - c. Recognize claimants to the floor.
 - d. Rule on admissibility of business.
 - i. Declare motions in or out of order.
 - ii. Declare, subject to overriding, the propriety of the Board's considering specific items of business.
 - iii. Declare, subject to overriding, specific items of business in or out of the Board's province of action.
 - e. Within limits of Board policy, control extent of discussion.
 - i. Declare, subject to overriding, discussion closed whenever comment becomes repetitious, dilatory, or no longer pertinent to the point at issue.
 - ii. Declare discussion closed whenever time limits previously determined by Board action have been reached.
 - f. Maintain the dignity of the Board in session.
 - i. Apply the rules of parliamentary procedures.
 - ii. Restrain debate within bounds of good taste and courtesy.
 - iii. Provide equal opportunity for expression of opposing points of view.
 - iv. Within limits of Board policy, secure the rapid handling of Board business.

- v. Rule out of order all action and comment unbecoming a legislative body in session.
- g. Declare the results of Board voting.
 - i. Declare the passage or non-passage of motions.
 - ii. Declare for the record the identities of members (including the president) voting aye and nay and of those not voting.
- h. Ensure the legal recording of Board business.
 - i. Declare Board decisions to the secretary of the Board of Education
 - ii. Make inquiry of the secretary or make investigation of the record as to the rate of progress of note-taking with respect to the Board's dispatch of business.
- i. Increase efficiency in Board meeting procedures.
- j. Declare the meeting adjourned.
- 3. Ensure proper keeping of Board records and supplies.
- 4. Sign as president of the Board official copies of minutes and other Board documents.
- 5. Secure the legality of Board action, procedures, meetings, and membership.
- 6. Receive for the Board all delegations and petitions.
- 7. Issue, subject to Board approval, official statements of Board action and policy.

Duties regarding other Board members—

Duties in relation to other Board members:

- 1. Lead discussion in Board meetings.
 - a. Cause topics for discussion to be listed and given to all members prior to meetings.
 - b. Stimulate participation of all members in discussion.
 - c. Keep discussion to the point.
 - d. Ensure discussion of all important phases of each problem considered.
 - e. Ensure the full employment of special abilities of individual Board members in the carrying on of Board business.
 - f. Draw discussion toward an authorization or directive of action or toward a statement of policy.
- 2. Guard the rights of expression and freedom of action of all Board members.
 - a. Maintain democratic procedures in all Board sessions.

- b. Protect minority opinion.
 - c. Ensure fair hearing for all points of view.
 - d. Secure Board respect for expression of dissenting opinion.
 - e. Prevent, within Board policy, termination of discussion of any problem until each member has expressed an opinion or has indicated willingness to have discussion ended.
 - f. Rule impartially on arguments turning on judgments of the presiding officer.
 - g. Prevent decision-shaping influences upon Board members other than those in free, thorough, and democratic discussion in Board meetings.
 - h. Refrain from discussing elements of Board deliberations outside of Board meetings except when the public interest requires an official statement.
 - i. Hold that all decisions and actions of the Board are of all members until such decisions and actions are disavowed by a majority vote in legal session of the board.
 - j. Ensure the authorizing, conducting, and reporting of all Board business in legal sessions of the Board.
 - k. As presiding officer, ensure the good order of meetings with courtesy, tolerance, sincerity, and mutual respect evidenced in members' relations with one another.
3. Induct new members.
- a. Determine the legality of the membership claimed.
 - b. Declare the seating of the new member.
 - c. Express the official welcome of the Board.
 - d. Introduce the new member to other Board members, the superintendent of schools, and other school personnel.
 - e. Provide informative materials concerning the school system, school district organization, Board practices and policies, duties of Board members, legal authorizations and compulsions, educational programs of the schools, current problems of the Board, and sources of information aiding in decision making in school board deliberations.
 - f. Make accessible all records of Board business.
 - g. Provide, according to Board policy, equipment such as binder covers for official copies of Board documents, Board membership list, school directory and calendar, school district map, population charts, statements of Board policy, state school code, books and magazines, notebooks, and file folders.

- h. Arrange tours of observation through the school system for new members.
- 4. Promote good relations with other school boards.
 - a. Secure the exchange of information.
 - b. Encourage reciprocal visiting of board meetings and school plants.
 - c. Assist in developing area meetings of members of school boards.
 - d. Ensure the representation of the Board of Education by Board members at county, state, and other meetings.
 - e. Participate in planning for the general improvement of educational opportunity.
- 5. Maintain the preeminence of worthy educational objectives in all school board activities.
 - a. Ensure long-range planning of activities toward the accomplishment of educational objectives.
 - b. Secure the continual informing of the Board by the staff on programs and problems in education.
 - c. Draw upon the staff for assistance in Board deliberations.
 - d. Evaluate all proposals in the light of their relation to the accomplishment of worthy educational objectives.
 - e. Bring about the expression of community needs in education.
- 6. Cause the development and execution of a long-range plan of school improvement and Board action.
- 7. Secure the adoption of codes of ethics governing the Board of Education.
- 8. In the public interest, expose and eliminate any instances of unethical conduct of any Board members.

Duties regarding staff—

Duties in relation to the ~~certified and classified~~ staff of the District:

- 1. Represent the Board in official relations of the Board with the ~~certified and classified~~ staff.
- 2. Make official representations of the Board to the staff through the executive officers of the school system.
- 3. Accept representations of the staff through the executive officers of the school system.
- 4. Require the filing of school reports to the Board according to Board policy.
- 5. Make, as a Board member, tours of observation of the school system.

6. Make as the Board president, with the full Board or an authorized committee, tours of inspection annually.
7. Respect professional codes of ethics and demand their observance.
8. Observe codes of ethics for Board members in all relations with the ~~certified and classified~~ staff.
9. Secure the academic freedom and personal liberties of individuals of the school staff.
10. Require the observance of contractual provisions.
11. Secure Board adoption of equitable policies of employment, retention, promotion, and release of personnel.
12. Maintain the preeminence of pupil and student welfare over Board and staff welfare, comfort, and convenience.
13. Require, through Board cognizance of school operation, high standards of service of school personnel.
14. Draw fully on the ability of the staff for assistance to the Board in improving the entire school organization.

Duties regarding the local community—

Duties in relation to the community:

1. Represent as Board member the entire school district in Board deliberation.
2. Seek expression of community opinion as guide to the Board of Education.
3. Interpret expressions of community pressure groups in relation to the public interests.
4. Defend, under democratic concepts of rights and liberties, community minority groups in relation to the school system.
5. Refer to the certified staff, subject to review by the Board if necessary, problems of professional relations with the community.
6. Interpret the community to the ~~certified and classified~~ staff.
7. Protect professional and other school personnel from improper pressures of community groups or individuals.
8. Interpret the educational program and plans to the community.
9. Promote community understanding and interest in school activities and develop community concern for worthy educational accomplishments.
10. Promote school activity in community improvement programs.
11. Attend as Board member school-centered community activities.
12. Represent the Board in official statements to the public.

Duties regarding state government—

Duties in relation to the state government:

1. Represent the state educational authority in the school district.
2. Secure observance in the school system of applicable sections of the state school law.
3. Ensure legality of all school and school board actions.
4. Require, through Board authority, the prompt filing of accurate reports by the school system to the state government.
5. Conduct, as presiding officer of the Board, public hearings as required by law.
6. Secure all possible advantages for the school system under permissive legislation.
7. Lead the Board to an understanding of state school organization and state school law.
8. Act with the state government and other governmental units including school districts in promoting educational opportunity for all persons in the state.
9. As a state school officer, act in the public interest of the state as a whole when that interest and local public interest appear to be at variance.

President's duties to be performed by vice president—

If the president is absent or acquires a disability, these duties are performed by the vice president.

[Utah Code § 53G-4-205\(2\) \(2019\)](#)

Administrative Personnel: *Duties of Principals*

Duties of principals—

School Principals shall:

1. Provide primary educational leadership in the school to which they are assigned. As chief administrative officer of the school and supervisor of its instructional program, the Principal shall provide the leadership in creating an environment conducive to skillful creative teaching and optimum learning. In recognition of the value of the team approach, supervision should be identified through encouragement and support of the instructional program allowing opportunity for teacher growth and development.
2. Be the administrative authority in the school within the limits of the law, Board regulations and instructions from the Superintendent.
3. Inform the staff of school regulations as they are enacted by the Board of Education.
4. Keep the Superintendent, appropriate assistant administrators and other administrative officers fully advised as to the conditions and needs of the school.
5. Make regular and thorough inspections accounting for school properties, and be responsible to the Superintendent for these properties.
6. Assist curriculum personnel in appraising, developing and evaluating the school curriculum and in planning, adapting and scheduling the courses of study for the students.
7. Take all reasonable precautions to safeguard the staff and the students in the school during school hours. Provide for the safety and care of children in case of fire, storm, or other sudden danger to the school plant and see that the students and teachers are adequately trained to carry out such plans during these occurrences.
8. In the best interests of the students and staff, organize the resources of the school to provide supervision of playground activities 30 minutes prior to school, during school, and after the last bus leaves after school, and supervise the lunch room program and the noon hour.
9. Oversee discipline procedures used and report to the Superintendent or the delegated authority any irregular types of punishment prohibited by Board policy.
10. Make recommendations for teacher dismissal within the school.

11. As required, evaluate and report the efficiency of each member of the instructional staff in the school in accordance with an established plan of teacher evaluation.
12. Assist in the development of the school budget and keep such business records and execute such business forms as may be required.
13. Order approved supplies, textbooks, equipment, and all materials necessary to the operation of the school.
14. Administer a system of accounting of all monies from student activities, cafeterias, student fees or fines, entertainments, gifts and from any student group within the school. This accounting shall be in accord with a central plan of accounts and carried out under the supervision of the Superintendent or the delegated authority.
15. Report immediately, in full and in writing, to the administrative offices any infringement of district property rights within the school or any injury to any pupil or member of the staff that may occur at a time or place wherein the rights or responsibilities of the schools may be involved.
16. Process complaints concerning the school, investigate these complaints and refer to the area assistant administrator cases which the Principal cannot adjust satisfactorily.
17. Direct and supervise the professional certified, classified education support, and hourly staff working within the school building and provide annual evaluations for each member.
18. Be responsible for good public relations with community groups, including the parent-teacher organization and other organizations and for using community and professional resources to enrich the learning program.
19. Report to the appropriate assistant administrator any need for extended absence from school and the name of the person appointed to act in the absence of the Principal.
20. Perform other duties as may be assigned by the Superintendent of Schools.
21. In accordance with policies, rules and regulations adopted by the Board, be responsible for the detailed organization of the program of the school, for the assignment of duties to staff members and for the administration of the instructional program for the regular school year and during the extended summer program.
22. Be responsible for the maintenance and repair of the school building.
 - a. Report all emergencies to the Superintendent or the assistant administrator for operations.
 - b. Be responsible for the safety of the physical facilities.

- c. Conduct, in the presence of the custodian, a monthly building inspection. The inspection report, detailing all needed repairs, shall be submitted to the assistant administrator of operations in a timely manner.
23. Provide all new employees with sufficient information for them to complete their jobs.

School Plant: Hazardous Materials

Safe Environment—

The Board of Education recognizes that there are many areas of the school operation, from science laboratories and art departments to custodial services and vehicle maintenance, which use a variety of materials that are hazardous. The Board adopts this policy to promote safety and compliance with applicable laws relating to hazardous materials, by providing for proper purchase, use, and disposal of hazardous materials in the District.

Definition—

Hazardous materials include any substance or mixture of substances that poses a fire, explosive, reactive or health hazard as more fully defined by law.

Procedures—

The Board, through the Superintendent, shall cause to be created procedures which address the purchase, storage, handling, transportation and disposal of hazardous materials for all school facilities and operations including instructional areas. Emergency response actions and evacuation plans shall be coordinated with the procedures. The Superintendent shall also develop written rules and procedures for notifying district administrators that hazardous waste has been discovered and/or produced and rules for the proper disposal of waste.

The procedures shall comply with all local, state and federal laws and regulations which pertain to the safe and proper storage, transportation and disposal of hazardous materials.

The goal of the procedures shall be to set into place an ongoing process by which each location in the district may begin a program of identifying and managing hazardous materials. District personnel shall be encouraged to make less dangerous substitutions for hazardous substances to the extent possible and to minimize the quantities of such substances stored on school property.

Training—

Appropriate school personnel shall be trained to take precautions to prevent accidents and to handle them in the event they do occur. These rules and regulations shall be distributed to all staff members in ~~classified and certified employee~~ handbooks.

Immunity—

It is not the intent of the Board to expand or modify the district's potential liability exposure through the adoption of this policy. The Board hereby expressly retains and does not waive immunity under the Utah Governmental Immunity Act or

under any other law. The district's voluntary compliance with any statute or regulation to which it is not otherwise subject shall not be construed to create or assume any potential liability under any local, state or federal law or regulation.

Contracts:

~~Classified Employees~~ Education Support Professionals

Job Descriptions—

The Board shall adopt policies specifying the duties of each of its ~~classified~~ education support positions of employment. The Board shall assign positions of employment to meet the specific needs of the District.

[Utah Code § 53G-4-402\(5\), \(17\) \(20242025\)](#)

Benefits for Employees Hired after July 1, 2013—

Unless otherwise defined by District policy or negotiated agreement and subject to Federal law, ~~a classified employee~~ an education support professional hired on or after July 1, 2013:

1. may be required to work twenty (20) hours or more in a regular work week; and
2. may be exempt from receiving benefits normally provided to ~~classified~~ education support professionals ~~employees~~.

[Utah Code § 49-12-102\(5\)\(c\) \(20222025\)](#)

Resignation-

All employees should recognize that they have an obligation to the District and their fellow employees to inform the District when they are seeking employment elsewhere. They must also notify the District immediately upon accepting employment elsewhere.

A letter of resignation must be dated and given to the employee's Direct Supervisor not less than two weeks before the date requested for termination. The direct supervisor is authorized to accept such resignations.

Re-hire - - An employee who has resigned and then is again interested in working for the District, must go through the regular hiring process. If re-hired the person will be given credit for prior recognized experience on the salary schedule, but the most recent date of hire will then be considered the hire date.

Limitations on Extra Duty Assignments

Definitions

For purposes of this policy, “extra duty assignment” means an appointment which is in addition to the regular work duties of the employee, such as an assignment for coaching or directing athletics, choirs, bands, debate programs, drama and similar extracurricular activities.

For purposes of this policy, “volunteer” is a person who donates services without pay or other compensation except expenses actually and reasonably incurred, reasonable benefits and/or a nominal fee.

Extra Duty Employment Not Available to ~~Classified Employees~~ Education Support Professionals

~~Classified employees~~ Education support professionals are prohibited from being employed in an extra duty position. Although an education support professional ~~classified employee~~ is prohibited from being employed under an extra duty contract appointment, such an ~~a classified~~ employee desiring to assist with extra duty activities may be approved as a volunteer if the conditions outlined in the ~~Classified Employee~~ Education Support Professional Request to Volunteer in Extra Duty Assignment are met.

Career Status Not Available in Extra Duty Assignment—

Certified employees do not acquire an expectation of continued employment or career status in the extra duty portion of any contract. The District retains the right to terminate extra duty appointments and the pay for such extra duty appointments within its sole discretion at the end of a contract term.

Extra duty assignments that are not considered part of the normal contractual obligations or responsibilities associated with regular classroom duties shall be accompanied by extra compensation in accordance with the accepted extra-duty salary schedule. Reasonable extra duty assignments for teachers at the secondary level are expected and compensated appropriately.

The Board and each school will maintain a list of all extra-duty assignments and pay schedule. The list will be subject to change due to budget constraints and personnel available for the assignment.

DBD(N)

Classified Employee Education Support Professional Request to Volunteer in Extra Duty Assignment

Name: _____.

- I work hourly for the _____ School District as _____.
- I would like to volunteer my services with the _____ team/club/activity.
- I would like to volunteer as _____.
- I affirm that the duties I perform in my job with the District are not related to the duties I would perform in my volunteer position.
- I understand that as a volunteer, I will not receive wages or a salary for the services I volunteer.
- I understand that the District may reimburse me for expenses actually and reasonably incurred, provide me with a per diem to cover expenses, and/or provide me with a nominal stipend for my volunteer services, but I acknowledge and agree that this stipend in no way is the equivalent of an hourly wage or a salary for the hours I volunteer. I further understand the amount of the stipend is not dependent upon the outcome of the team's season/club's events.
- I acknowledge and affirm that I have not been required to volunteer as a condition of my employment, that no pressure has been brought to bear against me by anyone at the District, that no threats have been made against my hourly job with the District if I failed to volunteer, that I am free to relinquish my role as a volunteer without fear that doing so will have any impact on my hourly job with the District and that no promises have been made to me that I would receive better treatment, promotions, or anything else to do with my hourly job at the District if I do volunteer.

These are my reasons for wanting to volunteer:

Created: 18 October 2006
Modified: ~~10 June 2022~~ 26 May 2025

DBD(N)

Employee Signature
(Signature of Employee Requesting to Volunteer)

Date

~~Classified Employee~~ Education Support Professional Evaluation

Definition—

For purposes of this policy, an “~~classified employee~~ education support professional” means a District employee who is working in a position that does not require a Utah educator license.

[Utah Admin. Rules R277-329-2 \(May 23, 2023\)](#)
[Utah Code § 53G-11-519\(1\)\(b\) \(2025\)](#)

~~Classified Employee~~ Education Support Professional Evaluation—

~~Classified employees~~ Education support professionals shall be evaluated on at least an annual basis using a written evaluation instrument. The evaluation shall be administered by the principal or by an appropriate supervisor designated by the principal. The evaluation instrument shall incorporate the job description and job duties of the employee, in addition to standards with regard to attendance, compliance with District policies, and other appropriate matters. The evaluation shall be completed at least 90 days prior to the end of the contract year.

[Utah Admin. Rules R277-329-3\(1\)\(c\) \(May 23, 2023\)](#)
[Utah Code § 53G-11-504\(1\) \(2020\)](#)

A copy of the written evaluation shall be provided to the employee promptly following completion. The employee may appeal violations of the evaluation procedure (but not the substance of the evaluation) by submitting a grievance under the District’s grievance policy.

[Utah Admin. Rules R277-329-3\(1\)\(b\)\(v\) \(May 23, 2023\)](#)

No evaluation is required for temporary or part-time ~~classified~~ education support professional employees of the District.

[Utah Admin. Rules R277-329-3\(3\) \(May 23, 2023\)](#)
[Utah Code § 53G-11-504\(2\) \(2020\)](#)

Redress of Grievances

Purpose—

The purpose of this policy is to provide employees an orderly process for the prompt and equitable resolution of grievances. The Board intends that, whenever feasible, complaints be resolved at the lowest possible administrative level.

Redress of Grievances—

Employees shall have the right, in a peaceable manner that does not interfere with education in the District, to assemble together for their common goals and apply to those vested with the powers of government for redress of grievances or other purposes, by petition, address, or remonstrance.

Evaluations—

Teachers may present grievances regarding the evaluation process according to the District's evaluation processes or as set out in the statute regarding evaluations. Those policies and laws shall govern grievances regarding teacher evaluations rather than this policy. ~~Classified~~ Education support professional employees may present grievances regarding evaluations under this policy.

[Utah Code § 53G-11-507 \(2024\)](#)

[Utah Code § 53G-11-508 \(2020\)](#)

[Utah Code § 53G-11-520\(12\) \(2024\)](#)

Right to Representation—

An employee, or where appropriate a group of employees, may present a grievance through another person or organization recognized by the Board regarding any adverse employment action or administrative action decision negatively affecting the employee.

Freedom from Retaliation—

No retaliatory action shall be taken by the Board or any administrator against an employee or other participant in a grievance proceeding because of participation in the grievance procedure.

Presentation—

An employee's legal right to present a grievance is satisfied at each level when someone in a position of authority hears the employee's concern; however, that authority is under no legal compulsion to take action to rectify the matter.

Board's Role—

The Board shall provide an opportunity for employees to present their grievances for Board consideration. At the option of the Board grievances may be reviewed solely at the administrative level by a school principal or the Board may

exercise its discretion to hear a grievance at a regular meeting in executive session or at such other times as the Board may determine.

Notice to Employees

Principals of each school shall be responsible for informing all employees under their supervision of the District's employee grievances policy.

Definitions—

1. Complaint
 - a. A complaint must specify the individual harm suffered.
2. A grievance under this policy shall include:
 - a. Grievances concerning an employee's wages, hours, or conditions of work or other adverse employment action decisions affecting an employee.
 - b. Specific allegations of unlawful discrimination in employment or education programs on the basis of sex (but not including allegations of sexual harassment), race, religion, national origin, age, disability, sexual orientation, or gender identity or on the basis of the employee's exercise of constitutional rights.
 - c. Alleged violations of State Board rules or of policies adopted by the Board.
 - d. Alleged violations of a constitutional, statutory, or common law right.
3. Aggrieved Party
 - a. An aggrieved party is an employee who alleges a violation of a constitutional, statutory, or common law right, or of a State Board rule or local Board policy. An employee who files a grievance is not necessarily an "aggrieved party". Different procedures may apply to "aggrieved parties" than to "complainants". Those distinctions shall be determined on a case-by-case basis.

Presentations and Hearings—

In most circumstances, complainants shall be entitled to administrative review conferences and an informal presentation of the complaint to the Board at the Board's discretion; however, this provision shall not be construed to create an independent right to a hearing before the Board in addition to hearings required by law. Aggrieved parties whose legal rights have been adversely affected such that they are entitled to some type of due process hearing shall be offered a hearing before the Board or its designee. Upon receipt of the written request for a hearing, the Superintendent shall determine whether an aggrieved party is legally entitled to more than a presentation and, if so, the type of hearing appropriate.

Aggrieved Party—

An employee aggrieved by a violation of a constitutional, statutory, or common law right, a rule adopted by the State Board of Education, or a policy

adopted by the Board shall be afforded a hearing before the Board in accordance with applicable law. However, this provision shall not be construed to create an independent right to a hearing before the Board in addition to any hearing required by law.

Request—

The aggrieved employee shall make a written request for a hearing, identifying specifically the claimed violation and the relief requested. The written request shall be deemed filed upon receipt by the Superintendent's office. The request shall be filed with the Superintendent's office not more than 15 days after the claimed violation.

Hearing—

The school principal or designee shall conduct a hearing within 30 days of receipt of a written request. However, the hearing may be postponed by mutual consent. The principal or designee shall notify the aggrieved employee in writing of the time and place of the hearing. The Board shall notify the aggrieved employee of its decision in writing within 15 days after the hearing.

Other Review Processes

Employee termination and non-renewal procedures are found in policy series D and such actions are not subject to the procedures set forth in this section. Procedures for complaints regarding sexual harassment (a form of sex discrimination) are set forth in Policy DKB and Policy FHAB. Those procedures apply rather than the procedures in this policy.

Representation

The employee registering a complaint or any employee who is the subject of a complaint may be represented at his or her own expense by a fellow employee, attorney, other person, or organization. The District may be assisted in processing complaints as it deems appropriate.

General Provisions

The following shall be general provisions for processing grievances:

1. Grievances shall be heard in informal administrative conferences.
2. Time is of the essence. All time limits shall be strictly complied with, except if extended by mutual consent. All references are to calendar days, unless otherwise indicated.
3. The appropriate administrator at each level shall respond to the employee within seven working days of a grievance conference. Oral grievances may receive an oral or written response, and written grievances shall receive a written response.

4. The employee has seven working days after a response to appeal to the next level. The grievance shall be considered concluded if at any level it is not appealed within the given time limit.
5. All grievances arising out of an event or condition or related series of events must be addressed in one grievance. An employee may not bring separate or serial grievances concerning events or conditions about which the employee has previously complained.

Level One—

Any employee having a grievance shall meet with the Principal or immediate supervisor within fifteen days of the time the employee first knew, or should have known, of the event, condition, or series of events upon which the grievance is based.

Level Two—

If the employee is not satisfied with the outcome of the grievance conference at Level One, the employee may meet with the Superintendent or a designee to discuss the grievance within seven working days after receiving the response.

At or prior to the conference with the Superintendent or designee, the employee shall submit a written description of the basis of the grievance, the date(s) it occurred, the remedy sought, and the date the employee conferred with the Principal or immediate supervisor.

Level Three—

If the outcome of the grievance conference at Level Two is not to the employee's satisfaction, an employee wishing to appeal shall file a written request with the Superintendent for a Board hearing at the next regular meeting. In matters involving an aggrieved party, the meeting shall be held within 30 days after the date the written request for a Board hearing was filed with the Superintendent, unless postponed by mutual consent. The Board shall notify the aggrieved employee in writing of the time and place of the hearing. The Board shall provide written notification to the aggrieved employee of its decision within 15 days after the hearing.

The Board may designate a portion of its regular monthly meeting to hear employee grievances. However, the Board shall not discuss any subject that is not included in the written notice (posted agenda) for the meeting, other than to propose to place it on the agenda for a subsequent meeting.

The Board President may set reasonable time limits on grievance presentations. The Board shall listen to the grievance but is not required to respond or take any action on the matter unless the grievance is from an aggrieved party.

Aggrieved parties who are entitled to some type of due process hearing shall be afforded that hearing with the Board or its designee at Level Three. If the Board's designee conducts the hearing, the designee shall make a recommendation to the

Board at a meeting held within 30 days of the date the request for a Board hearing was filed with the Superintendent. The employee shall be given an opportunity to respond to the recommendation either orally or in writing.

Closed Hearing—

If the grievance involves the character, professional competence, or physical or mental health of the employee bringing the grievance, it shall be heard by the Board in a closed meeting, unless the employee requests that it to be heard in public. If the grievance involves complaints or charges against another person, it shall be heard by the Board in a closed meeting, unless the person complained about requests that it be heard in public.

[Utah Code § 52-4-205\(1\)\(a\) \(20242025\)](#)

District Employee and Student Relations

Professional and Ethical Relationships—

District employees shall maintain professional and appropriate demeanor and relationships with students, both during and outside of school hours, as well as both on and off campus, that foster an effective, non-disruptive and safe learning environment. District employees shall establish and maintain appropriate personal boundaries in teaching, supervising and interacting with students and avoid behavior that could reasonably lead to even an appearance of impropriety. Therefore, **the following prohibitions shall continue to apply for an additional two years after the graduation, or separation from the District, of any student who was enrolled in a District school,** including a prohibition during this period on entertaining or socializing with former students in such a manner as to create the perception that a dating or intimate relationship exists. (The two-year extension shall apply to all staff over the age of twenty-one.)~~entertaining or socializing with former~~

~~students in such a manner as to create the perception that a dating or intimate relationship exists.⁴~~

Flaskamp v. Dearborn Public Schools, 385 F.3D 935, 944 (6th Cir. 2004)

Prohibited Employee Behavior—

Prohibited District employee behavior toward students includes, but is not limited to:

1. flirting;
2. accepting personal gifts from or giving gifts to students that would suggest or further an inappropriate relationship;
3. engaging in frequent personal communication with a student (via phone, e-mail, texts, letters, notes, etc.) unrelated to course work or official school matters;
4. providing inappropriate physical displays of affection;
5. making suggestive comments;
6. dating;
7. making requests for sexual activity;
8. engaging in inappropriate touching or any sexual contact and/or sexual relations; and
9. any conduct prohibited by Policy DAI.

Such behavior is inappropriate and a violation of District policy regardless of whether the student may have “consented.”

District employees are prohibited from dating or engaging in any undue familiarity with students, regardless of the student’s age. Any action or comment by a District employee that would reasonably invite romantic or sexual involvement with a student is in violation of District policy.

Employees are not authorized to allow students in their homes for school-related social activities without prior written permission from the school principal.

Reporting—

Any District employee who has knowledge of or witnesses any possible occurrence of prohibited employee behavior toward students shall report the incident to the school principal or a District administrator. Anonymous complaints of prohibited employee behavior toward students shall also be investigated by the

~~⁴The two-year extension shall apply to all certificated staff, as well as classified staff over the age of twenty-one.~~

District. Reports of allegations of prohibited employee behavior toward students shall be promptly investigated and follow the procedures utilized for complaints of harassment within the District, including confidentiality.

If a student initiates inappropriate behavior toward a District employee, that employee shall promptly document the incident and report it to a building principal or supervisor.

Board Legal Status: Powers and Duties

Promote education—

The Board has the legal power and duty to do all things necessary for the maintenance, prosperity and success of the schools and for the promotion of education and to exercise all powers given by statute. The Board's legal powers and duties include the actions set forth in this policy but are not necessarily limited to the listed powers and duties.

[Utah Code § 53G-4-402\(23\) \(20242025\)](#)

Govern—

The Board of Education recognizes that under Utah law "it is the province of the Board of Education to determine what things are detrimental to the successful management, good order, and discipline of the schools and the rules required to produce" successful management, good order, and discipline in the schools.

Beard v. Board of Education, 16 P.2d 900 (Utah 1932)

Adopt rules—

Adopt such policies, regulations, and bylaws as the Board deems proper for the operation of the Board and for the control and management of the District's schools.

[Utah Code § 53G-4-402\(16\), \(17\) \(20242025\)](#)

Levy taxes—

Establish tax rates each year and submit the proposed rate to the county legislative body in which the District is located according to statutory procedures:

[Utah Code § 53F-8-201 \(2019\)](#)

[Utah Code § 53F-8-202 \(2018\)](#)

[Utah Code § 53F-8-402 \(2019\)](#)

Annual budget—

Prepare, adopt, and file a budget for the next succeeding fiscal year with the county legislative body in which the District is located as required by statute.

[Utah Code § 53F-8-201 \(2019\)](#)

Bequests—

Receive bequests and donations or other monies or funds which are made for educational purposes.

[Utah Code § 53G-4-402\(14\) \(20242025\)](#)

Acquisition and ownership of property—

Acquire and hold real and personal property in the name of the District, inclusive of all rights and titles, and lease and lease with an option to purchase property. The Board of Education has the direction and control of all school property in the district.

[Utah Code § 53G-4-401\(4\) \(2019\)](#)

Eminent domain—

Exercise the right of eminent domain to acquire property.

Board of Education of South Sanpete School District v. Barton, 617 P.2d 347 (Utah 1980).
Olsen v. Board of Education of the Granite School District, 571 P.2d 1336 (Utah 1977).

Employ personnel—

Employ by contract a Superintendent, Business Administrator, Principal(s), teacher(s), or other executive officer(s) and set salary schedules therefor.

[Utah Code § 53G-11-202 \(2018\)](#)

[Utah Code § 53G-4-301 \(2018\)](#)

[Utah Code § 53G-4-302 \(2012\)](#)

Close schools and change school boundaries—

Close schools or suspend operation of schools or change school attendance area boundaries as determined to be appropriate by the Board of Education after appropriate public notice and hearing as required by statute.

Allen v. Board of Education Weber County School District 236 P.2d 756 (Utah 1951)

Save Our Schools v. Board of Education of Salt Lake City, 2005 UT 55

[Utah Code § 53G-4-402\(24\) \(20242025\)](#)

Sue and be sued—

Sue and be sued in the name of the District.

[Utah Code § 53G-4-401\(4\) \(2019\)](#)

Fulfill other statutory duties and exercise other statutory powers—

The Board also has the duty to comply with such other duties as are set forth in the laws and regulations of Utah and the United States, and also may exercise the powers and authorities established by such laws and regulations.

Board Members: *Eligibility and Qualifications*

General qualifications—

Each board member must

1. Be and remain a registered voter in the District;
2. Maintain his or her primary residence within the local school board district from which the member is elected or appointed; and
3. Take and sign the constitutional oath of office:
 - a. “I do solemnly swear (or affirm) that I will support, obey and defend the Constitution of the United States and the Constitution of Utah, and that I will discharge the duties of my office with fidelity.”

[Utah Constitution Art. IV, Sec. X](#)

[Utah Code § 53G-4-201 \(2019\)](#)

[Utah Code § 20A-14-202\(3\) \(2022\)](#)

After the board member has taken and signed the oath of office, the oath shall be filed with the business administrator of the District.

[Utah Code § 52-1-6 \(~~1953~~2025\)](#)

Employment with District—

A member of the Board of Education may not, during the member’s term of office, also serve as an employee of the Board.

[Utah Code § 20A-14-202\(4\) \(2022\)](#)

Board Members: Elections and Redistricting

Term—

The term of office for an elected member shall be four years, except as required because of reapportionment as set forth below, and begins on the first Monday in January following the election.

[Utah Code § 20A-14-203\(2\) \(2022\)](#)

Candidacy—

An individual may become a candidate for election to the Board by filing a declaration of candidacy with the county clerk during the period beginning at 8:00 a.m. on January 2 of the year in which the next regular general election is held (or if January 2 is not a business day, the first business day after January 2) and ending at 5 p.m. on the fourth business day after the day on which the period begins and paying the fee described in [Utah Code § 20A-9-202](#).

[Utah Code § 20A-14-203\(1\) \(2022\)](#)

[Utah Code § 20A-9-201.5 \(20232025\)](#)

Elections—

[Option for 5 member boards] No more than three (3) members may be elected to the board in any election year, unless otherwise required as a consequence of redistricting, as set forth below, or to fill a vacancy by election under Policy BBC.

[Utah Code § 20A-14-202\(1\)\(h\) \(2022\)](#)

[Option for 7 member boards] No more than four (4) members may be elected to the board in any election, unless otherwise required as a consequence of redistricting, as set forth below, or to fill a vacancy by election under Policy BBC.

[Utah Code § 20A-14-202\(1\)\(h\) \(2022\)](#)

[Option for 9 member boards] No more than five (5) members may be elected to the board in any election year, unless otherwise required as a consequence of redistricting, as set forth below, or to fill a vacancy by election under Policy BBC.

[Utah Code § 20A-14-202\(1\)\(h\) \(2022\)](#)

Redistricting does not cut short board member terms—

Redistricting does not affect the right of any school board member to complete the term for which the member was elected, except as may be required for redistricting following creation of a new school district.

[Utah Code § 20A-14-201\(5\) \(20242025\)](#)

Representation of school board districts after redistricting—

1. If after redistricting only one board member whose term extends beyond redistricting lives within a local school board district, that board member shall represent that school board district.
2. If after redistricting two or more members whose terms extend beyond redistricting live within a local school board district, the members involved shall select one member by lot to represent that school board district.
 - a) The other members shall serve at-large for the remainder of their terms.
 - b) Notwithstanding the number of board members otherwise established by law, the at-large board members shall serve in addition to the designated number of board members for the board in question for the remainder of their terms.
3. If after redistricting there is no board member living within a local school board district whose term extends beyond redistricting, the seat for that school board district shall be treated as vacant and filled as provided in policy BBC.

[Utah Code § 20A-14-201\(6\) \(20242025\)](#)

Adjustment of term lengths because of redistricting—

If, before an election affected by redistricting, the county or municipal legislative body that conducted the redistricting determines that one or more members must be elected to terms of two years to meet this part's requirements for staggered terms, the legislative body shall determine by lot which of the local school board districts will elect members to two-year terms and which will elect members to four-year terms. All subsequent elections are for four-year terms.

[Utah Code § 20A-14-201\(7\) \(20242025\)](#)

Board Internal Organization: Other Officers

Other officers—

The Board of Education may appoint other necessary officers who serve at the pleasure of the Board.

Qualify by taking oath of office—

These officers shall qualify by taking and signing the constitutional oath of office before assuming office.

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

[Utah Constitution Art. IV, Sec. X](#)
[Utah Code § 53G-4-304 \(2019\)](#)

After the officer has taken and signed the oath of office, the oath shall be filed with the business administrator of the District.

[Utah Code § 52-1-6 \(19532025\)](#)

Board Meetings

Meeting defined—

“Meeting” means a gathering of the Board with a quorum present that is convened by an individual with authority to convene the Board and following the Board’s process for convening and for the express purpose of acting as the Board to receive public comment about, deliberate about, or take action on a relevant matter. A “relevant matter” is one which is within the scope of the authority of the Board but does not include a managerial or operational matter. Members of the Board constituting a quorum may not act together in a concerted and deliberate way outside a meeting of the Board to predetermine an action to be taken by the Board at a meeting on a relevant matter.

[Utah Code § 52-4-103\(5\), \(11\) \(20242025\)](#)
[Utah Code § 52-4-208\(1\) \(2024\)](#)

Rules of Order and Procedure—

The Board of Education shall adopt Rules of Order and Procedure to govern a public meeting of the Board of Education. The Rules of Order and Procedure shall include a set of policies that govern and prescribe in a public meeting:

1. Parliamentary order and procedure;
2. Ethical behavior; and
3. Civil discourse.

After adopting the Rules of Order and Procedure, the Board of Education shall:

1. Conduct its public meeting in accordance with the Rules of Order and Procedure adopted by the Board of Education; and
2. Make the Rules of Order and Procedure available to the public at each meeting of the Board of Education, and on the District’s public website.

[Utah Code § 53G-4-202\(1\)\(c\), \(2\) \(2019\)](#)

Upon a two-thirds vote, the Board of Education may expel a member of the Board from an open public meeting of the Board for:

1. Disorderly conduct at the meeting;
2. The member’s direct or indirect financial conflict of interest regarding an issue discussed at or action proposed to be taken at the meeting; or
3. Commission of a crime during the meeting.

The Board of Education may also adopt policies that expand the reasons for expelling a Board member from an open public meeting or which establish more restrictive procedures for such expulsion.

[Utah Code § 53G-4-202\(5\) \(2019\)](#)

Open to the public—

Every meeting of the Board shall be open to the public unless closed pursuant to [Utah Code §§ 52-4-204, 52-4-205, and 52-4-206.](#)

[Utah Code § 52-4-201\(1\)\(a\) \(2024\)](#)

Public comment—

At open meetings other than work sessions or emergency meetings, the Board will receive verbal and written comments from the public on topics which are germane to the Board's authority. Written comments can be submitted by sending them through email to the Superintendent before the meeting or by hand delivering them to District staff members at the meeting. Written comments will not be read at the meeting but will be provided to the members of the Board and will be included in the meeting minutes. Verbal comments at the meeting shall be received from members of the public who sign up prior to the time for public comment and will be taken in the order that individuals sign up. Each individual will be allowed up to 3 minutes to provide comments to the Board. The Board's agenda will specify the amount of time for public comment, which will generally be between 30 minutes and 1 hour.

[Utah Code § 52-4-201.3 \(20232025\)](#)

The Board does not by allowing public comment endorse any such comment. Therefore, persons providing comment bear any and all legal liability which may arise under governing law from making such comments. For example, defamatory comments about specific individuals may expose the commenter to legal liability from those individuals; similarly, threats of violence towards other individuals may expose the commenter to prosecution.

The public comment period is to allow members of the public to provide input to the Board in its capacity as a legislative body. The public comment period is not a forum for discussion or debate between the Board and members of the public. The Board does not engage in discussion during public comments, but may later follow up on comments made during public comment.

Public hearing—

A public hearing is an open meeting at which members of the public are given a reasonable opportunity to comment on a subject of the meeting. The Board shall hold a public hearing when considering whether to close a school or special enrollment program or change the boundaries of a school or location of a special enrollment program, when submitting a ballot issue regarding bond authorization or a tax increase, when considering the adoption of the District budget, before authorizing issuance of bonds, and when considering changes to the Board member compensation schedules, as required by statute.

[Utah Code § 11-14-103\(6\) \(2024\)](#)

[Utah Code § 11-14-318 \(2023\)](#)
[Utah Code § 53G-4-402\(24\) \(20242025\)](#)
[Utah Code § 53G-7-303\(3\) \(2019\)](#)
[Utah Code § 53G-4-204\(2\) \(2023\)](#)
[Utah Code § 59-1-1605 \(2016\)](#)

Interference with conduct of Board meetings—

Those in attendance at Board meetings are prohibited from interfering with the conduct of the meeting by demonstrations, whether audible or visual or by conduct. Those who do not abide by Board procedures for orderly presentation of comments when permitted may be asked to leave or the Board may use appropriate legal means to remove those disrupting the meeting.

Distribution of handbills, flyers, or other printed materials by members of the public is prohibited during Board meetings. Similarly, members of the public may not circulate petitions or similar requests for participation during a Board meeting.

Public recording—

All or any part of the proceedings in any open board meeting may be recorded by any person in attendance provided that the recording does not interfere with the conduct of the meeting.

[Utah Code § 52-4-203\(5\) \(2024\)](#)

Attendance by local government representatives—

An interested mayor or interested county executive (or their designees) may attend and participate in the board's discussions in the open portions of the Board's meetings. An "interested mayor" is the mayor of a municipality which is partly or entirely within the boundaries of the school district. An "interested county executive" is the county executive or county manager of a county with unincorporated area within the boundary of the school district. These local government officials may not vote on any issue before the Board and their participation is subject to the Board President's authority to regulate the conduct of the meeting.

An interested mayor or interested county official may attend a closed meeting of the Board if invited by the Board. Where the closed meeting is held to discuss disposition or acquisition of real property, an interested mayor or interested county official may attend if invited by the Board and if the mayor or county executive does not have a conflict of interest with respect to the disposition or acquisition.

[Utah Code § 53G-7-208\(3\)\(a\) \(2019\)](#)

Quorum—

A majority of the members of the Board shall constitute a quorum for meetings of the Board.

[Utah Code § 52-4-103\(9\) \(20242025\)](#)
[Utah Code § 53G-4-203\(5\) \(2019\)](#)

USBA training session for board members—

In the event the Board or any of its members meet with representatives of the Utah School Boards Association (USBA) for the purpose of receiving or participating in instruction regarding Board functions or activities, and not for the purpose of discussing or acting upon a subject over which the Board has jurisdiction, the Board is not required to comply with the Utah Open and Public Meetings Act, [Utah Code § 52-4-101 et seq.](#)

If more than two Board members are present in such meetings, the Board members shall not discuss or act upon any specific matter over which it has jurisdiction. Board members will discuss only matters relative to the instruction they receive from USBA representatives.

If Board members determine in an instructional meeting with representatives of USBA that there is a need to discuss or act upon a subject over which the Board has jurisdiction, then the Board and its members must comply with the Open and Public Meetings Act, Utah Code § 52-4-101 et seq., prior to discussing or acting upon such matters.

Board Meetings Recordings and Minutes

Open Meeting Recording and Minutes—

Written minutes and a recording shall be kept of all open board meetings except site visits or traveling tours where no vote or action is taken by the Board, for which only written minutes shall be kept.

Written minutes shall include:

1. The date, time and place of the meeting;
2. The names of the members present and absent;
3. The substance of all matters proposed, discussed, or decided by the Board, which may include a summary of comments by Board members;
4. A record, by individual member, of each vote taken, with the record of each vote being set out in list format, by category for each action taken by a member (including yes votes, no votes, and absent members), and by each member's name;
5. The name of each person who is not a Board member who, after being recognized by the presiding Board member, presented testimony or comments to the Board and a brief summary of their testimony or comments;
6. Any other information that is a record of the proceedings of the meeting that any member requests be entered in the recording and minutes.

The requirement that the written minutes include the substance of Board discussion and of public comments may be satisfied by maintaining a publicly available online version of the minutes which includes a link to that portion of the meeting recording which relates to the discussion or comments.

The recording shall be a complete and unedited recording of all open portions of the meeting from the commencement of the meeting until the meeting's adjournment, and shall be labeled or identified with the date, time, and place of the meeting. If the meeting is a public hearing under the Transparency of Ballot Propositions Act, the recording must be digital.

[Utah Code § 52-4-203\(1\), \(2\), \(3\) \(2024\)](#)
[Utah Code § 59-1-1605\(4\) \(2016\)](#)

Approval of and Availability of Minutes and Recordings of Board meetings—

The recording of an open board meeting is a public record and shall be available to the public for listening within three business days after the end of the meeting. If the meeting is a public hearing under the Transparency of Ballot Propositions Act, the digital recording must also be made available on the District's website within this time period.

[Utah Code § 52-4-203\(4\)\(g\)\(iii\) \(2024\)](#)
[Utah Code § 59-1-1605\(4\)\(b\)\(i\) \(2016\)](#)

The written minutes of an open board meeting are public records. The Board shall establish and implement procedures for correction of and formal approval of meeting minutes. Prior to approval, the minutes are considered “pending minutes.” Pending minutes shall be made available to the public within a reasonable time after the meeting. Upon formal approval by the Board, the written minutes of the meeting shall be the official record of the actions taken at the meeting. Approved minutes and any public materials distributed at the meeting that the minutes relate to shall be made available to the public within three business days after they are approved by the Board by (1) making them available at the District office, (2) posting them on the District’s website, and (3) by either posting the minutes and materials on the Utah Public Notice website or posting a link on the Utah Public Notice website which can be used to access the minutes and materials on the District website or another website.

[Utah Code § 52-4-203\(4\)\(g\) \(2024\)](#)

Pending minutes of a board meeting shall include the following notice in prominent, easily visible type: “These minutes have not yet been formally approved by the Board of Education and until such formal approval are subject to change.”

[Utah Code § 52-4-203\(4\)\(c\) \(2024\)](#)

Closed Meeting Recording and Minutes—

Except when the reason for closing the meeting is the discussion of personal information (the character, professional competence, or health of an individual) or security issues, as specified in Policy BEC, a recording shall be kept of all closed meetings and written minutes may be kept of closed meetings. Such recordings, and any minutes shall include:

1. The date, time and place of the meeting;
2. The names of members present and absent; and
3. The names of all others present except where such disclosure would compromise the confidential nature of the issues being discussed or otherwise infringe the privacy rights of the others present.

When kept, recordings of closed meetings shall be complete and unedited recordings of all portions of the closed meeting, and shall be labeled or identified with the date, time, and place of the closed meeting.

Where a meeting is closed for the purpose of discussing either security issues or the character, professional competence, or health of an individual, as specified in Policy BEC, the meeting shall not be recorded and no minutes shall be kept.

[Utah Code § 52-4-206 \(2023\)](#)

No Secret Ballot—

No vote shall be taken by secret ballot.

Created: 15 April 2025
Modified: ~~20 March 2024~~ 15 April 2025

BEB

[Utah Code § 52-4-203\(2\)\(a\)\(iv\) \(2024\)](#)

Closed Meeting Recordings and Minutes are Protected—

All recordings, minutes, and reports of closed meetings are hereby designated as “Protected Records” under the Government Records Access Management Act.

[Utah Code § 52-4-206\(5\) \(2023\)](#)
[Utah Code § 63G-2-10~~34~~ et seq.](#)

Board Meetings: Closed Meetings

Closed Meetings—

A closed meeting may be held upon a two-thirds affirmative vote of the board members present at a meeting for which public notice was given pursuant to [Utah Code § 52-4-202](#), providing a quorum is present. No resolution, rule, regulation, contract or appointment shall be approved at a closed meeting, nor may the Board interview an applicant to fill an elected position at such a meeting. The recording and minutes of open meeting at which the vote is taken to hold a closed meeting shall contain the reason or reasons for holding a closed meeting and the votes, by name, of the members present, either for or against the proposition to hold such a meeting. No vote may be taken in a closed meeting except a vote on a motion to end the closed portion of the meeting and return to an open meeting. A motion to end the closed portion of the meeting may be approved by a majority of the members present.

[Utah Code § 52-4-204 \(2024\)](#)

Purposes of Closed Meetings—

Closed meetings may only be held for the following purposes:

1. Discussion of the character, professional competence, or physical or mental health of an individual;
 - a. However, the Board may not interview a person applying to fill an elected position, midterm vacancy or temporary absence in a closed meeting regardless of whether the interview may include a discussion of the character, professional competence, or physical or mental health of the applicant.
2. Strategy sessions with respect to collective bargaining or pending or imminent litigation; or
3. Strategy sessions with respect to the purchase, exchange, or lease of real property (including any form of water right or water shares) if public discussion may disclose the appraised or estimated value of the property or tend to prevent the Board from obtaining the best possible terms; or
4. Strategy sessions with respect to the sale of real property (including any form of water right or water shares) if public discussion may disclose the appraised or estimated value of the property or tend to prevent the Board from obtaining the best possible terms, but only if the Board previously gave public notice that the property would be offered for sale, and the terms of the sale are publicly disclosed before the Board approves the sale; or
5. Discussion regarding deployment of security personnel, devices, or systems;

6. Investigative proceedings regarding allegations of criminal misconduct; or
7. The Board is fulfilling one of the following procurement functions:
 - a. Deliberations as an evaluation committee regarding a solicitation or as protest officer regarding a protest; or
 - b. Consideration of information designated as a trade secret if the consideration is necessary to properly conduct a procurement; or
 - c. Discussion of information provided to the Board during a procurement if (at the time the Board meets) the information may not be disclosed to the public or procurement participants and the Board needs to review or discuss the information to properly fulfill its role and responsibilities in the procurement process.

If the meeting is closed for any reason stated in paragraph 1 or 5 of this Section, then the person presiding must sign a sworn statement affirming that the sole purpose of closing the meeting was to discuss those specific topics, and neither a recording nor minutes shall be kept of that portion of the closed meeting.

[Utah Code § 20A-1-511\(3\)\(ed\) \(20192025\)](#)

[Utah Code § 52-4-205 \(20242025\)](#)

[Utah Code § 52-4-206\(6\) \(2023\)](#)

Board Meetings: Electronic Meetings

Electronic meetings authorized—

The Board authorizes electronic meetings of the Board as set forth in this policy. Unless specifically stated by this policy, the other policies governing Board meetings (relating to notice, meetings being open to the public, and other matters) also apply to electronic Board meetings.

[Utah Code § 52-4-207\(1\), \(2\)\(a\) \(2024\)](#)

Definitions—

The following terms are used in this policy:

1. Anchor location: A designated physical location from which the electronic meeting originates or to which participants are connected.
2. Electronic meeting: A meeting that some or all members of the Board attend through an electronic video, audio, or both video and audio connection.
3. Electronic notice: email, text, fax, or other means of electronic communication.

[Utah Code § 52-4-103\(1\), \(3\) \(2024/2025\)](#)

Member request required for an electronic meeting—

An electronic Board meeting may be held upon request of a member of the Board. This request must be made sufficiently in advance of the time that the Board meeting is scheduled so that the necessary arrangements can be made for the electronic meeting, including giving the required notice to other Board members. Therefore, the request should be made not less than 25 hours before the meeting. If a member of the Board wishes to participate electronically because of unforeseen or exigent circumstances arising less than 25 hours before the meeting, such participation may be allowed if the Board President determines that the necessary arrangements may be made for such participation and if a majority of the members of the Board agree to waive the 25-hour requirement.

[Utah Code § 52-4-207\(2\)\(c\)\(iii\) \(2024\)](#)

Notice to board members of an electronic meeting—

After an electronic meeting has been scheduled, and at least 24 hours before the meeting is to begin, the members of the Board shall be provided with a description of how to connect to the meeting, except as otherwise may be provided in a rule of the Legislature applicable to the Board.

[Utah Code § 52-4-207\(3\)\(b\) \(2024\)](#)

Anchor location—

Unless the requirements have been met for holding an electronic meeting without an anchor location, the Board will provide space and facilities at an anchor location for members of the public to attend the open portions of the meeting. The Board may also provide means by which members of the public participate remotely by electronic means.

[Utah Code § 52-4-207\(4\) \(2024\)](#)

Electronic meetings without an anchor location—

The Board may hold an electronic meeting without an anchor location if all members of the Board are attending remotely through an electronic video, audio, or both video and audio connection, unless the Board receives a written request at least 12 hours before the meeting to provide an anchor location for members of the public to attend.

[Utah Code § 52-4-207\(5\)\(e\) \(2024\)](#)

The Board may also hold an electronic meeting without an anchor location if the president of the Board makes a determination that either (1) conducting the meeting with an anchor location presents a substantial risk to the health or safety of those present or who would otherwise be present at the anchor location or (2) the location where the Board would normally meet has been ordered closed to the public for health or safety reasons. The public notice for the meeting must include a description of the Board president's determination and a summary of the facts upon which it is based, along with information on how a member of the public may participate in the meeting remotely by electronic means. A determination of substantial risk to health or safety expires 30 days after the day on which the president makes it.

[Utah Code § 52-4-207\(5\)\(a\), \(6\) \(2024\)](#)

During the course of an electronic meeting with an anchor location where the Board has provided means by which members of the public who are not physically present at the anchor location may participate in the meeting remotely by electronic means, the anchor location may be closed and the meeting continued without an anchor location if the Board president determines that continuing to conduct the meeting with an anchor location presents a substantial risk to the health or safety of those present at the anchor location, announces that determination during the meeting, and states a summary of the facts upon which the determination is made.

[Utah Code § 52-4-207\(5\)\(b\) \(2024\)](#)

Electronic meeting not available for site visit or traveling tour—

When the scheduled meeting is a site visit or traveling tour, the meeting may not be conducted or convened electronically.

Determining quorum in an electronic meeting—

In determining whether a quorum of the Board is present during an electronic meeting, all members are counted who are either present at the anchor location (if the meeting has an anchor location) or who are connected to the meeting by the method provided for remote participation in the meeting.

[Utah Code § 52-4-207\(2\)\(b\) \(2024\)](#)

Taking votes during an electronic meeting—

Except when the vote is unanimous, all votes during an electronic meeting shall be taken by roll call of the members.

[Utah Code § 52-4-207\(2\)\(c\)\(vi\) \(2024\)](#)

Public access to electronic meetings—

Space and facilities shall be provided at the anchor location of an electronic meeting of the Board to permit members of the public to attend the meeting (except those portions of such a meeting which have been properly closed to the public by the Board). If the Board meeting is one at which comments from the public will be accepted, then the space and facilities shall also permit members of the public to participate in the electronic meeting. For an electronic meeting which is being held without an anchor location, the Board shall provide access to the meeting as provided for above regarding meetings without an anchor location.

Members of the public are not entitled to monitor or attend electronic meetings except through the space and facilities provided at the anchor location or through electronic access provided for a meeting without an anchor location. (Members of the public cannot request an electronic meeting and do not have the right to be remotely connected to a Board meeting except as set forth in this policy.)

[Utah Code § 52-4-207\(4\) \(2024\)](#)

School Closures and Boundary Changes

"Special Enrollment Program" Defined—

"Special enrollment program" means a full-day academic program in which a parent opts to enroll the parent's student and that is offered at a specifically designated school in the District, including gifted or advanced learning programs or dual language immersion programs.

[Utah Code § 53G-4-402\(24\)\(a\) \(20242025\)](#)

Notice of Possible Closure—

At least 90 days before approving the closure of a school or closure of a special enrollment program, the Board shall provide notice that it is considering closure to parents of students enrolled in the school or in the special enrollment program, to parents of students enrolled in other schools in the District which may be affected by the closure, and to the governing council and mayor of the municipality where the school is located. The Board must initiate the notice process for each school or special enrollment program under consideration for closure through a separate motion made and approved at a public meeting of the Board. The notices to parents shall be provided using the same form of communication that the Board regularly uses to communicate with parents and shall also be given by mail through the United States Postal Service at the last known address for the parents.

[Utah Code § 53G-4-402\(24\)\(b\)\(i\), \(ii\), \(d\) \(20242025\)](#)

Notice of Possible Boundary Change—

At least 30 days before approving a change to school attendance area boundaries or to the location of a special enrollment program, the Board shall provide notice that it is considering a boundary change or program location change to parents of students enrolled in the school or program, to parents of students enrolled in other schools in the District which may be affected by the boundary or location change, and to the governing council and mayor of the municipality where the school is located. The Board must initiate the notice process for each school or special enrollment program through a separate motion made and approved at a public meeting of the Board. The notices to parents shall be provided using the same form of communication that the Board regularly uses to communicate with parents and shall also be given by mail through the United States Postal Service at the last known address for the parents.

[Utah Code § 53G-4-402\(24\)\(b\)\(i\), \(ii\), \(d\) \(20242025\)](#)

Public Comment and Hearing on Closure—

Before taking action to close a school or special enrollment program, the Board shall hold at least two Board meetings which include an opportunity for public comment on the proposed closure. One of these meetings shall be designated as a public hearing. If feasible, the public hearing shall be held at the location of the school that is under consideration for closure.

[Utah Code § 53G-4-402\(24\)\(b\)\(iii\), \(v\), \(c\)\(ii\) \(20242025\)](#)
[Utah Code § 10-9a-103\(5461\) \(20242025\)](#)

Hearing on Boundary Change—

Before taking action to change a school attendance area boundary or the location of a special enrollment program, the Board shall hold a public hearing to receive comment on the proposed boundary change or program location change.

[Utah Code § 53G-4-402\(24\)\(b\)\(iv\), \(v\) \(20242025\)](#)
[Utah Code § 10-9a-103\(5461\) \(20242025\)](#)

Notice of Hearing on Closure—

In addition to meeting the other requirements for notice of a public meeting as set out in Policy BEA, and in addition to the 90-day notice of possible closure described above, the Board shall give notice of the public hearing on a proposed school closure or special enrollment program closure. The notice shall state the name of the school or schools or the special enrollment program under consideration for closure and state the date, time, and location of the public hearing. This notice shall be provided at least 30 days before the date of the hearing to the parents and public officials who were required to receive the 90-day notice of possible closure described above, and in the same manner. In addition, for at least 10 days before the day of the hearing, this notice shall also be posted on the Utah Public Notice Website, posted on the District's website, posted at the District offices, and posted prominently at the school or schools affected.

[Utah Code § 53G-4-402\(24\)\(b\)\(v\), \(c\) \(20242025\)](#)
[Utah Code § 63G-30-102\(1\) \(2023\)](#)

Notice of Hearing on Boundary Change—

In addition to meeting the other requirements for notice of a public meeting as set out in Policy BEA, and in addition to the 30-day notice of possible boundary or location change described above, the Board shall give notice of the public hearing on a proposed boundary change or special enrollment program location change. The notice shall state the name of the school or schools under consideration for boundary change or the special enrollment program under consideration for location change and shall state the date, time, and location of the public hearing. This notice shall be provided at least 30 days before the date of the hearing to the parents and public officials who were required to receive the 30-day notice of possible boundary or location change described above, and in the same manner. In addition, for at least 10 days before the hearing, this notice shall also be posted on the Utah Public Notice Website, posted on the District's website, posted at the District offices, and posted prominently at the school or schools affected.

[Utah Code § 53G-4-402\(24\)\(b\)\(v\), \(c\) \(20242025\)](#)
[Utah Code § 63G-30-102\(1\) \(2023\)](#)

Deadline for Completion of Closure—

The process for approving closure of a school must be completed on or before December 31 of the calendar year preceding the beginning of the school year in which the school closure takes effect.

[Utah Code § 53G-4-402\(24\)\(e\) \(20242025\)](#)

Deadline for Completion of Boundary Change—

The process for approving a change to a school boundary must be completed no more than 60 days after the day on which the Board votes to approve the change.

[Utah Code § 53G-4-402\(24\)\(f\)\(i\) \(20242025\)](#)

Superintendent: Qualifications and Responsibilities

Qualifications—

The Board shall appoint the Superintendent on the basis of outstanding professional qualifications.

[Utah Code § 53G-4-301\(2\) \(2018\)](#)

Oath of office—

The Superintendent shall take and sign the constitutional oath of office before assuming office.

[Utah Code § 53G-4-301\(6\) \(2018\)](#)
[Article IV, Section X, Utah State Constitution](#)

“I do solemnly swear (or affirm) that I will support, obey and defend the Constitution of the United States and the Constitution of Utah, and that I will discharge the duties of my office with fidelity.”

[Article IV, Section X, Utah State Constitution](#)

After the Superintendent has taken and signed the oath of office, the oath shall be filed with the business administrator of the District.

[Utah Code § 52-1-6 \(19532025\)](#)

Responsibilities—

The Superintendent shall be the educational leader and administrative manager of the District. The Superintendent shall implement the policies established by the Board, including:

1. Serving as the Board’s chief executive officer.
[Utah Code § 53G-4-301\(1\) \(2018\)](#)
2. Hearing employee, student, parent and community concerns in accordance with Board policies;
3. Setting an exemplary standard to promote educational excellence and work harmoniously with the Board to set educational goals and objectives reflecting the philosophy of the Board.
4. Reviewing and evaluating all aspects of the District’s educational program, including facilities, and reporting any areas of concern or potential problems.

Budget officer—

The Superintendent shall serve as budget officer for the District.

[Utah Code § 53G-7-302\(1\)\(a\)\(i\) \(2019\)](#)

Business Administrator: Qualifications and Responsibilities

Oath of office—

The Business Administrator qualifies for office by taking and signing the constitutional oath of office:

[Utah Code § 53G-4-302\(4\) \(2018\)](#)
[Article IV, Section X, Utah State Constitution](#)

“I do solemnly swear (or affirm) that I will support, obey and defend the Constitution of the United States and the Constitution of Utah, and that I will discharge the duties of my office with fidelity.”

[Article IV, Section X, Utah State Constitution](#)

After the Business Administrator has taken and signed the oath of office, the oath shall be filed with the Business Administrator.

[Utah Code § 52-1-6 \(19532025\)](#)

General responsibilities—

Subject to the direction of the District’s Superintendent of Schools, the Business Administrator shall:

1. Have custody of the Board’s seal and use the seal to authenticate all matters requiring authentication.
2. Attend all meetings of the Board, keep accurate records of its proceedings as required by law, subject to requirements that certain closed meetings not be recorded, as set forth in Policy BEB, and have custody of the records of the Board;
3. Be custodian of all District funds, be responsible and accountable for all money received and disbursed, keep accurate records for all revenues received and their sources;
4. Countersign with the President of the Board all warrants and claims against the District as well as other legal documents approved by the Board;
5. Prepare and submit to the Board each month a written report of the District's receipts and expenditures;
6. Use uniform budgeting, accounting, and auditing procedures in forms approved by the State Board of Education, which shall be in accordance with the generally accepted accounting principles or auditing standards and with [Title 63J, Chapter 1](#), Utah Budgetary Procedures Act;

7. Prepare and submit to the Board a detailed annual statement for the period ending June 30, of the revenue and expenditures, including beginning and ending fund balances;
8. Assist the Superintendent in the preparation and submission of budget documents and statistical and fiscal reports required by the law or the State Board of Education;
9. Insure that adequate internal controls are in place to safeguard the District's funds; and
10. Perform other duties as the Superintendent may require.

[Utah Code § 53G-4-401\(3\) \(2019\)](#)

[Utah Code § 53G-4-303 \(2019\)](#)

District Annual Reports

Fiscal year—

The District's fiscal year begins on July 1 and ends on June 30.

[Utah Code § 53G-4-403\(1\) \(2019\)](#)

Annual fiscal audit and report—

The District's accounts shall be audited annually at District expense by an independent auditor who is a competent certified public accountant. The audit shall be conducted in conformance with the requirements of [Utah Code § 51-2a-102\(2\)](#), and an audit report will be prepared according to the requirements of [Utah Code § 51-2a-102\(3\)](#). The District shall use fund and program accounting methods and standardized account codes capable of producing financial reports that comply with generally accepted accounting principles, financial reporting requirements established by the State Board of Education under [Utah Code § 53E-3-501](#), and accounting standards established by the state auditor as described in [Utah Code § 51-2a-301](#). Copies of the audit report shall be submitted as follows:

1. A copy of the audit report shall be submitted to the State Superintendent of Public Education by October 1.
2. After any necessary audit adjustments are made to the audit report and verified by the auditor or auditors, the completed audit report shall be delivered to the State Superintendent of Public Education by November 30.
3. A copy of the completed audit report shall be filed with the State Auditor no later than December 31.

[Utah Code § 51-2a-102 \(2023\)](#)

[Utah Code § 51-2a-201\(1\) \(2017\)](#)

[Utah Code § 51-2a-202 \(2019\)](#)

[Utah Code § 53G-4-404 \(2020\)](#)

Other statistical and financial reports—

The District shall forward statistical and financial reports for the preceding school year, containing items required by law or by the State Board of Education, to the State Superintendent at the times and in the forms and containing the information required by the State Board of Education.

[Utah Code § 53G-4-403 \(2019\)](#)

[Utah Code § 53G-4-404 \(2019\)](#)

[Utah Admin. Rules R277-484-1 \(November 7, 2023August 7, 2024\)](#)

[Utah Admin. Rules R277-484-3 \(November 7, 2023August 7, 2024\)](#)

[Utah Admin. Rules R277-484-4 \(November 7, 2023August 7, 2024\)](#)

Annual letter of assurances—

Unless authorization for later submission has been obtained from the State Board of Education, by July 1 of each year, the Board shall send the State

Created:
Modified: ~~13 June 2024~~16 January 2025

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Superintendent of Public Education the Board's responses to the assurance document and other compliance forms. The Board's assurance document shall contain a signed attestation by the appropriate authority attesting to the accuracy and validity of all responses and assurances provided by the District.

[Utah Admin. Rules R277-108-3 \(June 7, 2024\)](#)

[Utah Admin. Rules R277-108-5 \(June 7, 2024\)](#)

[Utah Admin. Rules R277-108-6 \(June 7, 2024\)](#)

Revenue and Budgeting: Local Revenue

Borrowing in Anticipation of Taxes—

The Board may borrow money in anticipation of the collection of taxes or other revenue of the School District so long as it complies with the Utah Local Government Bonding Act.

[Utah Code § 53G-4-602\(1\) \(2018\)](#)
[Utah Code § 11-14-101 et seq.](#)

Indebtedness Purposes and Limitations—

The Board may incur indebtedness for any purpose in the interest of education but shall not incur any indebtedness in excess of the estimated District revenues for the current school year.

[Utah Code § 53G-4-602\(2\) \(2018\)](#)

Voting to Incur Bonded Indebtedness—

The Board may in conformance with the Utah Local Government Bonding Act require, by a majority vote of the Board members, that the qualified voters of the District vote on a proposition as to whether to incur indebtedness by bonding, provided that:

1. The debts of the District are equal to school taxes and other estimated revenues for the school year and additional indebtedness must be incurred by the District to maintain and support schools in the District; or
2. The Board determines that it is advisable to issue school district bonds to purchase school sites, buildings or furnishings or to improve school district property.

[Utah Code § 53G-4-603\(2\) \(2024\)](#)
[Utah Code § 11-14-101 et seq.](#)

Before a bond approval measure may be submitted to the voters, the Board must comply with the requirements of the Transparency in Ballot Propositions Act, including publication of arguments for and against the bond issue and holding a public meeting on the measure as required by the Act.

[Utah Code § 11-14-201\(1\)\(b\) \(2014\)](#)
[Utah Code § 59-1-1601 et seq.](#)

Lease revenue bond issuance—

The Board may issue a lease revenue bond if doing so does not result in the combined total of lease revenue bonds issued by the Board in the prior three years exceeding \$200,000,000 and if the other requirements are satisfied.

[Utah Code § 11-14-103\(6\) \(2024\)](#)

Before issuing a lease revenue bond for more than \$10,000,000, the Board shall (1) make the required meeting statement, (2) publish notice of the proposed issuance of the lease revenue bond and notice of the related public hearing, and (3) hold a public hearing on the proposed issuance. The meeting statement and notice of issuance will be provided as set forth in Policy BEA for lease revenue bond issuances.

[Utah Code § 11-14-103\(6\) \(2024\)](#)

The hearing shall begin at or after 6:00 p.m. and shall be separate from any other public hearing but may be held immediately before or after another public hearing. At the hearing, members of the public shall be provided an opportunity to present testimony on the proposed issuance within reasonable time limits and without unreasonable restriction on the number of individuals allowed to make comment.

[Utah Code § 11-14-103\(6\)\(f\) \(2024\)](#)

Restriction on Use of Bond Funds—

The proceeds of bond issuances must be used in accordance with the plan of finance specified in the bond election voter information pamphlet or in accordance with the plan of finance as adjusted by the Board of Education. Such adjustment may only be made upon a determination of compelling circumstances and with a two-thirds majority approval of the Board of Education.

[Utah Code § 53G-4-603\(4\), \(5\) \(2024\)](#)

Bond Information Publication—

For each bond issuance approved by the Board and by the voters, the Board shall post the following information on the District website:

1. The plan of finance as described in the voter information pamphlet; and
2. A progress report detailing the status of the projects listed in the plan of finance, including:
 - a. The status of any construction contracts related to a project;
 - b. The bid amount;
 - c. The estimated and actual construction start date;
 - d. The estimated and actual construction end date; and
 - e. The final cost.

The information on each bond issuance posted on the District website shall be updated before the beginning of each fiscal year and no less than 30 days before either the Board or the public (in an election) votes on the issuance of a new bond.

[Utah Code § 53G-4-603\(6\) \(2024\)](#)

Refunding Bonds—

If the Board determines that it desires to refund bonds, it shall follow the following procedure to determine the validity of the bond or bonds:

1. The Board shall have published once a week for two successive weeks in a newspaper published in the District, and give as required by [Utah Code § 45-1-101](#), and post for two successive weeks in three public and conspicuous places in the District, a notice which satisfies the following requirements:
 - a. It describes with sufficient particularity for identification the bond or bonds intended to be refunded.
 - b. It requires any person objecting to the legality, regularity, or validity of the bonds, their issue or sale, or the indebtedness represented by the bonds, to appear before the Board at a specified place within the District on a specified day and time.
 - i. This time may not be less than 14 nor more than 60 days after the first publication or posting of the notice.
 - c. It requires the person to appear at the meeting with his objections in writing, duly verified.
2. The Board shall convene at the time and place specified in the notice and receive all objections which satisfy the requirements of the notice.
3. The objections shall be filed with and preserved by the Board.
4. If no written objections are presented at the time and place specified in the notice, the Board shall so certify and the Board may then refund the bonds.
5. Any person filing a written objection as stated above has 20 days to commence appropriate legal proceedings against the Board and others as may be proper parties, in the district court for the county in which the school district is situated, to challenge and determine the legality, regularity, and validity of the bond or bonds, their issue and sale, or the indebtedness represented by them.
6. If a person filing a written objection fails to commence legal proceedings against the Board within 20 days, and that failure is established by a certificate of the clerk of the court, the challenge to the legality, regularity, or validity of the bond or bonds, their issue or sale, or the indebtedness represented by the bonds is barred, and the Board may refund the bonds.

[Utah Code § 53G-4-605 \(2018\)](#)

Voted local levy—

The Board may, in accordance with Utah Code § 53F-2-601, request voter approval of a state-supported local levy and, if the ballot measure is approved, impose the levy.

Created: 15 April 2025

Modified: ~~19 March 2024~~ 15 April 2025

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Before a Board-initiated voted local levy measure may be submitted to the voters, the Board must comply with the requirements of the Transparency in Ballot Propositions Act, including publication of arguments for and against the measure and holding a public meeting on the measure as required by the Act. (Compliance with the Act is not required where the voted local levy measure is initiated by citizen initiative.)

[Utah Code § 53F-2-601 \(20232025\)](#)

[Utah Code § 59-1-1601 et seq. \(2014\)](#)

Revenue and Budgeting: District Audit Committee

Appointment—

The Board of Education shall establish a district audit committee as a standing committee of the board and shall appoint the members of the committee and replace such members from time to time. The committee shall consist of [three] [two] members of the Board of Education and [three] [two] members having appropriate character and qualifications but who are not administrators or other employees of the district. The District website shall post the names of the Board members serving on the audit committee[, the name and contact information of the internal audit director, and a copy of the District's annual audit plan.] *[Districts with seven member boards of education must have three board members on the audit committee and are suggested to have three other members; districts with five member boards of education must have two board members on the audit committee and are suggested to have two other members. Districts who are required to have an internal audit program are required to post the name and contact information of the internal director and a copy of the annual audit plan on the District's website. This note and the nonapplicable bracketed references and language should be deleted when this policy is prepared for adoption by the board.]*

[Utah Code § 53G-7-401\(1\) \(2018\)](#)

[Utah Admin. Rules R277-113-4\(3\) \(August 7, 2024 July 8, 2025\)](#)

Training—

The president of the Board of Education shall ensure that members of the Board and of the audit committee are provided with training on the requirements of Utah Code Title 53G, Chapter 7, Part 4, Internal Audits and of Utah Admin. Rules R277-113-4 as part of the member on-boarding process. This training shall comply with Utah Code Title 63G, Chapter 22, State Training and Certification Requirements and shall use the online training and informational materials provided by the State Superintendent in accordance with Utah Admin. Rules R277-113-3(3).

[Utah Admin. Rules R277-113-4\(1\), \(2\) \(August 7, 2024 July 8, 2025\)](#)

Responsibilities—

The audit committee shall have the following responsibilities:

1. ensure the District obtains all audits, agreed-upon procedures, engagements, and financial reports required by Utah Code § 51-2a-201 and Utah Code § 53G-5-404(4);
2. ensure that corrective action on findings, concerns, issues and exceptions reported by independent external auditors, internal auditors, or other regulatory bodies are resolved in a timely manner by District administration;

3. present, as appropriate, information and reports from the audit committee's meetings to the Board of Education;
4. receive, as appropriate, reports of reviews, monitoring, or investigations conducted by District administration and ensure appropriate corrective action is taken in a timely manner;
5. with regard to engagements completed by an independent external auditor, the District audit committee shall (a) manage the audit procurement and quality process in compliance with the state procurement code (Utah Code Title 63G, Chapter 6a) and Utah Administrative Rules R123-5, (b) ensure that the independent external auditor has access to directly communicate with the audit committee, (c) review disagreements between independent external auditors and District administration, (d) consider District responses to audits or agreed-upon procedures, and (e) determine the scope and objectives of other non-audit services, as necessary;

[The remaining items in this list only need to be included for school districts with 10,000 or more students]

6. establish an internal audit program that provides internal audit services for the programs administered by the District;
7. advise the Board of education in the appointment of an audit director or in contracting for internal audit services in accordance with Utah Code § 53G-7-402(3);
8. conduct or advise the Board of Education board in an annual evaluation of the internal audit director or contractors providing internal audit services;
9. prioritize the internal audit plan based on risk, receive regular updates on the internal audit plan and internal audit project progress, receive final internal audit reports from internal auditors or contractors providing internal audit services, and provide an independent forum for internal auditors, internal audit contractors, and other regulatory bodies to report findings of fraud, waste, abuse, non-compliance, or control weaknesses, particularly if District administration is involved;
10. ensure that copies of all reports of audit findings issued by the internal auditors are available upon request to the audit director of the State Board of Education, the Office of the State Auditor, or the Office of Legislative Auditor General;
11. ensure that significant audit matters that cannot be appropriately addressed by the internal auditors are referred to the audit director of the State Board of Education, the Office of the State Auditor, or the Office of Legislative Auditor General; and
12. advise the Board of Education regarding appointment of an audit director (if the Board determines to appoint an audit director) or regarding a contract for

internal audit services (if the Board contracts directly for internal audit services rather than appointing an audit director).

[Utah Code § 53G-7-401\(2\), \(5\) \(2018\)](#)

[Utah Code § 53G-7-402\(3\), \(4\), \(5\) \(2019\)](#)

[Utah Admin. Rules R277-113-4\(4\), \(5\), \(6\) \(~~August 7, 2024~~ July 8, 2025\)](#)

Internal Audit Program—

[This section should be included only by districts with 10,000 or more students] The audit committee shall establish an internal audit program. An “internal audit program” is an audit function conducted by the Board of Education which is independent of other district offices, objectively evaluates the effectiveness of district operations (including governance, risk management, internal controls, and efficiency of operations), and is conducted in accordance with either the current International Standards for the Professional Practice of Internal Auditing or the Government Auditing Standards issued by the Comptroller of the United States. An “audit director” is an individual who directs the internal audit program. With the advisement of the audit committee, the Board of Education may appoint an audit director. The audit director may not have responsibilities for management or operation of the District. If the audit director contracts with a consultant, the contractual agreement with the consultant must comply with the District procurement policy. Rather than appointing an audit director, the Board of Education may also, with the advisement of the audit committee, contract directly for internal audit services.

[Utah Code § 53G-7-401\(2\), \(5\) \(2018\)](#)

[Utah Code § 53G-7-402\(3\) \(2019\)](#)

[Utah Admin. Rules R277-113-4\(3\), \(6\) \(~~August 7, 2024~~ July 8, 2025\)](#)

Financial Reporting

Definitions—

The following definitions apply in this policy:

1. “Generally Accepted Accounting Principles” (“GAAP”) means a common framework of accounting rules and standards for financial reporting promulgated by GASB.
2. “Governmental Accounting Standards Board” (“GASB”) means the board whose purpose is to establish GAAP for state and local governments within the United States.
3. “Generally Accepted Auditing Standards” (“GAAS”) means a set of auditing standards and guidelines promulgated by the Auditing Standards Board of the American Institute of Certified Public Accountants.
4. “Generally Accepted Government Auditing Standards” (“GAGAS”) means a set of auditing standards and guidelines promulgated by the Government Accountability Office.

[Utah Admin. Rules R277-113-2\(65\) - \(98\) \(August 7, 2024 July 8, 2025\)](#)

District Financial Reporting—

The District shall arrange for external audits of District financial reporting, compliance, and performance in accordance with GAAS and GAGAS. The District’s financial reporting shall be done in a manner consistent with the basis of accounting as required by GAAP, as applicable to the District. The basis for accounting shall be GASB. The District shall provide data and information consistent with budgeting, accounting (including the uniform chart of accounts for local educational agencies), and auditing standards for Utah local educational agencies provided online annually by the State Superintendent.

[Utah Admin. Rules R277-113-5\(9\)\(g\) \(August 7, 2024 July 8, 2025\)](#)

District Fiscal Responsibilities

Establishment and Maintenance of Fiscal Policies and Procedures—

The District shall establish fiscal policies and procedures which shall address all applicable state and federal statutes and regulations. These may have different components, specificity, and levels of complexity for the District's elementary and secondary schools. They may reference specific training manuals or other resources that provide detailed descriptions of business practices which are too lengthy or detailed to include in the policy. The District's fiscal policies shall at a minimum address (1) program accounting, (2) cash handling, (3) expenditures, (4) fundraising, (5) donations and gifts, and (6) financial reporting. (These areas may be covered in one or more policies.)

[Utah Admin. Rules R277-113-5\(4\), \(5\), \(6\), \(8\), \(9\) \(August 7, 2024 July 8, 2025\)](#)

Review and Training—

The District shall regularly review its fiscal policies and procedures. The District shall develop and follow a plan for annual training of District employees on policies and procedures specific to job function.

[Utah Admin. Rules R277-113-5\(1\), \(2\) \(August 7, 2024 July 8, 2025\)](#)

Notice and Availability of Fiscal Policies—

The District's fiscal policies and procedures shall be made available at the District office, at individual District schools, and on the District's website.

[Utah Admin. Rules R277-113-5\(3\) \(August 7, 2024 July 8, 2025\)](#)

Procurement: General Procurement Policies

Standard Procurement Processes—

Except as described below regarding exceptions, procurements by the District must be conducted using a “standard procurement process.” The standard procurement processes are (1) bidding, as described in Policies CBB and CBC; (2) requests for proposals, as described in Policy CBD; (3) the approved vendor list, as described in Policy CBDB; (4) small purchases, as described in Policy CBE, and (5) the design professional process, as described in Policy CCF.

[Utah Code § 63G-6a-103\(8889\) \(20242025\)](#)

Supplemental Procurement Procedures—

A supplemental procurement procedure can be used to assist with a standard procurement process. The supplemental procurement processes are (1) request for information, as described below, and (2) request for statement of qualifications, as described in Policy CBDA.

[Utah Code § 63G-6a-401 \(2016\)](#)

Best and Final Offers Only Permitted with Requests for Proposals—

The best and final offer process may only be used with a request for proposals process. It may not be used with any other procurement process.

[Utah Code § 63G-6a-707.5\(1\) \(2020\)](#)

Exceptions to Standard Procurement Processes—

The only other permissible procurement methods apart from the standard procurement processes are procurements under the following procedures as described in Policy CBF: Sole Source Procurement, Transitional Costs/Best Interest Procurement, Specified Circumstances Procurement, Extension of Contract, Trial Use Contract, Emergency Procurement, Prison Industry Goods Procurement, and Community Rehabilitation Program Procurement.

[Utah Code § 63G-6a-802 \(2024\)](#)

[Utah Code § 63G-6a-802.3 \(2020\)](#)

[Utah Code § 63G-6a-802.7 \(2020\)](#)

[Utah Code § 63G-6a-803 \(2021\)](#)

[Utah Code § 63G-6a-804 \(2020\)](#)

[Utah Code § 63G-6a-805 \(20162025\)](#)

[Utah Admin. Rules R33-108-101 \(May 23, 2022October 22, 2024\)](#)

Request for Information—

A “request for information” is a nonbinding process where the District requests information relating to a procurement item. The purpose of a request for

information is to obtain information, comments, or suggestions before issuing a solicitation.

[Utah Code § 63G-6a-103\(7071\) \(20242025\)](#)
[Utah Code § 63G-6a-409\(1\) \(2020\)](#)

A request for information may seek a wide range of information, including for example information on availability of a procurement item, delivery schedules, industry standards and practices, product specifications, training, new technologies, capabilities of potential providers of a procurement item, and alternate solutions.

A request for information is not a procurement process and may not be used to negotiate fees, make a purchase, enter into a contract, or determine whether a procurement may be made under an exception to the standard procurement processes. Similarly, a response to a request for information is not an offer and may not be accepted to form a binding contract. Information submitted to the District by others or by the District to others in connection with a request for information is considered “protected” information under the Utah Government Records Access and Management Act and Policy GA. The request should inform potential responders that to establish such protection for trade secrets, commercial information, or non-individual financial information the submitting entity must provide with the information a written claim of business confidentiality and a concise statement of reasons supporting the claim.

[Utah Code § 63G-6a-409 \(2020\)](#)
[Utah Code § 63G-2-309\(1\)\(a\)\(i\) \(20232025\)](#)
[Utah Admin. Rules R33-105-101 \(May 23, 2022October 22, 2024\)](#)

Specifications—

Solicitations for procurements issued by the District shall include specifications. Each specification shall be drafted with the objective of clearly describing the District’s requirements and encouraging competition and shall emphasize the functional or performance criteria necessary to meet the District’s needs.

A person with a conflict of interest, or who anticipates responding to the proposal for which the specifications are written, may not participate in writing specifications. The District may retain the services of a person to assist in writing specifications, scopes of work, requirements, qualifications, or other components of a solicitation. However, a person retained to assist in writing specifications may not, at any time during the procurement process, be employed in any capacity by, nor have an ownership interest in, an individual, public or private corporation, governmental entity, partnership, or unincorporated association bidding on or submitting a proposal in response to the solicitation. (This restriction does not apply to design-build construction projects or to a procurement that the Procurement Official or Board of Education or its designee determines in writing that the restriction should not apply.) Violations may result in the bidder or offeror being declared ineligible for award of the contract, the solicitation being canceled, termination of an

awarded contract, or any other action determined to be appropriate by the Board of Education or its designee.

Brand name or equal specifications may be used when the phrase “or equivalent” is included within the specification and as many other brand names as practicable are also included in the specification. Brand name or equal specifications shall include a description of the particular design and functional or performance characteristics required. Specifications unique to the brands shall be described in sufficient detail that another person can respond with an equivalent brand. If only one brand can meet the requirement, the District shall solicit from as many providers of the brand as practicable. If there is only one provider that can meet the requirement, the District shall conduct the procurement as a sole source procurement in accordance with Policy CBF.

When a manufacturer’s specification is used in a solicitation, the solicitation shall state the minimum acceptable requirements of an equivalent. When practicable, the District shall name at least three manufacturer’s specifications.

[Utah Code § 63G-6a-111 \(2016\)](#)

[Utah Admin. Rules R33-104-103 \(May 23, 2022 October 22, 2024\)](#)

Procurement Notice Requirements—

The District shall post notice of a solicitation in one or more of the following ways:

- on the District’s main web site; or
- on a state web site that is owned, managed by, or provided under contract with, the Utah Division of Purchasing and General Services for posting a public procurement notice.

The notice shall be posted at least seven days before the day of the deadline for submitting a solicitation response. This notice period may be reduced if the Procurement Official signs a written statement that a shorter time is needed and that it has been determined that competition from multiple sources may be obtained within that shorter time period.

It is the responsibility of a person seeking information provided by a published notice of solicitation to seek out, find, and respond to the notice. As a courtesy and to promote competition, the District may—but is not required to—provide individual notice.

[Utah Code § 63G-6a-112 \(2021\)](#)

Price Based on Established Terms—

In establishing the price of a procurement item, the District may use a price list, rate schedule, or catalog submitted by a vendor and accepted by the District or mandated by the District or a federal agency. The District may also establish the price based on a federal regulation for a health and human services program.

[Utah Code § 63G-6a-113 \(2016\)](#)

Cancellation of Solicitation—

As provided for by statute, the District may cancel a solicitation if the Procurement Official determines that doing so is in the best interests of the District. When a solicitation is canceled in this way, the Procurement Official shall explain in writing the reasons for the cancellation and the District shall make that explanation available to the public for one year after the cancellation.

[Utah Code § 63G-6a-119 \(2020\)](#)

Cancellation and Rejection of Bids and Proposals—

As provided in the regulations issued by the Procurement Policy Board, when it is in the best interests of the District to do so, the District may, before the deadline for response to a solicitation, cancel an invitation for bids, a request for proposals, or other solicitation or reject any or all bids or proposal responses, in whole or in part, as may be specified in the solicitation. When the District takes such an action, the reasons for the cancellation or rejection shall be made a part of the contract file and shall be available for public inspection. Following cancellation, the District shall either resolicit responses to a solicitation (using the same or revised specifications) or withdraw the requisition for the procurement item.

[Utah Code § 63G-6a-902 \(2020\)](#)

[Utah Admin. Rules R33-109-101 \(July 8, 2024 October 22, 2024\)](#)

Rejecting a Solicitation Response—

The District may reject a solicitation response if it is not responsive, violates a solicitation requirement, or is submitted after the deadline. The District may reject a solicitation response if the submitting vendor is not responsible, is in violation of the procurement code or regulations, has engaged in unethical conduct, is subject to an outstanding tax lien, or if after submission there is a change in the vendor's circumstances which if known at the time of submission would have caused the District to reject the response. The District may also reject a response if the vendor fails to sign a contract awarded as a result of the response by the deadline established in the solicitation or within 90 days after award, if no deadline is specified. If the District rejects a solicitation response, it shall provide a written statement of the reasons to the vendor.

[Utah Code § 63G-6a-120 \(2020\)](#)

Cancellation Before Award but After Opening—

A solicitation may be cancelled after opening the responses but before award when the District makes a written determination that one of the following circumstances exist:

1. the scope of work or other requirements contained in the solicitation documents were not met by any person and all solicitation responses have been determined to be either nonresponsive or not responsible;
2. an infraction of code, rule, or policy has occurred;

3. inadequate, erroneous, or ambiguous specifications or requirements were cited in the solicitation;
4. the specifications in the solicitation have been or must be revised;
5. the procurement item being solicited is no longer required;
6. the solicitation did not provide for consideration of all factors of cost to the District, such as cost of transportation, warranties, service, and maintenance;
7. solicitation responses received show that the needs of the District can be satisfied by a less expensive procurement item differing from that in the solicitation;
8. all otherwise acceptable solicitation responses received are at unreasonable prices, or only one solicitation response is received, and the procurement official cannot determine the reasonableness of the bid price or cost proposal;
9. other reasons specified in Title 63G, Chapter 6a, Utah Procurement Code or administrative rule; or
10. other circumstances deemed to constitute reasonable cause by the Procurement Official.

However, cancellation cannot be used to steer a contract to a favored vendor or (except as may be permitted as part of a procurement protest and appeal) to make a vendor who was previously disqualified or rejected in a solicitation eligible for a contract award for the same procurement item.

[Utah Admin. Rules R33-109-103 \(July 8, 2024October 22, 2024\)](#)

Cancellation After Award but Before Contract Execution—

The Procurement Official may cancel an award after it is made but before a contract is executed when new information or changed circumstances become known to the District and cancellation is in the best interest of the District.

[Utah Admin. Rules R33-109-106 \(July 8, 2024October 22, 2024\)](#)

Procurement Official Authority Regarding Procurement and Contracts—

The Procurement Official has authority to (1) manage and supervise any procurement to ensure, to the extent practicable, that taxpayers receive the best value; (2) prepare and issue standard specifications for procurement items; and (3) review contracts, coordinate contract compliance, conduct contract audits, and approve change orders. The Procurement Official may delegate the Official's duties and authorities to an employee of the District as the Official determines is appropriate.

At any stage of the procurement process, upon determining that a District procurement is out of compliance with the Utah Procurement Code or governing regulations, the Procurement Official may correct, amend, or cancel the procurement.

If, at any time during the term of a contract awarded by the District, the Procurement Official determines that the contract is out of compliance with the Utah Procurement Code or governing regulations, the Procurement Official may correct or amend the contract to bring it into compliance or cancel the contract, after consulting with legal counsel, if the Procurement Official determines that correcting, amending, or canceling the contract is in the District's best interest.

[Utah Code § 63G-6a-106\(3\) \(2021\)](#)

Correction of Immaterial Errors—

A “solicitation” is an invitation for bids, request for proposals, or request for statement of qualifications.

A “vendor” is a person who seeks to enter into a contract with the District to provide a procurement item and includes a bidder, an offeror, an approved vendor; and a design professional.

An “immaterial error” is an irregularity or abnormality that is either a matter of form that does not affect substance or an inconsequential variation from a requirement of a solicitation that has no, little, or a trivial effect on the procurement process and that is not prejudicial to other vendors. Immaterial errors include (1) a missing signature, missing acknowledgment of an addendum, or missing copy of a professional license, bond, or insurance certificate; (2) a typographical error; (3) an error resulting from an inaccuracy or omission in the solicitation; and (4) any other error that the Procurement Official reasonably considers to be immaterial.

[Utah Code § 63G-6a-103\(3738\), \(8384\), \(9697\) \(20242025\)](#)

The District may allow a vendor to correct an immaterial error in a responsive solicitation response. If correction is allowed, the District shall require it to be made in writing and shall establish a deadline for making the correction (corrections may not be accepted after the established deadline).

[Utah Code § 63G-6a-114 \(2020\)](#)

[Utah Code § 63G-6a-410\(7\) \(2020\)](#)

Request for Clarification or Additional Information—

In this section, “solicitation,” “vendor,” and “immaterial error” have the same meaning as in “Correction of Immaterial Errors,” above.

The District may, at any time, make a written request to a vendor to clarify information contained in a responsive solicitation response or to provide additional information that the District determines it needs to determine whether the vendor is responsible. If the District requests clarification or additional information, it shall establish and enforce a deadline for submitting the information (the District may not accept information submitted after the established deadline).

[Utah Code § 63G-6a-115 \(2016\)](#)

Vendor Qualification—

Determination of non-responsibility

“Responsible” means being capable in all respects of meeting all the requirements of a solicitation and fully performing all the requirements of the resulting contract, including being financially solvent with sufficient financial resources to perform the contract.

[Utah Code § 63G-6a-103\(7576\) \(20242025\)](#)

If the District determines that a person is not responsible, that determination shall be made in writing in accordance with rules issued by the Procurement Policy Board. It may be grounds for a finding of non-responsibility if a person unreasonably fails to promptly supply information in connection with an inquiry with respect to responsibility. Subject to the Utah Government Records Access and Management Act and Policy GA, information furnished by a person in connection with a responsibility inquiry may not be disclosed outside of the District without prior written consent by the person.

[Utah Code § 63G-6a-903 \(2020\)](#)

The District shall reject bids or offers submitted by bidders or offerors who are determined to be non-responsible.

[Utah Admin. Rules R33-109-204\(1\) \(July 8, 2024October 22, 2024\)](#)

Debarment

The Procurement Official may, according to Policy CDA, either debar a person for cause from consideration for award of contracts for up to three years or suspend a person from consideration for award of contracts if there is cause to believe that the person has engaged in any activity that might lead to debarment.

A suspension may not be for more than three months unless an indictment has been issued for an offense which would cause debarment, in which case the suspension shall, if requested by the District’s attorney, remain in effect until after the trial of the suspended person.

Causes for debarment include:

- conviction of a criminal offense as an incident to obtaining or attempting to obtain a public or private contract or subcontract or in the performance of a public or private contract or subcontract;
- conviction under state or federal statutes of embezzlement, theft, forgery, bribery, falsification or destruction of records, receiving stolen property, or any other offense indicating a lack of business integrity or business honesty which currently, seriously, and directly affects responsibility as a contractor for the District;
- conviction under state or federal antitrust statutes;

- failure without good cause to perform in accordance with the terms of the contract;
- a violation of the Procurement Code or the District's procurement policies; or
- any other cause that the Procurement Official determines to be so serious and compelling as to affect responsibility as a contractor for the District, including debarment by another governmental entity.

The District may consider any cause for debarment as a basis for determining that a person responding to a solicitation is not responsible independent of any effort or proceeding to debar or suspend the person and even if the District does not choose to seek debarment or suspension.

[Utah Code § 63G-6a-904\(1\)\(a\), \(2\), \(3\), \(5\) \(2020\)](#)

Bids, offers, or other submissions received from any person that is suspended, debarred, or otherwise ineligible as of the due date for receipt of bids, proposals, or other submissions shall be rejected by the District.

[Utah Admin. Rules R33-109-301 \(July 8, 2024 October 22, 2024\)](#)

Ineligible bidder or offeror

A person with an outstanding tax lien in the state may not submit a quote, bid, or offer to the District, nor may such a person contract to provide a procurement item to the District. However, if the district Procurement Officer determines that it is in the best interests of the District to do so, the District may grant an exception to this prohibition for a specified and particular quote, bid, offer, or contract. The District may reject a quote, bid, or offer submitted in violation of this prohibition.

[Utah Code § 63G-6a-905 \(2013\)](#)

Preferences—

Preference for providers of Utah products

The District shall, for all procurements, give a reciprocal preference to those bidders offering procurement items that are produced, manufactured, mined, grown, or performed in Utah ("Utah items") over those bidders offering procurement items that are produced, manufactured, mined, grown, or performed in any state that gives or requires a preference to procurement items that are produced, manufactured, mined, grown, or performed in that state ("out of state preferred items"). The amount of reciprocal preference shall be equal to the amount of the preference applied by the other state for that particular procurement item. In order to receive a reciprocal preference under this section, the bidder must certify on the bid that the procurement items offered are Utah items. Without that certification on the bid, the reciprocal preference is waived.

If the responsible bidder submitting the lowest responsive bid offers out of state preferred items, and if another responsible bidder has submitted a responsive bid offering Utah items, and with the benefit of the reciprocal preference, the bid of

the other bidder is equal to or less than the original lowest bid, the District shall (1) notify the Utah items bidder that the bidder qualifies as a preferred bidder; and (2) make the purchase from the preferred bidder if the bidder agrees, in writing, to meet the low bid within 72 hours after the notice. The District shall include the exact price submitted by the lowest bidder in its notice to the preferred bidder. The District may not enter into a contract with any other bidder for the purchase until 72 hours have elapsed after notice to the preferred bidder. If there is more than one preferred bidder, the District shall award the contract to the willing preferred bidder who was the lowest preferred bidder originally. If there were two or more equally low preferred bidders, the District shall comply with the rules of the Procurement Policy Board to determine which bidder should be awarded the contract.

This section does not apply if application of the section might jeopardize the receipt of federal funds.

[Utah Code § 63G-6a-1002 \(2020\)](#)

If there are more than one equally low preferred low bids, then those preferred bids shall be treated as tie bids and resolved according to the procedure in Policy CBB.

[Utah Admin. Rules R33-110-101\(2\) \(January 22, 2021October 22, 2024\)](#)

Preference for Utah contractors

A “resident contractor” is a person, partnership, corporation, or other business entity that either has its principal place of business in Utah or that employs workers who are residents of this state when available; and also was transacting business on the date when bids for the public contract were first solicited.

When awarding contracts for construction, the District shall grant a resident contractor a reciprocal preference over a nonresident contractor from any state that gives or requires a preference to contractors from that state. The amount of the reciprocal preference shall be equal to the amount of the preference applied by the nonresident contractor’s state. To receive the reciprocal preference under this section, the bidder shall certify on the bid that the bidder qualifies as a resident contractor. Without that certification on the bid, the reciprocal preference is waived.

If the responsible contractor submitting the lowest responsive bid is a nonresident contractor and has a principal place of business in a state giving or requiring a preference to contractors from that state, and if a responsible resident contractor has also submitted a responsive bid, and, with the benefit of the reciprocal preference, the resident contractor’s bid is equal to or less than the original lowest bid, the District shall notify the resident contractor that the resident contractor qualifies as a preferred resident contractor and issue the contract to the resident contractor if that contractor agrees, in writing, to meet the low bid within 72 hours after notice of preferred resident contractor status. The District notice shall include the exact price submitted by the lowest bidder. The District may not enter into a contract with any other bidder for the construction until 72 hours have elapsed after notice to the preferred resident contractor. If there is more than one preferred

resident contractor, the District shall award the contract to the willing preferred resident contractor who was the lowest preferred resident contractor originally. If there were two or more equally low preferred resident contractors, the District shall comply with the rules of the Procurement Policy Board to determine which bidder should be awarded the contract.

This section does not apply if application of the section might jeopardize the receipt of federal funds.

[Utah Code § 63G-6a-1003 \(2020\)](#)

If there are more than one equally low preferred resident contractor, then those preferred resident contractors shall be treated as submitting tie bids and that tie resolved according to the procedure in Policy CBB.

[Utah Admin. Rules R33-110-102\(2\) \(January 22, 2021October 22, 2024\)](#)

Federal requirements exception to preferences

Neither the Utah products preference nor the Utah resident contractor preference apply to the extent that they conflict with federal requirements relating to a procurement that involves the expenditure of federal assistance, federal contract funds, or federal financial participation funds.

[Utah Code § 63G-6a-1004 \(2012\)](#)

Security—

Bid, payment and performance bonds or other security may be required for procurement items as set forth in the invitation for bids. Bid, payment and performance bond amounts shall be as prescribed by applicable law or must be based upon the estimated level of risk associated with the procurement item but may not be increased above the estimated level of risk with the intent to reduce the number of qualified bidders.

Bid security

Invitations for Bids and Requests for Proposals for construction contracts estimated to exceed \$50,000 shall require the submission of bid bond in an amount equal to at least 5% of the bid, at the time the bid is submitted. (The Procurement Official or Board of Education or its designee may require acceptable security in amounts lower than this.)

Invitations for Bids and Requests for Proposals for other procurements may require the submission of a bid security, including specifications for the form and type of bid security, when the Procurement Official or Board of Education or its designee determines it is in the best interest of the District.

If a person fails to include the required bid security, the bid shall be deemed nonresponsive and ineligible for consideration of award except in the case that the security is provided on a bid on a re-solicitation, where there is only one bidder, or where the Procurement Official or Board of Education or its designee determines the failure is non-substantial.

Utah Admin. Rules R277-111-201 (October 22, 2024)

-If acceptable bid security is not furnished, the bid shall be rejected as nonresponsive, unless the failure to comply is determined by the Procurement Official or Board of Education or its designee to be non-substantial. Failure to submit an acceptable bid security may be deemed non-substantial if:

1. the bid security is submitted on a form other than the required bid bond form and the bid security meets all other requirements including being issued by a surety meeting the applicable requirements and the contractor provides acceptable bid security by the close of business of the next succeeding business day after the District notifies the contractor of the defective bid security; or
2. only one bid is received, and there is not sufficient time to re-solicit; or
3. the amount of the bid security submitted, though less than the amount required by the invitation for bids, is equal to or greater than the difference in the price stated in the next higher acceptable bid; or
4. the bid security becomes inadequate as a result of the correction by the District of a mistake in the bid or bid modification, if the bidder increases the amount of guarantee to required limits within 48 hours after the bid opening.

If the successful bidder fails or refuses to enter into the contract or furnish the additional bonds required, then the bidder's bid security may be forfeited.

Utah Admin. Rules R33-111-3202 (January 22, 2021October 22, 2024)

Performance bonds for construction contracts

A performance bond is required for all construction contracts in excess of \$50,000, in the amount of 100% of the contract price. The performance bond shall be delivered by the contractor to the District within fourteen days of the contractor receiving notice of the award of the construction contract. If a contractor fails to deliver the required performance bond, the contractor's bid/offer shall be rejected, its bid security may be enforced, and award of the contract may be made to the next lowest responsive and responsible bidder or highest ranked offeror.

Utah Admin. Rules R33-111-2301 (January 22, 2021October 22, 2024)

Performance bonds for other contracts

When the Procurement Official or Board of Education or its designee determines that a surety or performance bond is necessary to guarantee the satisfactory completion of a contract, such bond may be required if:

1. The solicitation contains a statement that a surety or performance bond is required in an amount:
 - a. equal to the amount of the bid or offer;
 - b. equal to the projected budget or estimated project cost (if published in the solicitation documents);

- c. equal to the previous contract cost (if published in the solicitation documents)
 - d. which is less than the above amounts; and
2. The solicitation contains a detailed description of the work to be performed for which the surety or performance bond is required.

Surety or performance bonds should not be used to unreasonably eliminate competition or be of such unreasonable value as to eliminate competition.

[Utah Admin. Rules R33-111-302](#) (~~January 22, 2021~~October 22, 2024)

Payment bonds

A payment bond is required for all construction contracts in excess of \$50,000, in the amount of 100% of the contract price. If a contractor fails to deliver the required payment bond, the contractor's bid or offer shall be rejected, its bid security may be enforced, and award of the contract shall be made to the next lowest responsive and responsible bidder or highest ranked offeror.

[Utah Admin. Rules R277-111-303\(1\)](#) (October 22, 2024)

The Procurement Official or Board of Education or its designee may waive any bonding requirement if it determines in writing that:

- 1. bonds cannot reasonably be obtained for the work involved;
- 2. the cost of the bond exceeds the risk to the District; or
- 3. bonds are not necessary to protect the District's interests.

[Utah Admin. Rules R277-111-304](#) (October 22, 2024)

If the District fails to obtain a payment bond it may become liable for unpaid amounts as provided by Utah Code § 14-1-19.

[Utah Admin. Rules R33-111-303\(2\)](#) (~~January 22, 2021~~October 22, 2024)

Procurement: Awarding Contracts by Bidding

The Bidding Procurement Process—

The District may award a contract for a procurement by the bidding process, in accordance with this policy, the rules of the Procurement Policy Board, and the Utah Procurement Code.

[Utah Code § 63G-6a-602 \(2020\)](#)

[Utah Admin. Rules R33-106-101 \(May 23, 2022 October 22, 2024\)](#)

The Bidding Process—

Invitation for bids

Procurement by bidding begins when the District issues an invitation for bids. The invitation for bids shall include: (1) a description of the procurement item the District seeks; (2) instructions for submitting a bid, including the submission deadline; (3) the objective criteria the District will use to evaluate bids; (4) information about the time and manner of opening bids; and (5) terms and conditions that the District intends to include in a contract resulting from the bidding process. The invitation for bids includes all documents, including documents that are attached or incorporated by reference, used for soliciting bids to provide a procurement item to the District. The invitation for bids shall contain a “Bid Form” or other forms providing lines for the bid price, acknowledgment of receipt of any addenda, identification of other applicable submissions, and the bidder’s signature. Bidders may also be required to submit descriptive literature and/or product samples so that the District may evaluate whether a procurement item meets the specifications and other requirements set out in the invitation for bids. The invitation for bids shall be published according to the notice requirements in Policy CBA.

[Utah Code § 63G-6a-103\(4142\) \(20242025\)](#)

[Utah Code § 63G-6a-603 \(2020\)](#)

A “specification” means any description of the physical or functional characteristics, or nature of a procurement item included in an invitation for bids or otherwise specified or agreed to by the District, including a description of a requirement for inspecting or testing a procurement item or preparing a procurement item for delivery. All specifications shall seek to promote the overall economy and best use for the purposes intended and encourage competition in satisfying the needs of the District and may not be unduly restrictive. This applies to all specifications used by the District, including those prepared by architects, engineers, designers, and draftsmen. (See “Specifications” in Policy CBA.)

[Utah Code § 63G-6a-103\(8788\) \(20242025\)](#)

[Utah Code § 63G-6a-111 \(2016\)](#)

Cancellation of invitation for bids

As provided for by statute, the District may cancel an invitation for bids if the Procurement Official determines that doing so is in the best interests of the District. When an invitation for bids is canceled in this way, the Procurement Official shall explain in writing the reasons for the cancellation and the District shall make that explanation available to the public for one year after the cancellation.

[Utah Code § 63G-6a-119 \(2020\)](#)

As provided in the Procurement Policy Board regulations, an invitation for bids may be canceled by the District before the deadline for submission of bids when the District determines it is in its best interest. If the District cancels an invitation for bids, the reasons for the cancellation shall be made part of the procurement file and shall be available for public inspection. The District shall then either re-solicit bids (using the same or revised specifications) or withdraw the requisition for the procurement item.

[Utah Code § 63G-6a-902 \(2020\)](#)

[Utah Admin. Rules R33-109-101 \(July 8, 2024 October 22, 2024\)](#)

No bids submitted

If there is no initial response to an invitation for bids, the Procurement Official may:

1. contact the known supplier community to determine why there were no responses to the invitation;
2. research the potential vendor community; and,
3. modify the invitation for bids based upon the information gathered.

If the District has modified the invitation for bids and re-issued it and still receives no bids or there is insufficient competition, the Procurement Official shall require the District to further modify the procurement documents or cancel the requisition for the procurement item. (If the requirements set forth in Policy CBA for making an award based on a single response to a solicitation are met, the Board may make an award based on a single bid.)

[Utah Admin. Rules R33-109-102 \(July 8, 2024 October 22, 2024\)](#)

[Utah Admin. Rules R33-104-109 \(May 23, 2022 October 22, 2024\)](#)

Bid opening and acceptance

A “bidder” is a person who responds to an invitation for bids. A “responsible” bidder is one who is capable, in all respects, of meeting all the requirements of the invitation for bids and fully performing all the requirements of the resulting contract, including being financially solvent with sufficient financial resources to perform the contract. A “responsive” bid is one that conforms in all material respects to the invitation for bids.

[Utah Code § 63G-6a-103\(45\), \(7576\), \(7677\) \(20242025\)](#)

The District shall accept bids as provided in the invitation for bids and may not open a bid until after the deadline for submitting bids. A person who submits a bid

may not, after the submission deadline, make a change to the bid if the change is prejudicial to either the interest of the District or to fair competition. The District may not accept a bid after the submission deadline except when the District determines that an error on the part of the District or its employee resulted in the bid not being received by the due date and time.

[Utah Code § 63G-6a-604 \(2020\)](#)

Correction or clarification of bids

The Board of Education or its designee may allow a vendor to correct an immaterial error in a bid, as provided in Policy CBA and may also request a vendor to clarify information contained in a bid or provide additional information relating to responsibility, as provided in Policy CBA.

Cancellation before award

When the District determines before award but after opening that the specifications, scope of work or other requirements contained in the invitation for bid documents were not met by any bidder or offeror the invitation for bids shall be cancelled.

In addition, the District may cancel an invitation for bids before award but after opening all bids or offers when the District determines in writing that an infraction of code, rule, or policy has occurred or that there is other good cause, including:

1. inadequate, erroneous, or ambiguous specifications or requirements were cited in the invitation for bids;
2. the bid specifications have been or must be revised;
3. the procurement item being solicited is no longer required;
4. the invitation for bids did not provide for consideration of all factors of cost to the District, such as cost of transportation, warranties, service and maintenance;
5. the bids received show that the District's needs can be satisfied by a less expensive procurement item differing from that in the invitation for bids;
6. except as provided below regarding bids which exceed available funds, all otherwise acceptable bids or offers received are at unreasonable prices, or only one bid or offer is received and the Procurement Official or Board of Education or its designee cannot determine the reasonableness of the bid price;
7. the responses to the invitation for bids were not independently arrived at in open competition, were collusive, or were submitted in bad faith; or,
8. no responsive bid has been received from a responsible bidder.

[Utah Admin. Rules R33-109-103 \(July 8, 2024October 22, 2024\)](#)

If the District has an existing contract for a procurement item that the invitation for bids is to obtain and the bidding process is delayed due to an unintentional error, the District may permit the extension of the existing contract.

[Utah Code § 63G-6a-802.7\(1\)\(b\)\(i\) \(2020\)](#)

Evaluation of bids and awarding of contract

The District shall evaluate bids using the objective criteria described in the invitation for bids and to achieve the greatest long-term value to the District. Criteria not described in the invitation for bids may not be used to evaluate a bid.

[Utah Code § 63G-6a-606 \(2020\)](#)

Any bid that is determined to be nonresponsive shall be rejected. Any bid that is submitted by a bidder that is determined to be not responsible shall be rejected.

[Utah Admin. Rules R33-109-204\(1\)\(a\) \(July 8, 2024October 22, 2024\)](#)

The originals of all bids rejected as nonresponsive or because the bidder was determined to be not responsible and all written findings with respect to such rejections shall be made part of the procurement file and made available for public inspection.

[Utah Admin. Rules R33-109-204\(3\) \(July 8, 2024October 22, 2024\)](#)

Multiple or alternate bids will not be accepted, unless otherwise specifically required or allowed in the invitation for bids. If a bidder submits multiple or alternate bids that are not requested in the invitation for bids, the Procurement Official will only accept the bidder's first bid and will not accept any other bids constituting multiple or alternate bids.

[Utah Admin. Rules R33-106-110 \(May 23, 2022October 22, 2024\)](#)

After evaluating the bids, the District shall:

- award the contract as soon as practicable to the responsible bidder who submits the lowest responsive bid and publish the name and bid amount of the bidder to whom the contract is awarded or
- cancel the invitation for bids without awarding a contract and publish a notice of the cancellation that includes an explanation of the reasons for cancelling the invitation for bids.

[Utah Code § 63G-6a-606\(3\) \(2021\)](#)

Re-solicitation

Re-solicitation of a bid may occur only if the Procurement Official or Board of Education or its designee determines that:

1. A material change in the scope of work or specifications has occurred;
2. procedures outlined in the Utah Procurement Code were not followed;
3. additional public notice is desired;

4. there was a lack of adequate competition; or
5. other reasons exist such that it is in the best interest of the District.

Re-solicitation may not be used to avoid awarding a contract to a qualified vendor in an attempt to steer the award of a contract to a favored vendor.

[Utah Admin. Rules R33-106-108 \(May 23, 2022October 22, 2024\)](#)

Resolution of tie bids

A “tie bid” means that the lowest responsive bids of responsible bidders are identical in price. In the event of tie bids, the District shall resolve the tie in a fair manner, as determined in writing by the Procurement Official. The preferred method for resolving a tie shall be for the Procurement Official to toss a coin in the presence of a minimum of three witnesses, with the bidder first in alphabetical order being designated as “heads” for the coin toss. However, if only one of the tie bids was submitted by a Utah resident bidder (as indicated on the invitation to bid form), the contract shall be awarded to the Utah resident bidder).

[Utah Code § 63G-6a-103\(9394\) \(20242025\)](#)

[Utah Code § 63G-6a-608 \(2020\)](#)

[Utah Admin. Rules R33-106-111 \(May 23, 2022October 22, 2024\)](#)

Publication of award

The District shall, on the day on which the award of a contract is announced, make available to each bidder and to the public a notice that includes: (1) the name of the bidder to which the contract is awarded and the price(s) of the procurement item(s); and (2) the names and the prices of each bidder to which the contract is not awarded.

[Utah Admin. Rules R33-106-112 \(May 23, 2022October 22, 2024\)](#)

Procurement: Awarding Contracts by Request for Proposals

Definitions—

- “Design-build” means the procurement of design professional services and construction by the use of a single contract with the design-build provider.
- “Service” means labor, effort, or work to produce a result that is beneficial to a procurement unit and includes a professional service. “Service” does not include labor, effort, or work provided under an employment agreement or a collective bargaining agreement.
- “Professional service” means labor, effort, or work that requires specialized knowledge, expertise, and discretion, including labor, effort, or work in the field of (a) accounting, (b) administrative law judge service, (c) architecture, (d) construction design and management, (e) engineering, (f) financial services, (g) information technology, (h) law, (i) medicine, (j) psychiatry, or (k) underwriting.
- A “public-private partnership” means an arrangement or agreement between a procurement unit and one or more contractors to provide for a public need through the development or operation of a project in which the contractor or contractors share with the procurement unit the responsibility or risk of developing, owning, maintaining, financing, or operating the project.

[Utah Code § 63G-6a-103\(2728\), \(5960\), \(6768\), \(7980\) \(20242025\)](#)

Request for Proposals—

The District may use the request for proposals procurement process in accordance with rules of the Utah Procurement Policy Board. Procurement of design professional services (including architect or engineer services) is governed by Policy CCF.

[Utah Code § 63G-6a-702 \(2020\)](#)

[Utah Code § 63G-6a-1911\(3\) \(2020\)](#)

Specifications—

The specifications for the request for proposals shall be developed according to the requirements and process set out in Policy CBA.

Request for Proposals Process—

The District begins procurement through the request for proposals process by issuing a request for proposals. The District shall publish a request for proposals in accordance with the notice requirements of Policy CBA.

[Utah Code § 63G-6a-703\(1\), \(3\) \(2020\)](#)

Content of request

A request for proposals shall include:

1. a description of the procurement item the District seeks;
2. instructions for submitting a proposal, including the deadline for submitting a proposal;
3. the objective criteria, including, if applicable, cost, and subjective criteria that the District will use to evaluate proposals;
4. information about the time and manner of opening proposals; and
5. terms and conditions that the District intends to include in a contract resulting from the request for proposals process.

[Utah Code § 63G-6a-703\(2\) \(2020\)](#)

Addenda to requests for proposals

After the due date and time for submitting a response to a request for proposals, at the discretion of the Procurement Official, the District may issue an addendum to the request for proposals that has limited application only to offerors that have submitted proposals, if the addendum does not change the request for proposals in a way that, in the opinion of the Official, would likely have affected the number of proposals submitted in response to the request for proposals had the addendum been included in the original request for proposals.

[Utah Code § 63G-6a-704.4 \(2020\)](#)

Evaluation criteria

Each proposal shall be evaluated using only the criteria described in the request for proposals.

[Utah Code § 63G-6a-707\(3\), \(4\) \(2020\)](#)

Exceptions to terms and conditions

Offerors requesting exceptions or additions to the standard terms and conditions published in the request for proposals must include the exceptions and/or additions with the proposal response. Exceptions or additions submitted after the date and time for receipt of proposals will not be considered unless there is only one offeror that responds to the request for proposals, the exceptions and/or additions have been approved by the District's legal counsel, and it is determined by the Board of Education or its designee that it is not beneficial to the District to republish the request for proposals. Offerors may not submit requests for exceptions or additions by reference to a vendor's website or URL.

The District may refuse to negotiate exceptions or additions:

1. that are determined to be excessive;
2. that are inconsistent with similar contracts of the District;

3. to warranties, insurance, or indemnification provisions that are necessary to protect the District after consultation with legal counsel;
4. where the request for proposals specifically prohibits exceptions or additions; or
5. that are not in the best interest of the District.

If negotiations are permitted, the District may negotiate exceptions or additions with offerors, beginning in order with the offeror submitting the fewest exceptions or additions to the offeror submitting the greatest number of exceptions or additions. Contracts may become effective as negotiations are completed.

If, in the negotiations of exceptions or additions with a particular offeror, an agreement is not reached after a reasonable amount of time as determined by the District, the negotiations may be terminated and a contract not awarded to that offeror and the District may move to the next eligible offeror.

[Utah Admin. Rules R33-107-104 \(May 23, 2022October 22, 2024\)](#)

Cancellation of request for proposals

As provided for by statute, the District may cancel a request for proposals if the Procurement Official determines that doing so is in the best interests of the District. When a request for proposals is canceled in this way, the Procurement Official shall explain in writing the reasons for the cancellation and the District shall make that explanation available to the public for one year after the cancellation.

[Utah Code § 63G-6a-119 \(2020\)](#)

As provided in the Procurement Policy Board regulations, a request for proposals may be canceled by the District before the deadline for submission of proposals when the Procurement Official determines it is in the District's best interest. If the District cancels a request for proposals, the reasons for the cancellation shall be made part of the procurement file and shall be available for public inspection. The District shall then either re-solicit proposals (using the same or revised specifications) or withdraw the requisition for the procurement item.

[Utah Admin. Rules R33-109-101 \(July 8, 2024October 22, 2024\)](#)

No proposals submitted

If there is no initial response to a request for proposals, the Procurement Official may:

1. contact the known supplier community to determine why there were no responses to the request;
2. research the potential vendor community; and,
3. modify the invitation for bids based upon the information gathered.

If the District has modified the request for proposals and re-issued it and still receives no proposals or there is insufficient competition, the Procurement Official

shall require the District to further modify the procurement documents or cancel the requisition for the procurement item.

[Utah Admin. Rules R33-109-102 \(July 8, 2024 October 22, 2024\)](#)

Proposal opening and acceptance

The District shall accept proposals as provided in the request for proposals and may not open a proposal until after the deadline for submitting proposals. A person who submits a proposal may not, after the submission deadline, make a change to the proposal if the change is prejudicial to either the interest of the District or to fair competition. The District shall not disclose the contents of a proposal except as provided by [Utah Code § 63G-2-305\(6\)](#).

[Utah Code § 63G-6a-704\(1\), \(2\) \(2020\)](#)

Rejection of Non-responsible or Nonresponsive Proposals

At any time during the request for proposals process, the District may reject a proposal if it determines that the person submitting the proposal is not responsible or that the proposal is not responsive or does not meet mandatory minimum requirements stated in the request for proposals. If the District rejects a proposal in this way, it shall provide the vendor who submitted the proposal a written statement of the reasons for the rejection.

[Utah Code § 63G-6a-120 \(2020\)](#)

Cancellation before award

The District may cancel a request for proposals before award but after opening if it determines in writing that:

1. the scope of work or other requirements in the request for proposals were not met by any person and all responses have been determined to be either nonresponsive or from vendors who are not responsible;
2. an infraction of code, rule, or policy has occurred;
3. inadequate, erroneous, or ambiguous specifications or requirements were cited in the request for proposals;
4. the request specifications have been or must be revised;
5. the procurement item(s) being solicited are no longer required;
6. the request for proposals did not provide for consideration of all factors of cost to the District, such as cost of transportation, warranties, service and maintenance;
7. the proposals received show that the District's needs can be satisfied by a less expensive procurement item differing from that in the request for proposals;
8. except as provided below regarding proposals which exceed available funds, all otherwise acceptable proposals received are at unreasonable prices, or

- only one proposal is received and the Procurement Official cannot determine the reasonableness of the price or cost proposal;
9. other reasons specified in the Procurement Code or Administrative Rule; or,
 10. other circumstances deemed to constitute reasonable cause by the Procurement Official.

However, the District may not cancel and reissue a request for proposals to steer a contract to a favored vendor or (except as permitted under protest and appeal provisions) to make a vendor who was previously disqualified or rejected eligible for a contract award for the same procurement item.

[Utah Admin. Rules R33-109-103 \(July 8, 2024October 22, 2024\)](#)

If the District has an existing contract for a procurement item that the request for proposals is to obtain and the request for proposals is delayed due to an unintentional error, the District may permit the extension of the existing contract as permitted in Policy CBF.

[Utah Code § 63G-6a-802.7 \(2020\)](#)

Correction or clarification of proposal or cancellation of contract

The District may allow a vendor to correct an immaterial error in a proposal, as provided in Policy CBA. However, except as permitted with regard to best and final offers, as set forth below, a vendor may not change the total amount of the cost proposal after the deadline for submitting a cost proposal and before a contract is awarded. (This does not apply to a change in the contract price during contract administration, as may otherwise be allowed under these policies.).

The District may have discussions with an offeror to obtain a more complete understanding of whether the offeror is responsible or the proposal is responsive. The District may reject a proposal if after such discussions it determines that the offeror is not responsible or the proposal is not responsive.

[Utah Code § 63G-6a-704.6 \(2020\)](#)

Offerors may not correct errors, deficiencies, or incomplete responses in a proposal from an offeror who has been determined to be not responsible, or a proposal that is not responsive, or that does not meet the mandatory minimum requirements stated in the request for proposals.

Establishment of evaluation committee

The District shall appoint an evaluation committee consisting of at least three individuals to evaluate the proposals. Committee members shall have at least a general familiarity with or a basic understanding of either (1) the technical requirements relating to the type of procurement item that is the subject of the request for proposals or (2) the need that the request is intended to address. The District shall ensure that the evaluation committee and each individual participating in the evaluation process (a) does not have a conflict of interest with any of the offerors, (b) can fairly evaluate each proposal, (c) does not contact or communicate

with an offeror outside the official evaluation committee process; and (d) conducts or participates in the evaluation in a manner that ensures a fair and competitive process and avoids the appearance of impropriety. The District may authorize the evaluation committee to receive assistance in better understanding a technical issue involved in the request for proposals from an expert or consultant. Generally, each member of the evaluation committee is prohibited from knowing, or having access to, any information relating to the cost, or the scoring of the cost, of a proposal until after the committee submits its final recommended scores on all other criteria to the District. However, this restriction does not apply if the Board of Education or other individual designated by Procurement Policy Board rule signs a written statement (a) indicating that, due to the nature of the proposal or other circumstances, it is in the best interest of the District to waive compliance with this restriction and (b) describing the nature of the proposal and the other circumstances relied upon to waive compliance with the restriction, and also makes the written statement available to the public upon request.

[Utah Code § 63G-6a-707\(1\), \(5\), \(6\), \(7\) \(2020\)](#)

Evaluation of proposals

Initial review

The District shall perform an initial review of submitted proposals to determine whether the proposals satisfy any pass/fail minimum requirements set forth in the request for proposals and whether the proposals are responsive and responsible or in violation of the Utah Procurement Code. Examples of possible pass/fail minimum requirements include timeliness of receipt of proposals, qualifications, certifications, licensing, experience, compliance with State or Federal regulations, services provided, product availability, equipment, or other pass/fail minimum requirements set forth in the request for proposals. The evaluation committee may not review proposals from offerors determined to be not responsible or proposals which do not meet the minimum requirements or which are deemed nonresponsive or in violation of the Procurement Code.

[Utah Admin. Rules R33-107-703\(1\) \(May 23, 2022October 22, 2024\)](#)

The Procurement Official may reject any proposal that is determined to be nonresponsive or which is submitted by a person determined to be not responsible.

The originals of all rejected proposals and all written findings with respect to such rejections shall be made part of the procurement file and made available for public inspection.

[Utah Admin. Rules R33-109-204\(1\), \(3\) \(July 8, 2024October 22, 2024\)](#)

Evaluation procedure

The evaluation committee shall evaluate each responsive proposal from a responsible offeror which has not been disqualified upon initial review and determine which proposal provides the best value to the District. Each proposal shall be evaluated and scores awarded using the evaluation criteria and in accordance with

the process as described in the request for proposals. Criteria not described in the request for proposals may not be used to evaluate the proposals.

[Utah Code § 63G-6a-707\(1\), \(2\), \(3\), \(4\) \(2020\)](#)

Before the evaluation and scoring of proposals, the District will meet to:

1. explain the evaluation and scoring process;
2. discuss requirements and prohibitions regarding socialization with vendors as set forth in [R33-124-104](#), financial conflicts of interest as set forth in [R33-124-105](#), personal relationships, favoritism, or bias as set forth in [R33-124-106](#), disclosing confidential information contained in proposals or the deliberations and scoring of the evaluation committee, and ethical standards for an employee involved in the procurement process as set forth in [R33-124-108](#);
3. review the scoring sheet and evaluation criteria set forth in the request for proposals; and
4. provide a copy of Administrative Rule R33-[107-703](#) to the evaluation committee, district staff involved in the request for proposals, and any other person that will have access to the proposals.

[Utah Admin. Rules R33-107-703\(2\) \(May 23, 2022October 22, 2024\)](#)

At each stage of the request for proposals process, the District shall ensure that evaluation committee members, employees of the District, and any other person participating in the request for proposals process does not have a conflict of interest with any of the offerors, do not contact or communicate with an offeror about the requests for proposals outside the official process, and conduct or participate in the request for proposals process in a manner that ensures a fair and competitive process and avoids the appearance of impropriety.

[Utah Admin. Rules R33-107-703\(4\) \(May 23, 2022October 22, 2024\)](#)

Before participating in any phase of the request for proposals process, all members of the evaluation committee must sign a written statement certifying that they do not have a conflict of interest.

[Utah Admin. Rules R33-107-703\(3\) \(May 23, 2022October 22, 2024\)](#)

Unless an exception is authorized by the Procurement Official, in order to avoid cost influencing the evaluation committee's scoring of non-price criteria, the evaluation committee is prohibited from knowing or having access to any information relating to the cost, or the scoring of the cost, of a proposal until after the committee has finalized its scoring of non-price technical criteria in the request for proposals and submitted those scores to the District.

[Utah Code § 63G-6a7-707\(7\) \(2020\)](#)

[Utah Admin. Rules R33-107-703\(5\) \(May 23, 2022October 22, 2024\)](#)

After each proposal has been independently evaluated by each member of the evaluation committee, each committee member shall independently assign a preliminary draft score for each proposal for each of the non-priced technical criteria

listed in the request for proposals. After completing the preliminary draft scoring, the evaluation committee shall enter into deliberations to review each committee member's preliminary draft scores, resolve any factual disagreements, modify their preliminary draft scores based on their updated understanding of the facts, and derive the committee's final recommended consensus scoring for the non-priced technical criteria of each proposal.

[Utah Admin. Rules R33-107-703\(76\)\(a\) \(May 23, 2022October 22, 2024\)](#)

During the evaluation process, the evaluation committee may recommend to the District that a proposal be rejected as made by a non-responsible offeror, as being non-responsive, as not meeting the mandatory minimum requirements, or as not meeting any applicable minimum score threshold.

[Utah Admin. Rules R33-107-703\(76\)\(b\) \(May 23, 2022October 22, 2024\)](#)

To score proposals fairly, an evaluation committee member must be present at each evaluation meeting and must review each proposal, including (if applicable) oral presentations. If a committee member does not attend an evaluation committee meeting, the meeting may be canceled and rescheduled. If a committee member fails to attend an evaluation committee meeting, leaves a meeting early, or fails for any reason to fulfill the duties and obligations of a committee member, that member shall be removed from the evaluation committee. The remainder of the committee may proceed with the evaluation, provided there are at least three evaluation committee members remaining. A committee member may attend or participate on an evaluation committee via electronic means (for example, a conference call, a webcam, an online business application, or other means).

[Utah Admin. Rules R33-107-703\(76\)\(c\), \(d\), \(e\) \(May 23, 2022October 22, 2024\)](#)

At any time during the evaluation process, the evaluation committee may, with the approval of the District and subject to the requirements set forth below, request best and final offers from responsible offerors who have submitted responsive proposals that meet the minimum qualifications, evaluation criteria, or applicable thresholds and evaluate those offers in accordance with [Utah Code § 63G-6a-707.5](#), as described below.

At the conclusion of the evaluation process, an evaluation committee shall prepare and submit to the District a written statement that: (1) recommends a proposal for an award of a contract (if the evaluation committee decides to recommend a proposal); (2) contains the score awarded to the recommended proposal based on the criteria stated in the request for proposals; and (3) explains how the recommended proposal provides the best value to the District.

[Utah Code § 63G-6a-707\(10\) \(2020\)](#)

The evaluation committee may not change its final recommended scores for the proposals after they have been submitted to the District.

[Utah Code §63G-6a-707\(8\) \(2020\)](#)

The Procurement Official may remove a member of an evaluation committee for (1) having a conflict of interest or the appearance of a conflict of interest with a person responding to a request for proposals, (2) having an unlawful bias or the appearance of an unlawful bias against a person responding to a request for proposals, (3) having a pattern of arbitrary, capricious, or clearly erroneous scores that are unexplainable or unjustifiable (4) having inappropriate contact or communication with a person responding to the request for proposals, (5) socializing inappropriately with a person responding to the request for proposals, (6) engaging in any other action or having any other association that causes the Board to conclude that the individual cannot fairly evaluate a response to the request for proposals, or (7) any other violation of law, rule, or policy. The District may reconstitute the committee in any way it deems appropriate to cure any such impropriety. If the impropriety cannot be cured by replacing a member, then a new committee may be appointed or the procurement cancelled and the request for proposals reissued.

[Utah Admin. Rules R33-107-703\(1210\) \(May 23, 2022October 22, 2024\)](#)

Scoring of proposals

The scoring of evaluation criteria, other than cost, for proposals meeting the mandatory minimum requirements in a request for proposals shall be based on the scoring system set forth in the RFP.

[Utah Admin. Rules R33-107-704 \(May 23, 2022October 22, 2024\)](#)

Independent judgment by evaluation committee members

Evaluators are required to exercise independent judgment in a manner that is not dependent on anyone else's opinions or wishes. Evaluators must not allow their scoring to be inappropriately influenced by another person's wishes that additional or fewer points be awarded to a particular offeror. Evaluators may seek to increase their knowledge before scoring by asking questions and seeking appropriate information from the District. Otherwise, evaluators should not discuss proposals or the scoring of proposals with other persons not on the evaluation committee.

The exercise of independent judgment applies not only to possible inappropriate influences from outside the evaluation committee, but also to inappropriate influences from within the committee. It is acceptable for there to be discussion and debate within the committee regarding how well a proposal meets the evaluation criteria. However, open discussion and debate may not lead to coercion or intimidation by one committee member to influence the scoring of another committee member.

Evaluators may not act on their own or in concert with another evaluation committee member to inappropriately steer an award to a favored vendor or to disfavor a particular vendor.

Evaluators are required to report any attempts by others to improperly influence any evaluator's scoring to favor or disfavor a particular offeror.

If an evaluator feels that the evaluator's independence has been compromised, the evaluator must recuse himself or herself from the evaluation process.

[Utah Admin. Rules R33-107-705 \(May 23, 2022October 22, 2024\)](#)

Best and final offers

The best and final offers process is an optional step in the evaluation phase of the request for proposals process in which offerors are requested to modify their proposals. (It is not available for use with any other type of procurement process.) If the necessary conditions are present, the evaluation committee, with the approval of the Procurement Official, may request and evaluate best and final offers from responsible offerors who have submitted responsive proposals that meet the minimum qualifications, evaluation criteria, or applicable score thresholds identified in the request for proposals for the stage of the process at which the final and best offers are being requested. The evaluation committee may only request best and final offers if one of the following circumstances exists:

1. no single proposal addresses all the specifications stated in the request for proposals;
2. all proposals received are unclear or deficient in one or more respects;
3. all cost proposals exceed the identified budget or the District's available funding; or
4. two or more proposals receive an identical evaluation score that is the highest score.

In a best and final offer, an offeror may only address the issues described in the request for best and final offers; the offeror may not correct a material error or deficiency in the original proposal or address any other issue not described in the request for best and final offers. The best and final offers process may not be used to change a determination that an offeror is not responsible or that an offer is not responsive.

The request for best and final offers shall clearly specify the issues that the District requests the offerors to address in their best and final offers and how the best and final offers will be evaluated and scored in accordance with the evaluation procedures of this policy. The request shall also establish a deadline for an offeror to submit a best and final offer and, if applicable, establish a schedule and procedure for conducting discussions with offerors concerning the best and final offers. After the deadline for submitting best and final offers, the evaluation committee shall evaluate the best and final offers using the criteria described in the request for proposals.

Unsolicited best and final offers will not be accepted and may not be considered by the District. If an offeror fails to submit a best and final offer, the offer submitted by the offeror before the request for best and final offers shall be treated as the offeror's best and final offer.

In conducting the best and final offers process, the District shall (a) maintain the confidentiality of the information the District receives from an offeror (including cost information) until a contract has been awarded or the request for proposals canceled, (b) ensure that each offeror receives fair and equal treatment, and (c) safeguard the integrity of the scope of the original request for proposals, except as specifically provided otherwise in this section regarding best and final offers.

When a request for best and final offers is issued to reduce cost proposals, the District may specify the scope of work reductions the District is making to generate proposals within the budget or available funding or may invite offerors to specify the scope of work reductions being made so that the reduced cost proposal is within the budget or available funding. However, the District is not required to accept a scope of work reduction proposed by an offeror. A reduction in the scope of work may not eliminate a component identified as a minimum mandatory requirement in the request for proposals, nor may it alter the nature of the original request to the extent that a request for proposals for the reduced scope of work would have likely attracted a significantly different set of offerors submitting proposals. A best and final offer submitted with a reduced cost proposal shall include an itemized list identifying specific reductions in the proposed scope of work that correspond to the reduced cost proposal.

When a request for best and final offers is issued because two or more proposals received an identical and highest score, the request may only be issued to those offerors whose proposals received that highest score. The offerors responding to this request may revise the technical aspects of their proposal, their cost proposal (as provided in the prior paragraph), or both.

[Utah Code § 63G-6a-707.5 \(2020\)](#)

When selecting a construction manager/general contractor for a construction project and the contract is to be awarded based solely on (a) the qualifications of the construction manager / general contractor and (b) the management fee to be paid to the construction manager / general contractor, the evaluation committee in recommending an award is not required to explain how the recommended proposal provides the best value to the District. A “management fee” includes only fees for preconstruction phase services, monthly supervision fees for the construction phase, and overhead and profit for the construction phase.

[Utah Code § 63G-6a-707\(10\)\(b\) \(2020\)](#)

[Utah Admin. Rules R33-113-205\(3\) \(~~January 22, 2021~~ October 22, 2024\)](#)

Award of contract

After completion of the evaluation process, the Procurement Official shall review the written statement submitted to the District by the evaluation committee and shall either award the contract as recommended or shall cancel the request for proposals or take other action as permitted under this policy.

[Utah Code § 63G-6a-702\(1\) \(2020\)](#)

[Utah Code § 63G-6a-707\(10\) \(2020\)](#)

Procurement: Request for Statement of Qualifications

Definitions—

- A “vendor” is a person who seeks to enter into a contract with the District to provide a procurement item and includes a bidder, an offeror, an approved vendor, and a design professional.
- A “request for statement of qualifications” is a document used to solicit information about the qualifications of a person interested in responding to a potential procurement, including all other documents attached to that document or incorporated in that document by reference.
- A “statement of qualifications” is a written statement submitted to the District in response to a request for statement of qualifications.

[Utah Code § 63G-6a-103\(7374\), \(9091\), \(9697\) \(20242025\)](#)

Purposes of Request for Statement of Qualifications—

A request for statement of qualifications must be used as part of the process to establish an approved vendor list. (See Policy CBDB.) A request for statement of qualifications also may be used to identify qualified vendors in one stage of a multiple-stage procurement process (invitation for bids, request for proposals, or design professional procurement). A request for statement of qualifications may not be used as the sole basis for awarding a contract, nor may it be used to solicit costs, pricing, or rates, or to negotiate fees.

[Utah Code § 63G-6a-410 \(2020\)](#)

Request for Statement of Qualifications Process—

The request for statement of qualifications procurement process begins when the District issues a request for statement of qualifications. The District shall publish a request for proposals in accordance with the notice requirements of Policy CBA.

[Utah Code § 63G-6a-410\(3\), \(6\) \(2020\)](#)

Content of request for multiple-stage process

A request for statement of qualifications in a multiple-stage standard procurement process shall include:

- a statement that participation in other stages of the multiple-stage standard procurement process will be limited to qualified vendors;
- the minimum mandatory requirements, evaluation criteria, and applicable score thresholds that will be used to identify qualified vendors, including, as applicable:
 - experience and work history;

- management and staff requirements or standards;
- licenses, certifications, and other qualifications;
- performance ratings or references;
- financial stability; and
- other information pertaining to vendor qualifications that the Procurement Official considers relevant or important; and
- the deadline by which a vendor is required to submit a statement of qualifications.

[Utah Code § 63G-6a-410\(4\) \(2020\)](#)

Content of request for approved vendor list process

A request for statement of qualifications in an approved vendor list process under Policy CBDB shall include:

- as may be applicable, a general description of
 - the procurement item the District seeks to acquire;
 - the type of project or scope or category of work that the District will procure;
 - the procurement process to be used by the District; and
 - the type of vendor the District seeks to provide the procurement item;
- the minimum mandatory requirements, evaluation criteria, and applicable score thresholds that vendors are required to meet to be included on the approved vendor list;
- a statement that the approved vendor list will only include responsible vendors that
 - submit a responsive statement of qualifications and
 - meet the minimum mandatory requirements, evaluation criteria, and applicable score thresholds described in the request;
- a statement that only vendors on the approved vendor list will be able to participate in the procurements identified in the request;
- a statement on whether the District will use a performance rating system for evaluation the performance of vendors on the approved vendor list, including whether a vendor on the list may be disqualified and removed from the list;
- a statement on whether the approved vendor list used by the District is closed-ended or open-ended (see Policy CBDB) and

- if the District uses a closed-ended list, the deadline for a vendor to submit a statement of qualifications and the specified time after which the list will expire, or
- if the District uses an open-ended list,
 - the deadline for a vendor to submit a statement of qualifications to be considered for the initial list,
 - a schedule indicating when a vendor not on the initial list may submit a statement of qualifications to be considered to be added to the list, and
 - the specified time after which a vendor must submit a new statement of qualifications in order to renew the vendor's status as an approved vendor on the list; and
- a description of any other criteria or requirements specific to the procurement item or scope of work that is the subject of the procurement.

[Utah Code § 63G-6a-410\(5\) \(2020\)](#)

Correction or clarification of statement of qualifications

The Procurement Official may allow a vendor to correct an immaterial error in a statement of qualifications, as provided in Policy CBA and may also request a vendor to clarify information contained in a statement of qualifications, as provided in Policy CBA.

[Utah Code § 63G-6a-410\(7\), \(10\) \(2020\)](#)

Establishment of evaluation committee

The District shall appoint an evaluation committee consisting of at least three individuals with at least a general familiarity with or a basic understanding of either (1) the technical requirements relating to the type of procurement item that is the subject of the request for statement of qualifications or (2) the need that the procurement item is intended to address. The District shall ensure that the evaluation committee and each individual participating in the evaluation process (a) does not have a conflict of interest with any vendor that submits a statement of qualifications, (b) can fairly evaluate each statement of qualifications, (c) does not contact or communicate with a vendor concerning the evaluation process or the procurement outside the official evaluation committee process; and (d) conducts or participates in the evaluation in a manner that ensures a fair and competitive process and avoids the appearance of impropriety. The District may reduce the number of individuals appointed to the evaluation committee if the Procurement Official makes a written determination that the evaluation criteria consist only of objective criteria and do not include any subjective criterion that requires analysis, assessment, or deliberation.

The District may authorize the evaluation committee to receive assistance in better understanding a technical issue involved in the procurement from an expert or consultant who is not a member of the committee and who does not participate in

evaluation scoring. The evaluation committee may, with the approval of the Procurement Official, enter into discussions or conduct interviews with, or attend presentations by vendors for the purpose of clarifying information contained in statements of qualifications. However, in such interactions, a vendor may only explain, illustrate, or interpret the contents of the original statement of qualifications. The vendor may not (1) address criteria or specifications not contained in the original statement of qualifications, (2) correct any deficiency, inaccuracy, or mistake other than an immaterial error, (3) remedy an incomplete submission of documents, (4) remedy an untimely statement submission, (5) substitute or alter a required form, (6) remedy a cause for the vendor being considered not responsible or the statement not responsive, or (7) correct a failure to meet mandatory minimum requirements, evaluation criteria, or score thresholds.

[Utah Code § 63G-6a-410\(9\) \(2020\)](#)

Evaluation of statements

The evaluation committee shall evaluate and score statements of qualifications submitted in response to a request for statement of qualifications using the minimum mandatory requirements, evaluation criteria, and applicable score thresholds set forth in the request for statement of qualifications.

[Utah Code § 63G-6a-410\(9\)\(d\) \(2020\)](#)

Determination of qualified vendors

After the evaluation committee completes its evaluation and scoring of the statements of qualifications, the committee shall submit the statements and evaluation scores to the Procurement Official. The Procurement Official shall review the committee's scores and shall correct any errors, inconsistencies, or reported noncompliance with the Procurement Code. After reviewing the evaluation committee materials, the Procurement Official shall make a final determination of:

- qualified vendors who are allowed to participate in the remaining stages, if the request for statement of qualifications process is used as one of the stages of a multiple-stage process, or
- vendors to be included on an approved vendor list, if the request for statement of qualifications process is used as part of the approved vendor list process.

[Utah Code § 63G-6a-410\(9\)\(f\), \(g\), \(14\) \(20f20\)](#)

Withdrawal of statement

A vendor may voluntarily withdraw a statement of qualifications at any time before a contract is awarded with respect to which the statement of qualifications was submitted.

[Utah Code § 63G-6a-410\(11\) \(2020\)](#)

Single qualified vendor

If only one vendor meets the minimum qualifications, evaluation criteria, and applicable score thresholds set forth in the request for statement of qualifications which is being used as part of an approved vendor list process, the District may cancel the request for statement of qualifications or may establish an approved vendor list that includes the one vendor if the District continues to try to identify more vendors to be included on the approved vendor list by either keeping the request for statement of qualifications open or immediately reissuing the request for statement of qualifications and repeating the process. If the District cancels the request, it shall make available for public inspection a written justification for the cancellation.

[Utah Code § 63G-6a-410\(12\), \(13\) \(2020\)](#)

Rejection of statement

The Procurement Official may reject a statement of qualifications based on a determination that the vendor (1) is not responsible, (2) is in violation of the Procurement Code, (3) has engaged in unethical conduct, or (4) receives a performance rating below the satisfactory performance threshold specified in the request for statement of qualifications. A statement may also be rejected if there is a change in the vendor's circumstances that, if known when the statement was evaluated, would have caused the statement to not receive a qualifying score. A statement may also be rejected if it is not responsive or does not meet the mandatory minimum requirements, evaluation criteria, or applicable score thresholds stated in the request for statement of qualifications. Upon rejection of a statement, the Procurement Official shall make a written finding stating the reasons for rejection and provide a copy of that finding to the vendor whose statement was rejected.

[Utah Code § 63G-6a-410\(8\) \(2020\)](#)

Procurement: Approved Vendor List Process

Definitions—

- A “vendor” is a person who seeks to enter into a contract with the District to provide a procurement item and includes a bidder, an offeror, an approved vendor, and a design professional.
- An “approved vendor” is a person who has been approved for inclusion on an approved vendor list through the process set forth in this Policy.
- An “approved vendor list” is a list of approved vendors established through the process set forth in this Policy.
- A “closed-ended approved vendor list” is an approved vendor list which has a short period of time, specified by the District, during which vendors may be added to the list and a specified time when the list will expire.
- An “open-ended approved vendor list” is an approved vendor list with an indeterminate period of time during which vendors may be added to the list, the addition of vendors throughout the effective term of the list, and a specified time after which the District is required to verify that vendors on the list continue to meet the minimum mandatory requirements, evaluation criteria, and applicable score thresholds.

[Utah Code § 63G-6a-103\(1\), \(2\), \(9697\) \(20242025\)](#)
[Utah Code § 63G-6a-507\(1\) \(2020\)](#)

Purposes of an Approved Vendor List—

The District may use an approved vendor list established under this policy in conjunction with bidding, request for proposals, the small purchase process, or the design professional procurement process. Using the list and one of these processes, the District may award a contract to an approved vendor for any procurement item or type of procurement item specified in the request for statement of qualifications used to establish the list. The District may also use an approved vendor list to limit participation in any of these procurement processes to approved vendors. In addition, the District may award a contract to an approved vendor at a price based on established terms as provided for in Policy CBA and below in this policy.

[Utah Code § 63G-6a-507\(6\) \(2020\)](#)
[Utah Admin. Rules R33-105-204 \(May 23, 2022October 22, 2024\)](#)

The District may establish an approved vendor list either for (1) a specific, fully defined procurement item or (2) a future procurement item that is not fully and specifically defined, if the related request for statement of qualifications generally describes the procurement item and the type of vendor that the District seeks to provide the item. The District may not award a contract to an approved vendor for an

item that is outside the scope of the general description of the procurement item in the related request for statement of qualifications. A vendor who is **not** an approved vendor is ineligible for a contract for a procurement item under the procurement identified in the related request for statement of qualifications.

[Utah Code § 63G-6a-507\(3\) \(2020\)](#)
[Utah Code § 63G-6a-410\(5\)\(d\) \(2020\)](#)

Use of Quotes with an Approved Vendor List—

Within the approved threshold limits, the District may use the quote process to obtain procurement items using an approved vendor list. This is a purchasing process that solicits pricing from several sources. A “quotation” is a statement of price, terms of sale, and description of the procurement item offered by a vendor to the District. An electronic quotation is a quotation provided by a vendor through electronic means such as the internet, online sources, email, an interactive web-based market center, or other technology. A quotation is not binding and does not obligate the District to purchase (or the vendor to sell) the item.

To use the quote process, the District must obtain quotations which are for the same procurement item (including the same terms of sale, description, and quantity of goods or services). The District must inform the vendor that the quotation is for a government entity and inquire whether the vendor is willing to provide a discount to a government entity. The District must also maintain a public record which includes the name of each vendor supplying a quotation and the amount of each vendor’s quotation.

[Utah Admin. Rules R33-104-110 \(May 23, 2022October 22, 2024\)](#)

General Requirements for Approved Vendor List—

In order to establish an approved vendor list, the District must first complete the statement of qualifications process under Policy CBDA. If that process results in only one vendor qualifying, an approved vendor list cannot be established under that request for statement of qualifications unless the District continues to try to identify more vendors to be included on the approved vendor list by either keeping the request for statement of qualifications open or immediately reissuing the request for statement of qualifications and repeating the process.

[Utah Code § 63G-6a-507\(2\) \(2020\)](#)
[Utah Code § 63G-6a-410\(1\)\(b\), \(5\), \(12\) \(2020\)](#)

After an approved vendor list has been established, the list must be made available to the public by the District before it can be used.

[Utah Code § 63G-6a-507\(7\) \(2020\)](#)

Establishing and Maintaining an Approved Vendor List—

After receiving the statements of qualifications and evaluation scores submitted by the evaluation committee under Policy CBDA, the Procurement Official shall include on an approved vendor list those vendors meeting the minimum mandatory requirements, evaluation criteria, and applicable score thresholds. Any

vendor who does not meet those requirements, criteria, or thresholds shall be rejected as ineligible and not included on the approved vendor list.

[Utah Code § 63G-6a-507\(4\) \(2020\)](#)

Each approved vendor list established and maintained by the District shall be either a closed-ended list or open-ended list, according to the specifications and notice given in the associated request for statement of qualifications.

[Utah Code § 63G-6a-507\(5\)\(a\) \(2020\)](#)

[Utah Code § 63G-6a-410\(5\)\(f\)\(i\) \(2020\)](#)

The District may establish a performance rating system to evaluate the performance of vendors on an approved vendor list if that system is described in the request for statement of qualifications. A rating system must include the minimum performance rating threshold that approved vendors must achieve to remain in good standing and a statement that vendors who do not meet that threshold may subject to a corrective action plan, which may include termination of the contract. If the District uses a performance rating system for evaluating the performance of vendors, then vendors shall be placed on a corrective action plan according to the standards and procedures identified in the associated request for statement of qualifications. If the District places a vendor on a corrective action plan or terminates a vendor's contract on this basis, the District shall make a written finding that describes the performance rating system, identifies the minimum performance rating threshold, and explains the performance rating achieved by the vendor. A copy of this written finding shall be provided to the vendor.

[Utah Code § 63G-6a-410\(5\)\(e\) \(2020\)](#)

[Utah Admin. Rules R33-105-203 \(May 23, 2022October 22, 2024\)](#)

Closed-ended approved vendor list

A closed-ended approved vendor list shall expire at the time specified by the District in the related request for statement of qualifications but no later than 18 months after the District publishes the list.

[Utah Code § 63G-6a-410\(5\)\(f\)\(ii\)\(A\) \(2020\)](#)

[Utah Code § 63G-6a-507\(5\)\(b\)\(i\) \(2020\)](#)

Open-ended approved vendor list

Once an open-ended approved vendor list is established and a vendor is added to that list, the District must verify, by a method established by the Procurement Official and no less frequently than every 18 months, that each vendor on the list continues to meet the minimum mandatory requirements, evaluation criteria, and applicable score thresholds of the request for statement of qualifications. Any vendor who does not continue to meet these requirements shall be removed from the list.

[Utah Code § 63G-6a-507\(5\)\(b\)\(ii\) \(2020\)](#)

After an open-ended approved vendor list is initially established, other vendors who wish to be added to that list must submit statements of qualifications

according to the schedule stated in the request for statement of qualifications. Such statements will be evaluated as provided for in Policy CBDA and vendors meeting the minimum mandatory requirements, evaluation criteria, and applicable score thresholds of the original request (and whose statement is not rejected according to Policy CBDA) will be added to the list.

[Utah Code § 63G-6a-410\(5\)\(f\)\(ii\)\(B\) \(2020\)](#)

[Utah Code § 63G-6a-507\(8\)\(a\) \(2020\)](#)

Award Based on Established Terms—

The District may award a contract to a vendor on an approved vendor list at an established price based on a price list, rate schedule, or pricing catalog which is submitted by a vendor and accepted by the District or which is mandated by the District or by a federal agency or which is mandated by a federal regulation for a health and human services program.

When awarding a contract to an approved vendor based on a price list, rate schedule, or pricing catalog submitted by the vendor, the District shall, as applicable, follow one of the two methods. The District may assign work to or purchase from the approved vendor with the lowest price, rate or catalog price. (In case of a tie for the lowest price, the District shall follow the process described in Policy CBB.) If the lowest-cost approved vendor cannot provide the procurement item or quantity needed, then work shall be assigned or the purchase made from the next lowest-cost vendor, and so on, until the District's needs are met. The other method is that the District establishes a cost threshold based on a cost analysis as set forth in Utah Admin. Rules R33-112-603 and -604, and assigns work or purchases from an approved vendor meeting the cost threshold using one of the following methods: (A) a rotation system, organized alphabetically, numerically, or randomly; (B) assignment of vendors to a specified geographic area; (C) assignment of vendors based on each vendor's particular expertise or field; or (D) another method approved by the Procurement Official. Under either of these methods, an approved vendor may lower its price, rate, or catalog price at any time during the time a contract is in effect to be assigned work or receive purchases.

When awarding a contract to an approved vendor based on a price list, rate schedule, or pricing catalog mandated by the District or a federal agency, the District shall use one of the following methods to assign work or purchase from a vendor on an approved vendor list: (A) a rotation system, organized alphabetically, numerically, or randomly; (B) assignment of vendors to a specified geographic area; (C) assignment of vendors based on each vendor's particular expertise or field; or (D) another method approved by the Procurement Official.

When awarding a contract to an approved vendor based on a price list, rate schedule, or pricing catalog based on a federal regulation for a health and human services program, the District unit shall follow the requirements set forth in the applicable federal regulation to assign work or make a purchase.

[Utah Admin. Rules R33-105-202 \(May 23, 2022October 22, 2024\)](#)

Procedures for Fair Use of Approved Vendor Lists—

Subject to any regulations which may be established by the Utah Procurement Policy Board, the District shall establish and implement procedures to ensure that all vendors on an approved vendor list have a fair and equitable opportunity to compete for a contract for a procurement item. Depending on the type of procurement item, such procedures might include a rotation system, organized alphabetically, numerically, or randomly, or other appropriate procedure.

[Utah Code § 63G-6a-507\(9\)\(a\) \(2020\)](#)

Procurement: ***Procurement of Professional Services***

Definitions—

“Professional service” means labor, effort, or work that requires specialized knowledge, expertise, and discretion, including labor, effort, or work in the field of:

- accounting;
- administrative law judge service;
- architecture;
- construction design and management;
- engineering;
- financial services;
- information technology;
- the law;
- medicine;
- psychiatry; or
- underwriting.

[Utah Code § 63G-6a-103\(5960\) \(20242025\)](#)

Procurement of Professional Services—

The District may use the process set forth in Policy CCF (relating to procurement of design professional services) to obtain other types of professional services for the District.

[Utah Code § 63G-6a-1502\(3\) \(2020\)](#)

Procurement: Small Purchases

[Note that the regulations issued by the Procurement Policy Board establish small purchase thresholds of \$100,000 for construction projects, for design professional services, and for professional services. (See Utah Admin. Rules R33-~~105~~-106(1), R33-~~105~~-105(1), and R33-~~105~~-108~~4~~(1).) However, the threshold for construction in this model policy was set taking into account Utah Code § 53E-3-703, which requires a specified bidding process for school construction projects costing more than \$80,000. The thresholds for design professional services and professional services were set at \$80,000 for consistency with the construction threshold.]

Definitions—

The following definitions apply to this policy:

- “Annual cumulative threshold” means the maximum total amount that the District may expend to obtain procurement items as small purchase from the same source in a single year.
- “Individual procurement item threshold” means the maximum amount for which the District may purchase a procurement item as a small purchase.
- “Single procurement aggregate threshold” means the maximum total amount that the District may expend to obtain multiple procurement items from one source at one time as small purchases.

[Utah Code § 63G-6a-506\(1\) \(20212025\)](#)

Availability of Small Purchase Process—

A small purchase procurement may be made according to the requirements of this policy for purchases that fall within the thresholds set forth in this policy. The District may use the small purchase procurement process for a purchase in excess of the thresholds only if the Procurement Official gives written authorization to do so and that written authorization sets forth the reasons for exceeding the threshold. The District may not use the small purchase process for ongoing, continuous, and regularly scheduled procurements that exceed the annual cumulative threshold. Rather, ongoing, continuous, and regularly scheduled procurements in excess of the annual cumulative threshold shall be made through a contract awarded through another standard procurement process or an applicable exception to another standard procurement process set forth in Policy CFB. (However, this limitation does not apply to regularly scheduled payments for a procurement item obtained under another procurement policy.)

[Utah Code § 63G-6a-506\(3\), \(6\), \(7\) \(20212025\)](#)

Thresholds

The individual procurement item threshold for goods and general services is \$5,000, for professional services is \$80,000, for design professional services is \$80,000, and for construction projects is \$80,000, as set forth in Policy CCA. The single procurement aggregate threshold is \$5,000 for goods and general services and \$80,000 for professional services and for construction projects. The annual cumulative threshold is \$50,000 for goods and general services and \$80,000 for professional services and construction projects. Therefore, the small purchase procurement process set forth in this Policy may be used in obtaining goods or general services if the amount of an individual procurement item is \$5,000 or less, or if multiple items obtained from the same source at the same time is estimated to be less than \$10,000 for goods and general services. The small purchase procurement process may be used for purchases up to \$80,000 of professional services or construction. However, if the contemplated purchase would cause any of these thresholds to be exceeded, the small purchase procurement method may not be used.

[Utah Code § 63G-6a-506\(1\), \(2\) \(2021-2025\)](#)
[Utah Admin. Rules R33-105-104 \(May 23, 2022 October 22, 2024\)](#)

General Small Purchase Process—

The Quote Process

The quote process is a purchasing process that solicits pricing from several sources. A “quotation” is a statement of price, terms of sale, and description of the procurement item offered by a vendor to the District. An electronic quotation is a quotation provided by a vendor through electronic means such as the internet, online sources, email, an interactive web-based market center, or other technology. A quotation is not binding and does not obligate the District to purchase (or the vendor to sell) the item.

To use the quote process, the District must obtain quotations which are for the same procurement item (including the same terms of sale, description, and quantity of goods or services). The District must inform the vendor that the quotation is for a government entity and inquire whether the vendor is willing to provide a discount to a government entity. The District must also maintain a public record which includes the name of each vendor supplying a quotation and the amount of each vendor’s quotation.

[Utah Admin. Rules R33-104-110 \(May 23, 2022 October 22, 2024\)](#)

Level 1

For small purchase procurements up to \$5,000, the purchaser may select the best source without seeking competitive bids or quotes. The signatures of the requestor and immediate supervisor (or authorized business officer for the department or administration) are required on the purchase order or check request form. If the purchase is made using a District credit/purchase card, the employee should follow District policy for use of such cards.

[Utah Admin. Rules R33-105-1043\(3\) \(May 23, 2022October 22, 2024\)](#)

Level 2

For small purchase procurements between \$5,000 and \$10,000, the purchaser shall obtain at least two (2) competitive quotes that include minimum specifications and purchase the item or service from the responsible vendor offering the lowest quote that meets the specifications. These quotes may be verbal (for example, by telephone) or in writing. Documentation of quotes for all monetary levels must be attached to the purchase documentation and maintained as part of the District's records. The signatures of the requestor, immediate supervisor (or authorized business officer for the department), and Business Administrator are required on the purchase order or check request form.

[Utah Admin. Rules R33-105-1073\(1\) \(May 23, 2022October 22, 2024\)](#)

Level 3

For small purchase procurements between \$10,000 and \$30,000, the purchaser shall obtain at least two (2) written competitive quotes that include specifications and purchase the item or service from the responsible vendor offering the lowest quote meeting the specifications. The written quotes must be attached to the purchase documentation and maintained as part of the District's records. The signatures of the requestor, immediate supervisor (or authorized business officer for the department), and Business Administrator are required on the purchase order or check request form.

[Utah Admin. Rules R33-105-1073\(2\) \(May 23, 2022October 22, 2024\)](#)

Level 4

For small purchase procurements between \$30,000 and \$50,000, the purchaser shall obtain at least three (3) written competitive quotes that include specifications and purchase the item or service from the responsible vendor offering the lowest quote meeting specifications. Completed bids and an approved purchase order shall be sent to District purchasing for initiation and purchase. The signatures of the requestor, immediate supervisor (or authorized business officer for the department), and Business Administrator are required on the purchase order or check request form.

[Utah Admin. Rules R33-105-1037\(2\) \(May 23, 2022October 22, 2024\)](#)

Documentation of quotes

Documentation of quotes shall contain the following information:

1. The date the quote was received or the dates that the quoted price is valid;
2. The proposed delivery date;
3. The vendor's name and address;
4. The name of the person providing the quote and contact information for that person;

5. A description of each item including specifications, unit price, total price, and quantity listed;
6. Shipping and freight charges; and
7. The name and position of the District employee obtaining the quote.

Quotes may be obtained and documented by printing pages from a website; however, all of the quote elements must be documented and employees should bear in mind that better prices are usually obtained by contacting vendors directly. Telephone quotes must be documented and include all quote elements. Written quotes should be provided on the vendor's letterhead.

Construction Small Purchase Process—

Using the procedures set out in Policy CBA, the District shall either prequalify potential construction vendors or develop an approved vendor list of construction vendors for use in small purchase construction projects. For any small purchase construction project, the District shall establish and use minimum specifications for the project.

When using an approved vendor list in a small-purchase construction procurement, the District will select vendors and contractors from the list using one of the following methods:

- A rotation system, organized alphabetically, numerically, or randomly;
- Assignment of vendors to a specified geographic area;
- Assignment of vendors based on each vendor's particular expertise or field; or
- Another method approved by the Procurement Official.

[Utah Admin. Rules R33-105-106.5\(2\) \(May 23, 2022October 22, 2024\)](#)

The Procurement Official may procure small construction projects up to a maximum of \$25,000 by direct award without seeking competitive bids or quotes after documenting that all building code approvals, licensing requirements, permitting and other construction related requirements are met. The awarded contractor must certify that they are capable of meeting the minimum specifications of the project.

The Procurement Official may procure small construction projects costing more than \$25,000 up to a maximum of \$80,000 by obtaining a minimum of two competitive quotes that include minimum specifications and shall award to the contractor with the lowest quote that meets the specifications after documenting that all applicable building code approvals, licensing requirements, permitting and other construction related requirements are met.

For construction projects where the total estimated accumulated building project cost exceeds \$80,000, the District shall follow the procedures set forth in Policy CCA.

[Utah Admin. Rules R33-105-106 \(May 23, 2022October 22, 2024\)](#)
[Utah Code § 53E-3-703 \(2019\)](#)

Design Professional Small Purchase Process—

After reviewing the qualifications of a minimum of three design professionals, the Procurement Official may obtain design professional services by direct negotiation up to a maximum of \$80,000 per project after reviewing the qualifications of a minimum of three design professional firms. Prior to using the design professional small purchase process, the District shall establish minimum specifications.

When using an approved vendor list in a small-purchase design professional procurement, the District will select at least three design professional firms from the list using one of the following methods:

- A rotation system, organized alphabetically, numerically, or randomly;
- Assignment of vendors to a specified geographic area;
- Assignment of vendors based on each vendor's particular expertise or field;
or
- Another method approved by the Procurement Official.

After selecting three firms, the District shall rank the firms in order and begin negotiations, up to \$80,000, with the highest-ranked firm. If an agreement cannot be reached with that firm, the District shall move to the next highest ranked firm and so on until a fee agreement is reached. If the District is not able to reach agreement with any of the three firms in the first group, it may select additional firms from the list and repeat the process or may cancel the procurement.

[Utah Admin. Rules R33-105-105 \(May 23, 2022October 22, 2024\)](#)

Professional and Consultant Small Purchase Process—

After reviewing the qualifications of a minimum of three professional service providers or consultants, the Procurement Official may obtain professional services or consulting services up to a maximum of \$80,000 per project by direct negotiation.

If the District uses an approved vendor list in a professional or consultant small-purchase procurement, the District will select a minimum of three potential vendors from the list using one of the following methods:

- A rotation system, organized alphabetically, numerically, or randomly;
- Assignment of vendors to a specified geographic area;
- Assignment of vendors based on each vendor's particular expertise or field;
or
- Another method approved by the Procurement Official.

After selecting three potential vendors from the approved vendor list, the District shall rank the potential vendors in order and begin negotiations, up to \$80,000, with the highest-ranked firm. If an agreement cannot be reached with that firm, the District shall move to the next highest ranked firm and so on until a fee agreement is reached. If the District is not able to reach agreement with any of the three firms in the first group, it may select additional firms from the list and repeat the process or may cancel the procurement.

[Utah Admin. Rules R33-105-1084 \(May 23, 2022 October 22, 2024\)](#)

Improper Use of Small Purchase Process—

It is unlawful and a violation of District policy to, with improper intent, knowingly divide a single procurement into multiple smaller procurements, including by dividing an invoice or purchase order into multiple invoices or purchase orders, if the single procurement would not have qualified as a small purchase and one or more of the multiple smaller procurements qualify as a small purchase. "Improper intent" means the intent either (a) to avoid having to use a standard procurement process (other than small purchase) that would otherwise be required or (b) to make one or more of the multiple smaller procurements fall under any small purchase threshold (individual item, single purchase aggregate, or annual cumulative). Caution should be exercised with using purchase cards, and employees should not split purchases with such cards to stay under daily purchase limits on purchase cards or the established purchasing thresholds.

[Utah Code § 63G-6a-506\(8\) \(2021 2025\)](#)

Additional purchases of the same type of item may be necessary if, for example, it is determined after an order is placed or received that an insufficient quantity was ordered or that incorrect sizes were obtained. If additional purchases of the same item are necessary, for these or other reasons, the employee initiating the purchase must provide a written explanation of the purpose of the purchase and justification as to why it is not considered splitting a purchase. This written explanation should be retained with the vendor invoice.

Procurement: Exceptions to Standard Procurement Processes

Exceptions to Standard Procurement Processes—

Any procurement by the District must either be done through one of the standard procurement processes or under a valid exception to those standard processes. The standard procurement processes are (1) bidding, as described in Policies CBB and CBC; (2) requests for proposals, as described in Policy CBD; and (3) small purchases, as described in Policy CBE. The exceptions to the standard procurement processes are sole source procurement, transitional costs/best interest procurement, specified circumstances procurement, trial use contracts, contract extension, emergency procurement, community rehabilitation program procurement, and prison industry goods procurement. The requirements relating to each exception are set forth in this policy.

[Utah Code § 63G-6a-103\(~~8283~~\), \(~~8889~~\) \(20242025\)](#)

[Utah Code § 63G-6a-802 \(2024\)](#)

[Utah Code § 63G-6a-803 \(2021\)](#)

[Utah Code § 63G-6a-804 \(2020\)](#)

[Utah Code § 63G-6a-805 \(~~2016~~2025\)](#)

[Utah Admin. Rules R33-108-101 \(~~May-23, 2022~~October 22, 2024\)](#)

Notice of Intent to Award Without Standard Procurement Process—

Before the District may award a contract under the sole source, transitional costs/best interest, or specified circumstances procurement processes (rather than one of the standard procurement processes), a “Notice of Intent to Award a Contract Without Engaging in a Standard Procurement Process” must be approved by the Procurement Official. The District may use the form prepared by the Procurement Policy Board or may use its own form, but the notice must be in writing and include, at a minimum, the following information:

1. A description of the procurement item (including, when applicable, the proposed scope of work);
2. The total value of the procurement item (including, when applicable, the actual or estimated full lifecycle cost of maintenance and service agreements);
3. The duration of the proposed contract;
4. The signature of an authorized official of the District; and
5. Research by the District establishing the necessary elements for the alternative method to be used, as follows:
 - a. For sole source procurement, showing that there are no other competing vendors or sources for the procurement item in accordance with the requirements set out below;

- b. For transitional costs/best interest procurement, showing that transitional costs are a significant consideration in selecting the procurement item and the results of a cost benefit analysis documenting that transitional costs are unreasonable or cost-prohibitive and that awarding the contract without engaging in a standard procurement process is in the best interest of the District, in accordance with the requirements set out below; and
- c. For specified circumstances procurement, the other circumstances which make awarding a contract through a standard procurement process impractical and not in the best interest of the District, in accordance with the requirements set out below.

After approval of the notice by the Procurement Official, before a contract may be awarded the District must also post the notice if the cost of the procurement being considered exceeds \$50,000. This posting must be in accordance with Policy CBA.

Posting of the notice is also not required for procurements which are for the following procurement items:

1. Public utility services
2. Conference and convention facilities with unique or specialized amenities, abilities, location, or services
3. Conference fees, including materials
4. Speakers or trainers with unique or proprietary presentations or training materials
5. Hosting of dignitaries (in-state, out-of-state, or international)
6. International, national, or local promotion of the state or a public entity
7. An award when the Legislature identifies the intended recipient of a contract
8. An award to a specific supplier, service provider, or contractor if the award is a condition of a donation or grant that will fund the full cost of the supply, service, or construction item
9. Catering services at government functions where the event requires a caterer with unique and specialized qualifications, skills, and abilities
10. Other circumstances as determined in writing by the Procurement Official

Even though posting of the notice is not required by statute or regulation, the Procurement Official may require the notice to be posted if deemed necessary to uphold the fair and equitable treatment of all persons who deal with the procurement system.

[Utah Code § 63G-6a-112 \(2021\)](#)

[Utah Code § 63G-6a-802\(3\) \(2024\)](#)

[Utah Admin. Rules R33-108-101d \(May 23, 2022October 22, 2024\)](#)

[Utah Admin. Rules R33-108-101e \(May 23, 2022October 22, 2024\)](#)

Contesting a Non-Standard Procurement Process—

A person may contest the notice of intent to award a contract without engaging in a standard procurement process before the closing of the public notice period set forth in Policy CBA by submitting the following information in writing to the Procurement Official: (a) the name of the contesting person and (b) a detailed explanation of the challenge. Depending on the type of non-standard process, the detailed explanation of the challenge would include documentation that there are other competing sources for the procurement item, or that transitional costs are not significant, unreasonable, or cost-prohibitive, or that a standard procurement process is in the best interest of the conducting procurement unit.

Upon receipt of a challenge contesting an award of a contract without engaging in a standard procurement process, the Procurement Official shall conduct an investigation to determine the validity of the challenge and make a written determination either supporting or denying the challenge.

If a challenge is upheld, the District shall either cancel the procurement or shall conduct a standard procurement process for the procurement item being considered. If a challenge is not upheld, the District may proceed with awarding a contract without engaging in a standard procurement process.

By contesting or challenging a notice of intent to use a non-standard process, a vendor does not waive the right to file a protest under the procurement code or District policies.

[Utah Admin. Rules R33-108-101f \(May 23, 2022October 22, 2024\)](#)

Negotiation for Best Terms

When the District procures under the sole source, transitional costs/best interest, or specified circumstances procurement processes (rather than one of the standard procurement processes), the Procurement Official shall negotiate with the contractor to ensure that the terms of the contract, including price and delivery, are in the best interest of the District.

[Utah Code § 63G-6a-802\(4\) \(2024\)](#)

Sole Source Procurement—

Required Conditions for Sole Source Procurement

The District may award a contract for a procurement item without engaging in a standard procurement process if the Procurement Official makes a written determination that there is only one source for the procurement item. Circumstances in which a sole source procurement award may be justified include procurements for (a) a procurement item for which there is no comparable product or service, such as a one-of-a-kind item available from only one vendor, (b) a component or replacement part for which there is no commercially available substitute, and which can be obtained only directly from the manufacturer, or (c) an exclusive maintenance, service, or warranty agreement. An urgent or unexpected

circumstance or requirement for a procurement item does not justify a sole source procurement.

[Utah Code § 63G-6a-103\(8182\), \(8283\) \(20242025\)](#)
[Utah Code § 63G-6a-802\(1\)\(a\) \(2024\)](#)
[Utah Admin. Rules R33-108-101a \(May 23, 2022October 22, 2024\)](#)

Process for Sole Source Procurement

Before awarding a contract in a sole source procurement, the District must follow the procedure outlined above for the “Notice of Intent to Award a Contract Without Engaging in a Standard Procurement Process.” In addition, the Procurement Official shall, when practicable, conduct a price analysis in accordance with Utah Admin. Rules R33-112-603.

[Utah Admin. Rules R33-108-101a \(May 23, 2022October 22, 2024\)](#)

Transitional Costs / Cost-Benefit Analysis Procurement—

The District may award a contract for a procurement item without engaging in a standard procurement process if the Procurement Official makes a written determination that transitional costs are a significant consideration in selecting a procurement item and the results of a cost-benefit analysis demonstrate that transitional costs are unreasonable or cost-prohibitive and that awarding a contract without engaging in a standard procurement process is in the best interest of the District.

[Utah Code § 63G-6a-802\(1\)\(b\) \(2024\)](#)
[Utah Admin. Rules R33-108-101\(1\)\(b\) \(May 23, 2022October 22, 2024\)](#)

Definitions

“Transitional costs” mean the costs of changing from an existing provider of, or type of, a procurement item to another provider of, or type of, procurement item, including training costs, conversion costs, compatibility costs, costs associated with system downtime, disruption of service costs, staff time necessary to implement the change, installation costs, and ancillary software, hardware, equipment, or construction costs. “Transitional costs” do not include (1) the costs of preparing for or engaging in a procurement process, or (2) contract negotiation or contract drafting costs, or (3) costs associated with a trial use or testing of a procurement item under a trial use contract.

[Utah Code § 63G-6a-103\(9596\) \(20242025\)](#)

“Competing type of procurement item” means a type of procurement item that is the same, equivalent, or superior to the existing type of procurement item currently under contract in all material aspects including performance, specifications, scope of work, and provider qualifications, certifications, and licensing.

[Utah Admin. Rules R33-108-101b\(1\)\(a\) \(May 23, 2022October 22, 2024\)](#)

“Competing provider” means another provider other than the existing provider under contract that provides a competing type of procurement item.

[Utah Admin. Rules R33-108-101b\(1\)\(b\) \(~~May 23, 2022~~October 22, 2024\)](#)

“Significant,” “unreasonable or cost-prohibitive” transitional costs are defined as costs associated with changing from an existing provider of a procurement item to another provider of that procurement item or from an existing type of procurement item to another type that (a) constitute a measurably large amount that would likely have an influence or effect on the award of a contract if a competitive procurement were to be conducted for the procurement item being considered; and (b) provides a compelling justification for not conducting a competitive standard procurement process.

[Utah Admin. Rules R33-108-101b\(1\)\(c\) \(~~May 23, 2022~~October 22, 2024\)](#)

Cost-benefit analysis

Before awarding a contract under the transitional costs/cost-benefit procurement process, the District shall complete a written cost-benefit analysis with regard to the procurement to determine whether the procurement is permitted. The cost-benefit analysis shall be considered by the Procurement Official before approving the procurement. This cost-benefit analysis should not be overly time-consuming to complete, nor should it involve hiring costly consultants or engaging in costly financial analysis.

[Utah Admin. Rules R33-108-101b\(5\), \(6\) \(~~May 23, 2022~~October 22, 2024\)](#)

The cost-benefit analysis must consider the following transitional costs: (a) costs that are directly associated with changing from an existing provider of a procurement item to a competing provider of that procurement item or from an existing type of procurement item to a competing type of procurement item; and (b) A full lifecycle cost analysis of the existing type of procurement item and competing type of procurement items to determine which procurement item is more cost-effective.

[Utah Admin. Rules R33-108-101b\(2\) \(~~May 23, 2022~~October 22, 2024\)](#)

The cost-benefit analysis may consider the following transitional costs: (a) any costs identified in the definition of “transitional costs” set forth above, (b) costs offered by a competing provider for a competing type of procurement item in a competitive bid or request for proposals process conducted within the last 12 months, (c) costs offered by a competing provider for a competing type of procurement item in a competitive bid or request for proposals process conducted before the most recent 12 months, updated using an applicable price index, (d) written cost estimates obtained by the District from a competing provider(s) for a competing type of procurement item, and (e) other transitional costs determined to be applicable by the Procurement Official.

[Utah Admin. Rules R33-108-101b\(3\) \(~~May 23, 2022~~October 22, 2024\)](#)

The cost-benefit analysis may NOT consider the following costs: (a) costs excluded from the definition of “transitional costs” above, (b) data provided by the existing provider for establishing either the market value of the existing type of

procurement item or a competing provider's price for a competing type of procurement item, (c) costs associated with any other procurement item other than the existing type of procurement item or a competing type of procurement item, (d) non-monetary factors, such as the provider's performance, agency preference, and other data or information not specific to the transitional costs associated with the existing type of procurement item or a competing type of procurement item, (e) factors other than the monetary transitional costs directly associated with changing from an existing provider of a procurement item to a competing provider of that procurement item or from an existing type of procurement item to a competing type of procurement item, and (f) other transitional costs or other information deemed inappropriate by the Procurement Official.

[Utah Admin. Rules R33-108-101b\(4\) \(May 23, 2022October 22, 2024\)](#)

Specified Other Circumstances Procurement—

The District may award a contract for a procurement item without engaging in a standard procurement process if the Procurement Official makes a written determination that awarding a contract through a standard procurement process is impractical and not in the best interest of the District.

[Utah Code § 63G-6a-802\(1\)\(c\) \(2024\)](#)

[Utah Admin. Rules R33-108-101\(1\)\(e\) \(May 23, 2022October 22, 2024\)](#)

In considering whether the use of a standard procurement process is impractical and not in the best interest of the District, the Procurement Official may consider the following circumstances:

1. awarding the contract to a specific supplier, service provider, or contractor is a condition of a donation or grant that will fund the full cost of the supply, service, or construction item;
2. the procurement item is public utility services and only one public utility service of the type is available in an area;
3. the procurement item is one where compatibility is the overriding consideration; or
4. the procurement item is a used item that presents a unique, specialized, or time-limited buying opportunity.

[Utah Admin. Rules R33-108-101c \(May 23, 2022October 22, 2024\)](#)

Prior to awarding a contract under this process, the District must follow the procedure outlined above for the "Notice of Intent to Award a Contract Without Engaging in a Standard Procurement Process."

[Utah Admin. Rules R33-108-101d \(May 23, 2022October 22, 2024\)](#)

Trial Use Contracts—

A "trial use contract" is a contract between the District and a vendor for a procurement item where the purpose of the contract is(1) to determine whether the

item will benefit the District, (2) to assess the feasibility of an item that is new or innovative or has a proposed use or application that is novel or unproven, or (3) to evaluate whether to conduct a standard procurement process for the item being tested.

[Utah Code § 63G-6a-802.3\(1\)\(a\) \(2020\)](#)

The District may award a trial use contract without engaging in a standard procurement process if the contract is (1) awarded for a procurement item that is not already available to the District under an existing contract, (2) restricted to the procurement of a procurement item in the minimum quantity and for the minimum period of time necessary to test the procurement item, (3) the only trial use contract for the District for the same procurement item; and (4) not used to circumvent the purposes and policies of the Procurement Code.

[Utah Code § 63G-6a-802.3\(1\)\(b\) \(2020\)](#)

The period of trial use or testing of a procurement item under a trial use contract may not exceed 24 months, unless the Procurement Official provides a written exception documenting the reason for a longer period.

[Utah Code § 63G-6a-802.3\(2\) \(2020\)](#)

A trial use contract shall:

- state that the contract is strictly for the purpose of the trial use or testing of a procurement item;
- state that the contract terminates upon completion of the trial use or testing period;
- state that the District is not obligated to purchase or enter into a contract for the procurement item, regardless of the trial use or testing result;
- state that any purchase of the procurement item beyond the terms of the trial use contract will be made in accordance with the Procurement Code; and
- include, as applicable:
 - test schedules;
 - deadlines and a termination date;
 - measures that will be used to evaluate the performance of the procurement item;
 - any fees and associated expenses or an explanation of the circumstances warranting a waiver of those fees and expenses;
 - the obligations of the District and vendor;
 - provisions regarding the ownership of the procurement item during and after the trial use or testing period;
 - an explanation of the grounds upon which the contract may be terminated;

- a provision relating to any required bond or security deposit; and
- other requirements unique to the procurement item for trial use or testing.
[Utah Code § 63G-6a-802.3\(3\) \(2020\)](#)

The District is not required to publish notice of a trial use contract.

[Utah Code § 63G-6a-802.3\(4\) \(2020\)](#)

Contract Extension—

The Procurement Official may extend an existing contract without engaging in a standard procurement process as stated in this section.

A contract extension does not involve a standard procurement process. Because one of the purposes and policies of the Procurement Code is to ensure the fair and equitable treatment of all persons who deal with the procurement system and to foster effective broad-based competition within the free enterprise system, and the most effective way to achieve this is by conducting a standard procurement process when public funds are expended for a procurement item, a contract extension should only be used after thorough analysis and proper justification.

[Utah Admin. Rules R33-108-110\(1\) \(May 23, 2022October 22, 2024\)](#)

Avoidance of contract extensions

In fulfillment of its contract administration duties, the District shall maintain a process or system for tracking contract expiration dates to determine well in advance of a contract expiration date if there is a continuing need for the procurement item. If the District determines there is a continuing need for the procurement item, the District unit shall when practicable initiate a standard procurement process no later than 90 days before the contract expiration date of an existing contract and no later than 45 days before the contract expiration date, publish, if applicable, a solicitation for the procurement item. However, if the District determines that a procurement will be complex or involve a change in industry standards or new specifications requiring negotiations, the District shall initiate a standard procurement process no later than 180 days before the contract expiration date and no later than 45 days before the contract expiration date, publish, if applicable, a solicitation for the procurement item.

[Utah Admin. Rules R33-108-110\(2\) \(May 23, 2022October 22, 2024\)](#)

Circumstances which do not justify contract extension

Contract extension is not justified if there has been an intentional delay in conducting a standard procurement process to award a contract to replace an expiring contract, or if there has been an intentional delay in executing a contract to replace an expiring contract. An improper avoidance of use of a standard procurement process to extend the duration of an existing contract with a vendor may be considered steering a contract to a favored provider, which is unlawful conduct.

[Utah Admin. Rules R33-108-110\(3\), \(4\) \(May 23, 2022October 22, 2024\)](#)

Process for contract extension

An existing contract may be extended for a period not to exceed 120 days if:

- an extension is necessary to either
 - avoid a lapse in a critical governmental service, or
 - to mitigate a circumstance that is likely to have a negative impact on public health, safety, welfare, or property, and
- the District is engaged in a standard procurement process for an item that is the subject of the contract being extended, and
 - the standard procurement process is delayed due to unintentional error, or
 - a change in industry standards requires one or more significant changes to specifications for the procurement item, or
 - the extension is necessary to either
 - prevent the loss of federal funds, or
 - mitigate the effects of a delay of a state or federal appropriation, or
 - to enable the District to continue to receive a procurement item during a delay in the implementation of a contract awarded pursuant to a procurement that has already been conducted, or
 - to enable the District to continue to receive a procurement item during a period of time during which negotiations with a vendor under a new contract for the item are being conducted;

An existing contract may be extended for the period of a protest, appeal, or court action if such protest, appeal, or court action is the reason for delaying the award of a new contract.

An existing contract may be extended for a period exceeding 120 days if, after consulting with the attorney general or the District's attorney, the Procurement Official determines in writing that the extension does not violate state or federal antitrust laws and is consistent with the purpose of ensuring the fair and equitable treatment of all persons who deal with the procurement system.

[Utah Code § 63G-6a-802.7 \(2020\)](#)

Emergency Procurement—

Notwithstanding any other District policy regarding procurement, the Procurement Official may authorize an emergency procurement without using a standard procurement process if the procurement is necessary to mitigate circumstances that create harm or risk of harm to public health, safety, welfare, or property, including a natural disaster. For purposes of emergency procurement, a "natural disaster" exists when the following are present:

1. Either the president of the United States has declared an emergency or natural disaster in Utah or the governor has declared a state of emergency under Utah Code Title 53, Chapter 2a, Part 2 (Disaster Response and Recovery Act); and
2. One or more of the following has caused widespread damage:
 - a. An explosion;
 - b. Fire;
 - c. A flood;
 - d. A storm;
 - e. A tornado;
 - f. Winds;
 - g. An earthquake;
 - h. Lightning; or
 - i. Other adverse weather event.

Circumstances that may create harm or risk of harm to public health, welfare, safety, or property include:

1. damage to a facility or infrastructure resulting from flood, fire, earthquake, storm, or explosion;
2. failure or imminent failure of a public building, equipment, road, bridge or utility;
3. terrorist activity;
4. epidemics;
5. civil unrest;
6. events that impair the ability of a public entity to function or perform required services;
7. situations that may cause harm or injury to life or property; or
8. other conditions as determined in writing by the Procurement Official.

Emergency procurements are limited to those procurement items necessary to mitigate the emergency.

The District shall ensure that the procurement is made with as much competition as reasonably practicable (through use of phone quotes, Internet quotes, limited invitations to bid, or other selection methods) while avoiding harm, or risk of harm, to the public health, safety, welfare, property, or impairing the ability of a public entity (including the District) to function or perform required services.

Within 14 days of making an emergency procurement, the District shall make available on its website a written document describing the specific emergency that necessitated the procurement, the name of the highest-ranking District official that approved the procurement, and each written contract related to the procurement

The term of a contract entered into for an emergency procurement may be no longer than 30 days, unless the procurement is related to a natural disaster, in which case the term may be up to 60 days. These time limitations do not apply to the emergency procurement of legal services, but a person hired by emergency procurement to provide legal services may not under such contract hire or otherwise provide remuneration to a consultant for services related to any topic that is not directly related to the legal services for which the person was hired.

[Utah Code § 63G-6a-803 \(2021\)](#)

[Utah Admin. Rules R33-108-401 \(May 23, 2022October 22, 2024\)](#)

Procurement from Community Rehabilitation Programs—

The Utah Purchasing from Persons with Disabilities Advisory Board establishes a preferred procurement contract list of goods and services available for purchase from community rehabilitation programs, developing, maintaining, and approving a preferred procurement contract list of goods and services. Unless the fiscal year threshold has been reached as stated below, the District shall purchase goods and services using this preferred procurement contract list if:

- the good or service offered for sale by a community rehabilitation program reasonably conforms to the needs and specifications of the District;
- the community rehabilitation program can supply the good or service within a reasonable time; and
- the price of the good or service is reasonably competitive with the cost of procuring the good or service from another source.

Procurement from this preferred procurement contract list may be done without using a standard procurement process.

The requirement that the District purchase available goods from this preferred procurement contract list does not apply during a particular fiscal year if the Division of Purchasing and General Services determines that the total amount of procurement contracts with community rehabilitation programs has reached \$5 million for that fiscal year.

[Utah Code § 63G-6a-805\(4\), \(7\), \(9\) \(20162025\)](#)

Purchase of Prison Industry Goods—

The District may purchase goods and services from the Utah Correctional Industries Division without following a standard procurement process. The director of Utah Correctional Industries publishes a catalog of goods and services which includes a description and price of each item offered for sale. In determining whether to procure a goods or services from the Correctional Industries Division, the

Procurement Official shall consider whether such procurement is in the best interests of the District, including for example (a) whether the good or service meets the reasonable requirements of the District, (b) when the good or service can be supplied by the division, and (c) whether the cost of the good or service, including basic price, transportation costs, and other expenses of acquisition, is competitive with the cost of procuring the item from another source.

[Utah Code § 63G-6a-804 \(2020\)](#)

Procurement: *Interaction with Other Procurement Units*

Agreements With Other Procurement Units—

The District may enter into an agreement with one or more other public entities to do any of the following:

- sponsor, conduct, or administer a cooperative agreement for either the procurement of a procurement item, in accordance with this policy, or for the disposal of a procurement item;
- cooperatively use a procurement item;
- commonly use or share warehousing facilities, capital equipment, and other facilities;
- provide personnel, if the receiving public entity pays the public entity providing the personnel the direct and indirect cost of providing the personnel, in accordance with the agreement; or
- Purchase from, contribute to, or otherwise participate in a pooled governmental funds program for the purpose of acquiring or sharing information, data, reports, or other services in accordance with the terms of the agreement.

[Utah Code § 63G-6a-2102 \(2020\)](#)

Compliance by One is Compliance for All—

When a procurement unit that administers a cooperative procurement complies with the requirements of the Utah Procurement Code, any procurement unit participating in the purchase is considered to have complied with the procurement code. However, neither the District nor any other procurement unit may enter into a cooperative procurement agreement for the purpose of circumventing the Utah Procurement Code, rules of the Procurement Policy Board, or the District's procurement policies.

[Utah Code § 63G-6a-2104 \(2014\)](#)

Requirements—

The District may participate in, sponsor, conduct, or administer a cooperative procurement with another Utah procurement unit or another public entity in Utah, if the following requirements are met:

1. each party unit involved in the cooperative procurement enters into an agreement describing the rights and duties of each party;

2. the procurement is conducted, and the contract awarded, in accordance with the requirements of the Procurement Code, rules of the Procurement Policy Board, and the District's procurement policies;
3. the solicitation both
 - a. clearly indicates that the procurement is a cooperative procurement and
 - b. identifies each party that may purchase under the resulting contract; and
4. each party involved in the cooperative procurement signs a participating addendum describing its rights and obligations in relation to the resulting contract

[Utah Code § 63G-6a-2105\(4\)\(b\) \(2016\)](#)

Purchases from Other Procurement Units—

The District is not required to meet the requirements of the Procurement Code, Procurement Policy Board rules, or District procurement policies to purchase a procurement item from another public entity. This does not permit the District to obtain a procurement item under another public entity's contract, except as provided for with respect to State contracts below. To the extent that the District makes items that it produces or provides available for purchase by other procurement units, the District may also publish a schedule of costs or fees for those items.

[Utah Code § 63G-6a-2103 \(2020\)](#)

[Utah Code § 63G-6a-107.6\(1\)\(a\) \(20242025\)](#)

Grants Not Subject to Procurement Code—

Except for those parts which relate to unlawful conduct and penalties, the Utah Procurement Code, the rules of the Procurement Policy Board, and the District's procurement policies do not apply to grants awarded to the District.

[Utah Code § 63G-6a-107.6\(3\)\(b\) \(20242025\)](#)

Federal Government Exception to Procurement Requirements—

The District may contract with the federal government without going through a standard procurement process or an exception to a standard procurement process if the procurement item obtained under the contract is provided either (a) directly by the federal government and not by a person contracting with the federal government, or (b) by a person under contract with the federal government that obtained the contract in a manner that substantially complies with the Utah Procurement Code. However, the District may not obtain a procurement item under a contract held by the United States General Services Administration, unless, based upon documentation provided by the District, the Director of the State Division of Purchasing and General Services determines in writing that the United States General Services Administration procured the contract in a manner that substantially complies with the Utah Procurement Code.

[Utah Code § 63G-6a-2105\(4\)\(a\), \(6\) \(2016\)](#)

Participating in a State Contract—

A “cooperative purchasing organization” is an organization, association, or alliance of purchasers established to combine purchasing power in order to obtain the best value for the purchasers by engaging in cooperative procurements in accordance with the Procurement Code. The District may obtain a procurement item from a state cooperative contract or a contract awarded by the state’s chief procurement officer or that resulted from a cooperative procurement between the state’s chief procurement officer and another state, a cooperative purchasing organization, or a public entity inside or outside of Utah, without signing a participating addendum if the solicitation used to obtain the contract includes a statement indicating that the resulting contract will be issued on behalf of public entities and, as applicable, nonprofit organizations and agencies of the federal government.

[Utah Code § 63G-6a-103\(~~1920~~\) \(20242025\)](#)
[Utah Code § 63G-6a-2105\(1\), \(2\) \(2016\)](#)

Procurement: Contractor Oversight

Audits—

The District or an audit entity under contract with the District may, at reasonable times and places, audit the books and records of a contractor or subcontractor which are related to the applicable contract or subcontract.

[Utah Code § 63G-6a-1206.3\(3\), \(4\) \(2016\)](#)

Inspections—

Contracts may provide that the District may inspect procurement items at the contractor's or subcontractor's facility and perform tests to determine whether the procurement items conform to solicitation and contract requirements.

[Utah Admin. Rules R33-112-703 \(July 8, 2024October 22, 2024\)](#)

Inspections or tests shall be performed so as not to unduly delay the work of the contractor or subcontractor. No inspector may change the specifications or the contract without written authorization of the Procurement Officer or Board of Education or its designee. The presence or absence of an inspector or an inspection may not relieve the contractor or subcontractor from any requirements of the contract.

When an inspection is made, the contractor or subcontractor shall provide without charge all reasonable facilities and assistance for the safety and convenience of the person performing the inspection or testing.

[Utah Admin. Rules R33-112-704 \(July 8, 2024October 22, 2024\)](#)

Procurement: Education Contractor Oversight

Definitions—

In this Policy:

1. “Educational good or service” means a good or service that is required or regulated under Utah Code Titles 53E, 53F, or 53G or Utah State Board of Education rule.
2. “Education service provider” means a third-party provider that provides academic instruction to students that yields grades or credit.

[Utah Code § 53E-3-401\(1\)\(b\) \(20202025\)](#)

[Utah Admin. Rules R277-115-2\(1\), \(2\) \(July 89, 2024\)](#)

Oversight of Educational Good or Service Contractors—

The District shall maintain oversight of each contractor who provides an educational good or service on behalf of the District as follows:

1. The District shall develop a written monitoring plan to supervise the educational good or service being provided which includes ensuring that the contractor is complying with federal and state law and Utah State Board of Education rules.
2. The District shall monitor and supervise the contractor’s activities relating to the educational good or service being provided and shall maintain documentation of the District’s supervisory activities.
3. At least once per year, the District shall review the monitoring plan and documentation of the monitoring activities with the District’s audit committee.

The District shall maintain records documenting educational services provided by contractors and payments made for educational goods and services.

[Utah Admin. Rules R277-115-4\(1\)\(b\) through \(f\), \(3\) \(July 89, 2024\)](#)

Oversight of Education Service Providers—

In addition to the oversight as an educational good or service contractor, the District shall maintain oversight of an education service provider as follows:

1. The District shall ensure that each staff member of the education service provider receives a background check and ongoing monitoring as required by Policy DAC and holds appropriate license, license areas of concentration, and endorsements as required by Policy DAB. (The District may not record provider staff as teachers with an assignment in CACTUS or USIMS.)
2. The District shall ensure that a student identified as having a disability under IDEA or Section 504 receives a free and appropriate public education.

3. The District shall require the education service provider to inform the District of any student that the provider suspects of having a disability so that the District can fulfill its IDEA child find responsibilities.
4. The District (not the provider) shall register all students receiving services from the provider and shall verify the accuracy and validity of the student's enrollment verification data before enrolling the student. The District shall also provide notice to the student and the student's parent that the student has been enrolled in a school or program within the District.

[Utah Admin. Rules R277-115-3\(1\) to \(4\) \(July 89, 2024\)](#)

[Utah Admin. Rules R277-115-4\(2\) \(July 89, 2024\)](#)

Responsibility for Education Goods and Services—

In the event the District cancels a contract with an educational good or service provider, the District shall continue to provide the educational goods or services to enrolled students for the rest of the school year and shall notify parents of (1) the planned elimination of the specific educational good or service provided by the contractor, (2) the status of the student's enrollment, and (3) any steps required of a student to transfer or unenroll.

[Utah Admin. Rules R277-115-4\(4\) \(July 89, 2024\)](#)

Procurement of Construction: Construction Bonds and Security

Bid Security Requirements—

Bid security in an amount equal to at least 5% of the amount of the bid shall be required for all competitive bidding for construction contracts estimated to exceed \$50,000. The Procurement Official may require an acceptable bid security for construction projects of \$50,000 or less. Bid security shall be a bond provided by a surety company authorized to do business in this state, the equivalent in cash, or any other form satisfactory to the District.

When a bidder fails to comply with the requirement for bid security described in the invitation for bids, the bid shall be rejected as nonresponsive.

After the bids are opened, they shall be irrevocable for the period specified in the invitation for bids. If a bidder is permitted to withdraw a bid before award, no action shall be taken against the bidder or the bid security. If the successful bidder fails or refuses to enter into the contract or furnish the additional bonds required, then the bidder's bid security may be forfeited.

When issuing an invitation for a bid, the Procurement Official may not require a person or entity who is bidding for a contract to obtain a bond from a specific insurance or surety company, producer, agent, or broker.

[Utah Code § 63G-6a-1102 \(2020\)](#)

[Utah Code § 63G-6a-1103\(3\) \(2020\)](#)

[Utah Admin. Rules R33-111-201 \(January 22, 2021October 22, 2024\)](#)

Required Bonds—

When a construction contract is awarded by the District in excess of \$50,000, the contractor to whom the contract is awarded shall deliver the following bonds or security to the District, which shall become binding on the parties upon the execution of the contract:

- a performance bond satisfactory to the District that is in an amount equal to 100% of the price specified in the contract and is executed by a surety company authorized to do business in this state or any other form satisfactory to the District; and
- a payment bond satisfactory to the District that is in an amount equal to 100% of the price specified in the contract and is executed by a surety company authorized to do business in this state or any other form satisfactory to the District, which is for the protection of each person supplying labor, service, equipment, or material for the performance of the work provided for in the contract.

The performance bond shall be delivered to the District within fourteen days of the contractor receiving notice of the award of the construction contract. If the contractor fails to deliver the required performance or payment bond, the contractor's bid shall be rejected, its bid security may be enforced, and award of the contract may be made to the next lowest responsive and responsible bidder or next highest ranked offer.

The Procurement Official may not require a contractor to whom a contract is awarded to obtain a performance or payment bond from a specific insurance or surety company, producer, agent, or broker.

[Utah Code § 63G-6a-1103 \(2020\)](#)

[Utah Admin. Rules R33-111-2301 \(January 22, 2021October 22, 2024\)](#)

[Utah Admin. Rules R33-111-303 \(January 22, 2021October 22, 2024\)](#)

Form of Bonds—

The form of the bonds required by this policy shall be established by rule made by the Procurement Policy Board. Any person may obtain from the District a certified copy of a bond upon payment of the cost of reproduction of the bond and postage, if any.

[Utah Code § 63G-6a-1105 \(2020\)](#)

Waiver of Bonding Requirement—

The Procurement Official may waive any bonding requirement if it determines in writing that:

1. bonds cannot reasonably be obtained for the work involved;
2. the cost of the bond exceeds the risk to the District; or
3. bonds are not necessary to protect the District's interests.

If the District fails to obtain a payment bond it may become liable for unpaid amounts as provided by [Utah Code § 14-1-19](#).

[Utah Admin. Rules R33-111-303\(2\) \(January 22, 2021October 22, 2024\)](#)

[Utah Admin. Rules R33-111-304 \(October 22, 2024\)](#)

Procurement of Construction: *Limitation on Change Orders*

Limitation on Change Orders—

A “change order” is a written alteration in specifications, delivery point, rate of delivery, period of performance, price, quantity, or other provisions of a contract, upon mutual agreement of the parties to the contract.

Under a construction contract, a change order that increases the contract amount may not be made without prior written certification that the change order is within the determined project or contract budget by either the Business Administrator or another administrator who is responsible for monitoring and reporting upon the status of the costs of the total project or contract budget.

A change order which will result in an increase in the total project or contract budget may not be made, unless either:

1. sufficient funds are added to the project contract or budget, or
2. the scope of the project or contract is adjusted to permit the degree of completion feasible within the total project or contract budget as it existed before the change order under consideration.

[Utah Code § 63G-6a-103\(89\) \(20242025\)](#)

[Utah Code § 63G-6a-1207 \(2012\)](#)

Procurement of Construction: Construction Management Methods

Selection of Construction Management Methods—

The Procurement Official may select the appropriate method of construction contracting management for a particular District construction project. The Procurement Official shall include in the contract file a written statement describing the facts which led to the selection of a particular method of construction contracting management for a particular project.

[Utah Admin. Rules R33-113-204 \(January 22, 2021October 22, 2024\)](#)

Before choosing a construction contracting management method, the Procurement Official shall carefully assess the project requirements and at a minimum shall consider the following factors:

- when the project must be ready to be occupied;
- the type of project (for example, school facilities, offices, support facilities);
- the extent to which the requirements of the District and the way they are to be met are known;
- the location of the project;
- the size, scope, complexity, and economics of the project;
- the amount, type, and source of funding and any resulting constraints necessitated by the funding source;
- the availability, qualification, and experience of District personnel to be assigned to the project and the amount of time that the District personnel can devote to the project;
- the availability, qualifications, and experience of outside consultants and contractors to complete the project under the various methods being considered;
- the results achieved on similar past projects and the methods used on those projects; and
- the comparative advantages and disadvantages of the construction contracting method and how methods might be adapted or combined to fulfill the District's needs.

[Utah Code § 63G-6a-1302\(2\), \(3\) \(2022\)](#)

[Utah Admin. Rules R33-113-203\(3\) \(January 22, 2021October 22, 2024\)](#)

Common Construction Management Methods—

The following descriptions are provided for the more common construction contracting management methods which may be used by the District. The methods described are not mutually exclusive and may be combined on a project. These descriptions are not intended to be fixed in respect to construction projects. In each project, these descriptions may be adapted to fit the circumstances of that project.

1. **Single Prime (General) Contractor.** The single prime contractor method is typified by one business, acting as a general contractor, contracting with the District to timely complete an entire construction project in accordance with drawings and specifications provided by the District. Generally, the drawings and specifications are prepared by an architectural or engineering firm under contract with the District. Further, while the general contractor may take responsibility for successful completion of the project, much of the work may be performed by specialty contractors with whom the prime contractor has entered into subcontracts.
2. **Multiple Prime Contractors.** Under the multiple prime contractor method, the District contracts directly with a number of general contractors or specialty contractors to complete portions of the project in accordance with the District's drawings and specifications. The District may have primary responsibility for successful completion of the entire project, or the contracts may provide that one or more of the multiple prime contractors has this responsibility.
3. **Design-Build.** In a design-build project, an entity, often a team of a general contractor and a designer, contract directly with the District to meet the District's requirements as described in a set of performance specifications and/or a program. Design responsibility and construction responsibility both rest with the design-build contractor. This method can include instances where the design-build contractor supplies the site as part of the package.
4. **Construction Manager Not at Risk.** A construction manager is a person experienced in construction that has the ability to evaluate and to implement drawings and specifications as they affect time, cost, and quality of construction and the ability to coordinate the construction of the project, including the administration of change orders as well as other responsibilities as described in the contract.
5. **Construction Manager or General Contractor (Construction Manager at Risk).** The District may contract with the construction manager early in a project to assist in the development of a cost-effective design. In a Construction Manager/General Contractor (CM/GC) method, the CM/GC becomes the general contractor and is at risk for the responsibilities of a general contractor for the project, including meeting the specifications, complying with applicable laws, rules and regulations, that the project will be completed on time and will not exceed a specified maximum price.

[Utah Admin. Rules R33-113-203\(54\) \(January 22, 2021October 22, 2024\)](#)

Construction Manager / General Contractor—

Subject to this policy, the District may use a construction manager or general contractor as one method of construction contracting management. The construction manager or general contractor shall be selected using a standard procurement process or a valid exception to a standard process. In addition, when entering into a subcontract that was not specifically included in the construction manager or general contractor's cost proposal, the construction manager or general contractor shall procure the subcontractor by using a standard procurement process or a valid exception to a standard process in the same manner as if the subcontract work was procured directly by the District. A construction manager or general contractor contract may include provision by the contractor of operations, maintenance, or financing.

[Utah Code § 63G-6a-1302\(4\), \(5\), \(8\) \(2022\)](#)

[Utah Admin. Rules R33-113-205\(1\), \(2\) \(January 22, 2021October 22, 2024\)](#)

Design-Build Contract—

Subject to this policy, the District may use a design-build provider as one method of construction contracting management. A design-build contract may include a provision for obtaining the site for the construction project. A design-build contract may include provision by the contractor of operations, maintenance, or financing.

[Utah Code § 63G-6a-1302\(6\), \(7\) \(2022\)](#)

Procurement of Construction: *Procurement of Design Professional Services*

General Policy—

The District shall publicly announce all requirements for design professional services through a request for statement of qualifications and shall negotiate contracts for such services on the basis of demonstrated competence and qualification for the type of services required and at fair and reasonable prices. Such services shall be procured as provided in this policy except as otherwise provided in Policy CBDA regarding vendor qualification, Policy CBE regarding small purchase procurement, and Policy CBF regarding sole source and emergency procurement. This policy does not apply to the hiring of an architect or engineer as an employee of the District.

[Utah Code § 63G-6a-1502 \(2020\)](#)

Request for Statement of Qualifications—

In procuring design professional services, the Procurement Official shall issue a request for statement of qualifications and encourage design professionals engaged in the lawful practice of that profession to submit a statement of qualifications.

[Utah Code § 63G-6a-1502 \(2020\)](#)

[Utah Code § 63G-6a-1503\(1\) \(2015\)](#)

The request for statement of qualifications shall state the type of procurement item to which the request relates, the scope of the work to be performed, the instructions and the deadline for responding to the request, and the criteria to be used to evaluate statements of qualifications.

[Utah Admin. Rules R33-115-301\(2\) \(January 22, 2021October 22, 2024\)](#)

The District may establish criteria in a request for statement of qualifications by which the qualifications of a design professional, as set forth in a statement of qualifications, will be evaluated, including:

1. basic information about the design professional;
2. the design professional's work history and experience;
3. qualifications, licenses and certifications;
4. management and staff;
5. applicable performance ratings earned by the design professional or references for similar work;
6. any quality assurance or quality control plan;
7. the quality of the design professional's past work product;

8. the time, manner of delivery, and schedule of delivery of the design professional services;
9. the design professional's financial solvency or financial statements;
10. any management plan for the project, including key personnel and sub-consultants for the project; and
11. other project specific criteria that the District establishes.

A request for statement of qualifications may not include a request for a price or a cost component for the design professional services.

[Utah Code § 63G-6a-1502.5 \(2015\)](#)

[Utah Admin. Rules R33-115-301\(2\)\(a\)\(iv\) \(~~January 22, 2021~~October 22, 2024\)](#)

Selection Committee—

The District shall establish an evaluation committee for design professional services procurements. The evaluation committee shall consist of at least three members, at least one of which is well-qualified in the profession of architecture or engineering. The District shall ensure that committee members:

1. do not have any conflict of interest with any of the design professionals under consideration;
2. can fairly evaluate each statement of qualifications;
3. do not contact or communicate with any of the design professionals under consideration about the request for qualifications outside of the official evaluation process (from the issuance of the request until the selection is made), and
4. conduct the evaluation in a manner that ensures a fair and competitive process and avoids the appearance of impropriety.

[Utah Code § 63G-6a-1503\(3\) \(2015\)](#)

[Utah Admin. Rules R33-115-201 \(~~January 22, 2021~~October 22, 2024\)](#)

The evaluation committee shall

1. evaluate current statements of qualifications and performance data on file with the District, together with those that may be submitted by other design professionals in response to the announcement of a proposed contract;
2. consider no fewer than three design professionals; and
3. based upon criteria established and published by the District, select no less than three of the design professionals considered to be the most highly qualified to provide the services required.

[Utah Code § 63G-6a-1503\(4\) \(2015\)](#)

Evaluation process

The evaluation committee shall evaluate and score each responsive statement of qualifications that has not been eliminated from consideration using the criteria described in the request for statement of qualifications. Criteria not described in the request for statement of qualifications may not be used to evaluate a statement of qualifications.

An evaluation committee may enter into discussions or conduct interviews with, or attend presentations by, the design professionals whose statements of qualifications are under consideration.

The evaluation committee shall rank the top three highest scoring design professionals, in order of their scores, for the purpose of entering into fee negotiations as provided below.

If fewer than three responsible design professionals submit statements of qualifications that are determined to be responsive but the District determines that it is in the best interest of the District to continue the fee negotiation and the contracting process with less than three design professionals, the Procurement Official shall issue a written determination explaining the basis for this determination.

The deliberations of an evaluation committee may be held in private; however, if the evaluation committee is a public body under the Utah Open and Public Meetings Act, the evaluation committee shall comply with the Act in closing a meeting for its deliberations.

[Utah Code § 63G-6a-1503.5 \(2020\)](#)

Restriction regarding public entities

If the District issues a request for statement of qualifications to procure design professional services and provides public notice of the request, a public entity inside or outside of Utah may not submit a statement of qualifications and the District may not award the contract to perform the design professional services to a public entity. This restriction does not apply to contracts for design professional services related to research activities or technology transfer.

[Utah Code § 63G-6a-1506 \(2020\)](#)

Determination of Compensation—

The Procurement Official shall award a contract to the qualified design professional whose statement of qualifications was awarded the highest score by the evaluation committee at compensation that the Procurement Official determines, in writing, to be fair and reasonable to the District. In making that determination, the Procurement Official shall take into account the estimated value, scope, and professional nature of the services and the complexity of the project or services.

If the Procurement Official is unable to agree to a satisfactory contract with the highest scoring design professional, at a price the Procurement Official determines to be fair and reasonable to the District, the Procurement Official shall formally terminate discussions with that design professional and undertake

discussions with the second highest scoring, qualified design professional. If the Procurement Official is unable to agree to a satisfactory contract with the second highest scoring design professional, at a price the Procurement Official determines to be fair and reasonable to the District, the Procurement Official shall formally terminate discussions with that design professional and undertake discussions with the third highest scoring, qualified design professional. If the Procurement Official is unable to award a contract at a fair and reasonable price to any of the highest scoring design professionals, the Procurement Official shall select additional design professionals and continue discussions in accordance with this section until an agreement is reached.

[Utah Code § 63G-6a-1505 \(2015\)](#)

Procurement of Construction: *Construction and School-Site Acquisition Requirements*

School-Site Acquisition Requirements—

1. Prior to the acquisition of a school site, the District shall notify the following of its intent to acquire the site: (1) an affected local entity, (2) the Utah Department of Transportation, and (3) an electrical corporation, gas corporation, or telephone corporation (as defined in [Utah Code § 54-2-1](#)) that provides service or maintains infrastructure within the immediate area of the proposed site.
2. As soon as possible after this notice is given, representatives of the District, the affected local government entity, and the Department of Transportation shall meet to:
 - a. discuss information provided by the District as available regarding:
 - i. potential community impacts;
 - ii. approximate lot sizes;
 - iii. approximate building size and use;
 - iv. estimated student enrollment;
 - v. proposals for ingress and egress, parking, and fire lane location; and
 - vi. building footprint and location.
 - b. discuss concerns that each may have, including potential community impacts and site safety;
 - c. assess the availability of infrastructure for the site; and
 - d. discuss any fees that might be charged by the local governmental entity in connection with a building project.
3. The local government entity may not, without the District's consent, disclose information provided by the District relating to a proposed school site acquisition prior to the District making a formal application to the local government entity relating to school construction.

[Utah Code § 53E-3-710\(1\), \(4\) \(2018\)](#)

School Site Requirements—

In selecting a school site, and before developing plans and specifications for a new school or expansion of an existing school, the District shall coordinate with the local health department regarding environmental health and safety issues to avoid unreasonable risks to the health and safety of students and staff. The site shall be located to minimize the negative influence of railroads, freeways, highways, heavy

traffic roads, industrial areas, airports and aircraft flight patterns, fugitive dust, odors, or other areas where auditory problems, malodorous conditions, or safety and health hazards exist. Upon request of the local health officer, the District shall submit plans and specifications to the local health department.

[Utah Admin. Rules R392-200-5 \(June 14, 2023\)](#)

School Pre-construction Coordination—

After a school site has been acquired, but before school construction begins:

1. Representatives of the District shall coordinate with affected utility providers to ensure that all utilities required by the school construction activities can be provided in a logical and cost-effective manner.
2. Representatives of the District and the local governmental entity shall meet as soon as possible to:
 - a. Review a rough proposed site plan for the school;
 - b. Review information regarding:
 - i. Potential community impacts;
 - ii. Approximate lot size;
 - iii. Approximate building size and use;
 - iv. Estimated student enrollment;
 - v. Proposals for ingress and egress, parking, and fire lane location; and
 - vi. Building footprint and location;
 - c. Negotiate any fees that might be charged by the local governmental entity in connection with the school construction project;
 - d. Coordinate to:
 - i. ensure that the siting or expansion of a school in the intended location will comply with applicable local general plans and land use laws and will not conflict with entitled land uses;
 - ii. ensure that all local government services and utilities required by the school construction activities can be provided in a logical and cost-effective manner;
 - iii. avoid or mitigate existing and potential traffic hazards, including consideration of the impacts between the new school and future roadways; and
 - iv. maximize school, student, and site safety.
3. The District shall submit the rough proposed site plan to the local governmental entity's design review committee for comments and the committee shall provide comments no later than 30 days after submission.

4. If otherwise permitted under [Utah Code § 10-9a-305\(3\)\(b\)](#) or [Utah Code § 17-27a-305\(3\)\(b\)](#), a local governmental entity may require the District to provide a traffic study from a qualified independent third party if the local government entity determines that traffic flow, congestion, or other traffic concerns may require the study.
5. The District shall submit to the Utah Department of Transportation a child access routing plan.

[Utah Code § 53E-3-710\(2\), \(5\) \(2018\)](#)
[Utah Admin. Rules R277-471-7\(1\) \(April 9, 2024\)](#)

Pre-construction Requirements—

1. Before any school construction project begins, the District shall obtain a construction project number from the State Superintendent and complete and submit construction project identification forms provided by the State Superintendent.
2. All school plans and specifications shall be approved by a certified plans examiner before any school construction project begins.
3. Prior to developing plans and specifications for a new public school, or the expansion of an existing school, the District shall coordinate with local health departments and the State Fire Marshal. The plans and specifications shall satisfy Utah Department of Health requirements relating to siting, building construction, grounds, food service facilities, sanitary facilities, and health and safety facilities.

[Utah Admin. Rules R392-200-4 \(June 14, 2023\)](#)

4. Prior to developing plans and specifications for a new public school, the District shall coordinate with local jurisdictions to comply with Federal Emergency Management Agency flood plain requirements and restrictions, including applicable mitigation measures.
5. The District shall maintain documentation for audit or monitoring purposes of required coordination, meetings, and agreements.

[Utah Code § 10-9a-305\(5\) \(20242025\)](#)
[Utah Code § 17-27a-305\(5\) \(20242025\)](#)
[Utah Admin. Rules R277-471-6\(1\), \(2\) \(April 9, 2024\)](#)
[Utah Admin. Rules R277-471-7\(3\), \(6\), \(7\) \(April 9, 2024\)](#)

Construction of Privacy Spaces—

In constructing new facilities, the District shall ensure that the new facility has sufficient sex-designated privacy spaces. The District shall also ensure that the new facility includes, as applicable to the type of facility, an appropriate number of single occupant restrooms or changing rooms.

[Utah Code § 63G-31-304\(2\)\(b\), \(3\) \(20242025\)](#)
[Utah Code § 63G-31-101\(1\), \(2\), \(9\), \(11\) \(20242025\)](#)

With respect to restrooms and changing rooms in existing facilities, the District shall consider the feasibility of retrofitting or remodeling to include floor-to-ceiling walls and doors or similar privacy protections, curtains, or other comparable methods of improving privacy.

[Utah Code § 63G-31-304\(2\)\(c\) \(20242025\)](#)
[Utah Code § 63G-31-101\(1\), \(2\), \(9\), \(11\) \(20242025\)](#)

School District Building Official—

The Board shall appoint a School District Building Official (SDBO) who has direct administrative and operational control of all construction, renovation, and inspection of the District's facilities and shall provide in writing the name of the SDBO to the State Superintendent. The SDBO and other District personnel shall act consistent with the State Board of Education resource manual on school building construction and inspections.

The SDBO shall:

1. monitor school district building construction to ensure compliance with the applicable provisions of the Code, including all statutes and administrative rules which control the construction, renovation, and inspection of Utah public school buildings;
2. render interpretations of the Code for the District. Such interpretations shall be in conformance with the intent and purpose of the Code;
3. submit inspection summary reports monthly to the State Superintendent;
4. submit inspection summary reports monthly to the appropriate local government entity building official;
5. submit inspection certificates to the State Superintendent and appropriate local government entity building official;
6. maintain all submitted documentation at a designated school district location for auditing or monitoring;
7. identify in the monthly summary reports and provide to the State Superintendent and local government entity building official the total number of inspections with the name, state license number, and disciplines of each inspector performing the building inspections;
8. ensure that each inspector is adequately and appropriately credentialed;
9. sign the final certificate of inspection and verification form, certifying all inspections were completed in compliance with the law and rules and the Resource Manual to safeguard the public health, safety, and general welfare of occupants;
10. send the final inspection certification and inspection verification, and provide all other related project closeout submittals to the State Superintendent and to

the appropriate local government entity building official upon completion of the project;

11. if the District uses a District building inspector or an independent building inspector, provide, on a monthly basis during construction, a copy of each inspection certificate and a monthly inspection summary regarding the school building to the State Superintendent and to the appropriate local governmental entity building official where the building is located; and
12. maintain all submitted documentation at a designated District location for auditing or monitoring.

[Utah Code § 10-9a-305\(6\)\(c\) \(20242025\)](#)
[Utah Code § 17-27a-305\(6\)\(c\) \(20242025\)](#)
[Utah Admin. Rules R277-471-2\(11\) \(April 9, 2024\)](#)
[Utah Admin. Rules R277-471-4 \(April 9, 2024\)](#)
[Utah Admin. Rules R277-471-6\(4\) \(April 9, 2024\)](#)
[Utah Admin. Rules R277-471-9\(1\) \(April 9, 2024\)](#)

Construction Inspection—

Building inspectors employed or contracted by the District must be currently International Code Council commercially certified and licensed in Utah, in the trade specific to the inspection, consistent with Utah law.

The District may employ one of three methods for school construction inspection:

1. an independent, properly licensed and certified building inspector;
 - a. The independent building inspector:
 - i. may not be associated with the architect, developer, contractor or any subcontractor on the project, or any management company or other agency hired by the District to perform construction or construction administrative services;
 - ii. shall receive approval from the applicable local government entity where the construction occurs; and
 - iii. shall be properly licensed and certified to perform all of the inspections that the inspector is required to perform.
 - b. The independent building inspector may be an inspector working outside the municipality, county, or school district in which they are employed.
2. a properly licensed and certified building inspector, employed by the school district and performing school construction inspections within the boundaries of the District; or
3. a properly licensed and certified building inspector approved by the local jurisdiction in which the construction activity occurs. (Inspectors employed by municipalities and counties may only perform school construction inspections within the boundaries of the municipality or county where they are employed.)

[Utah Code § 10-9a-305\(6\) \(20242025\)](#)
[Utah Code § 17-27a-305\(6\) \(20242025\)](#)
[Utah Admin. Rules R277-471-5 \(April 9, 2024\)](#)

Permanent Occupancy Certificate—

The means of obtaining a certificate of permanent occupancy varies depending on the type of building inspector used by the District.

District-employed building inspector

If the District used a building inspector employed by the District, the District may issue its own certificate authorizing permanent occupancy of a school building. An SDBO shall sign a certificate of inspection verification form certifying that all inspections were completed in accordance with Utah law and the District shall file the form with the building official of the local governmental entity where the building is located and with the State Superintendent.

Local government entity-employed building inspector

If the District used a building inspector employed by the local governmental entity, the District shall obtain a certificate authorizing permanent occupancy from that governmental entity. Upon receipt of the certificate from the local governmental entity, the District shall provide a copy of the certificate to the State Superintendent.

Independent building inspector

If the District used an independent building inspector, the District shall, upon completion of all required inspections of the school building, file with the State Superintendent a certificate of inspection verification and a request for the issuance of a certificate authorizing permanent occupancy of the school building.

Within 30 days of the District's request to the State Board of Education for a certificate of permanent occupancy, the State Superintendent will either issue the certificate or notify the District of deficiencies in compliance with inspection requirements. The District shall remedy any deficiencies and then notify the State Superintendent that the deficiencies have been remedied. Upon certification of the information provided by the District regarding remediation, the State Superintendent will issue the certificate of permanent occupancy. Upon receipt of the certificate of permanent occupancy, the District shall provide a copy of the certificate to the building official of the local government entity where the building is located.

Upon the District's filing of the certificate of inspection verification and requesting the issuance of a certificate authorizing permanent occupancy of the school building with the State Board of Education, the District shall be entitled to temporary occupancy of the school building for a period up to ninety (90) days, beginning on the date the request is filed, if the District has complied with all minimum requirements to safeguard the public health, safety and general welfare of occupants.

A certificate authorizing permanent occupancy issued by the State Superintendent shall be considered to satisfy any municipal or county requirement(s) for an inspection or a certification of occupancy.

[Utah Code § 10-9a-305\(6\)\(a\)\(iii\) \(20242025\)](#)
[Utah Code § 17-27a-305\(6\)\(a\)\(iii\) \(20242025\)](#)
[Utah Code § 53E-3-706\(3\)\(a\) \(2022\)](#)
[Utah Admin. Rules R277-471-9 \(April 9, 2024\)](#)

Municipality and County Requirements—

A municipality or county may, at its discretion, schedule a time with District officials to:

1. provide a walk-through of school construction at no cost and at a time convenient to the school district or charter school; and
2. provide recommendations based on the walk-through.

A municipality or county may **not**:

1. require the District to landscape, fence, make aesthetic improvements, use specific construction methods or materials, impose requirements for buildings used only for educational purposes, or place limitations prohibiting the use of temporary classroom facilities on school property. All temporary classroom facilities shall be properly inspected to meet the Code;
2. require the District to participate in the cost of any roadway or sidewalk, or a study of the impact of a school on a roadway or sidewalk, that is not reasonably necessary for the safety of school children and not located on or contiguous to school property, unless the roadway or sidewalk is required to connect an otherwise isolated public school or an existing roadway;
3. require the District to pay fees not authorized under 10-9a-305 or 17-27a-305;
4. require inspection of school construction or assess a fee or other charges for inspection, unless the District is unable to provide for inspection by properly licensed and certified inspectors, other than the project architect, contractor or subcontractors;
5. require the District to pay any impact fee for an improvement project unless the impact fee is imposed pursuant to the Impact Fees Act;
6. impose regulations upon the location of an educational facility except as necessary to avoid unreasonable risks to health or safety; or
7. for a use or structure that is a support facility rather than an educational facility, impose a regulation that is not imposed on similar uses or structures in the same zone, or a regulation that uses the tax exempt status of the District as a criterion for regulating the use or the location of the structure.

[Utah Code § 10-9a-305\(3\), \(5\) \(20242025\)](#)
[Utah Code § 17-27a-305\(3\), \(5\) \(20242025\)](#)
[Utah Admin. Rules R277-471-7\(2\) \(April 9, 2024\)](#)

Procurement Appeals and Oversight: *Procurement Protests and Debarment Proceedings*

Definitions—

A “protestor” is a person who files a protest.

A “hearing” is a proceeding in which evidence (which may include oral testimony) or argument relevant to a protest is presented to a protest officer in connection with the protest officer’s determination of an issue of fact or law or both.

“Standing” means to have suffered an injury or harm or to be about to suffer imminent injury or harm, if the following are also satisfied:

1. the cause of the injury or harm is:
 - a. an infringement of the protestor’s own right and not the right of another person who is not a party to the procurement, and
 - b. reasonably connected to the District’s conduct, and
 - c. the sole reason the protestor is not considered, or is no longer considered, for an award of a contract under the procurement that is the subject of the protest, and
2. a decision on the protest in favor of the protestor
 - a. is likely to redress the injury or harm and
 - b. would give the protestor a reasonable likelihood of being awarded a contract, and
3. the protestor has the legal authority to file the protest on behalf of the actual or prospective bidder or offeror or prospective contractor involved in the procurement that is the subject of the protest

“Constructive knowledge” means knowledge or information that a protestor would have if the protestor had exercised reasonable care or diligence, regardless of whether the protestor actually has the knowledge or information. Such knowledge includes knowledge of:

1. applicable provisions of the Procurement Code, Procurement Policy Board rules, and the District’s procurement policies,
2. instructions, criteria, deadlines, and requirements contained in the solicitation or in other documents made available to persons interested in the solicitation or provided in a mandatory pre-solicitation meeting,
3. relevant facts and evidence supporting the protest or leading the protestor to contend that the protestor has been aggrieved in connection with a procurement,

4. communications or actions, pertaining to the procurement, of all persons within the protestor's organization or under the supervision of the protestor, and
5. any other applicable information discoverable by the exercise of reasonable care or diligence.

[Utah Code § 63G-6a-1601.5\(1\), \(2\), \(4\), \(5\) \(2017\)](#)

The "Protest Officer" for the District is the Procurement Official, or another employee of the District designated by the Procurement Official, or such other person as is designated by rule of the Procurement Policy Board.

[Utah Code § 63G-6a-103\(~~6162~~\) \(20242025\)](#)

The "protest appeal record" includes (1) a copy of the Protest Officer's written decision; (2) all documentation and evidence the Protest Officer relied on in reaching the decision; (3) the recording of the hearing (if a hearing was held); (4) a copy of the written protest; and (5) all documentation and other evidence submitted by the protestor.

[Utah Code § 63G-6a-1601.5\(3\) \(2017\)](#)

Parties Who May Protest—

A protest may be filed with the Protest Officer by a person who has standing and who is aggrieved in connection with a procurement or an award of a contract.

[Utah Code § 63G-6a-1602\(1\) \(2017\)](#)

Filing Protest—

Timing

In general, a protest must be filed before the opening of bids (if it relates to bidding) or the solicitation deadline (if it relates to another standard procurement process). If the protest relates to a multiple-stage procurement process, then it must be filed before the closing of the stage which is the subject of the protest.

However, these deadlines do not apply if the protestor did not know or have constructive knowledge of the facts giving rise to the protest before the deadline expired. In those cases, the protest must be filed within seven days after the date the person first knew or had constructive knowledge of the facts giving rise to the protest.

If the protest does not relate to a standard procurement process, then the protest must be filed within seven days after the date the person first knew or had constructive knowledge of the facts giving rise to the protest.

The deadlines for filing a protest may not be modified.

A person who fails to timely file a protest under this section may not protest to the Protest Officer a solicitation or award of a contract or file an action or appeal challenging a solicitation or award of a contract before an appeals panel, a court, or any other forum.

[Utah Code § 63G-6a-1602\(2\), \(3\), \(7\) \(2017\)](#)

Contents

A person who files a protest under this section shall include in the filing document the protestor's mailing address and email address and a concise statement of the grounds upon which the protest is made. The statement of grounds for the protest must include the relevant facts and evidence leading the protestor to contend that a grievance has occurred, including specifically referencing:

1. An alleged violation of the Utah Procurement Code;
2. An alleged violation of Utah Administrative Rules Title 33 or other applicable rule;
3. A provision of the solicitation allegedly not being followed;
4. A provision of the solicitation which is alleged to be ambiguous, confusing, contradictory, unduly restrictive, erroneous, anticompetitive, or unlawful;
5. An alleged error made by the evaluation committee or the District;
6. An allegation of bias by the evaluation committee or an individual committee member; or
7. A scoring criterion allegedly not being correctly applied or calculated.

[Utah Admin. Rules R33-116-101a\(2\)\(a\) \(January 22, 2021October 22, 2024\)](#)
[Utah Code § 63G-6a-1602\(4\)\(a\) \(2017\)](#)

The "facts" alleged must be specific enough to enable the protest officer to determine, if such facts are proven to be true, whether a legitimate basis for the protest exists.

[Utah Admin. Rules R33-116-101a\(2\)\(b\) \(January 22, 2021October 22, 2024\)](#)

None of the following qualify as a concise statement of the grounds for a protest:

1. claims made after the opening of bids or closing date of proposals that the specifications, terms and conditions, or other elements of a solicitation are ambiguous, confusing, contradictory, unduly restrictive, erroneous, or anticompetitive;
2. vague or unsubstantiated allegations that do not reference specific facts including, but not limited to, vague or unsubstantiated allegations such as that:
 - a. the protestor should have received a higher score or another vendor should have received a lower score;
 - b. a service or product provided by a protestor is better than another vendor's service or product;
 - c. another vendor cannot provide the procurement item for the price bid or perform the services described in the solicitation;

- d. the electronic procurement system used by the District was slow, not operating properly, was difficult to understand, could not be accessed or did not allow documents to be downloaded, or did not allow a response to be submitted after the submittal deadline expired;
 - e. the protestor did not receive individual notice of a solicitation or was unaware of the solicitation (where the District has complied with the public notice requirements); or
 - f. District officials, or the evaluation committee, or any committee member acted in a biased or discriminatory manner against the protestor; or
3. a request for:
- a. a detailed explanation of the thinking and scoring of evaluation committee members, beyond the official justification statement;
 - b. protected information beyond what is provided under the disclosure provisions of the Utah Procurement Code; or
 - c. other information, documents, or explanations reasonably deemed to be not in compliance with the Utah Code or this Policy by the protest officer.

[Utah Admin. Rules R33-116-101a\(2\)\(c\) \(January 22, 2021October 22, 2024\)](#)

Dismissal for non-conforming protest

The Protest Officer may dismiss a protest if the concise statement of the grounds for the protest does not comply with the requirements set forth above.

[Utah Code § 63G-6a-1603\(1\) \(2020\)](#)

[Utah Admin. Rules R33-116-101a\(43\) \(January 22, 2021October 22, 2024\)](#)

Effect of timely protest and continuation despite protest or appeal

The District may not proceed further with the solicitation or with the award of the contract while there is a pending protest and until all administrative and judicial remedies relating to the protest are exhausted (such as appeals to the Procurement Policy Board or further appeal to a court). However, the District may proceed with solicitation or award despite a pending protest or further proceeding if the Procurement Official, after consulting with the District's attorney, determines in writing that award of the contract without delay is in the best interest of the District.

[Utah Code § 63G-6a-1903 \(2020\)](#)

Determination on Protest—

Authority to resolve

A Protest Officer, or the Board of Education, may enter into a settlement agreement to resolve a protest.

[Utah Code § 63G-6a-1602\(8\) \(2017\)](#)

At any time during the protest process, if it is discovered that a procurement is out of compliance with any part of the Utah Procurement Code or governing

regulations, including errors or discrepancies, the Procurement Official may take administrative action to correct or amend the procurement to bring it into compliance, correct errors or discrepancies or cancel the procurement.

[Utah Code § 63G-6a-106\(3\) \(2021\)](#)

[Utah Admin. Rules R33-116-401 \(January 22, 2021October 22, 2024\)](#)

Process for determining the protest

After a protest is filed, the Protest Officer shall first determine whether the protest is timely and fully complies with the content requirements set forth above. The Protest Officer shall, without holding a hearing, dismiss any protests which are not timely or which do not fully comply with the content requirements.

If the protest is timely and compliant, then the Protest Officer shall:

- dismiss the protest without holding a hearing if the Protest Officer determines that it alleges facts that, if true, do not provide an adequate basis for the protest; or
- uphold the protest without holding a hearing if the Protest Officer determines that the undisputed facts of the protest indicate that it should be upheld; or
- hold a hearing on the protest, following the procedures below, if there is a genuine issue of material fact or law that needs to be resolved in order to determine whether it should be upheld.

The fact that a Protest Officer holds a hearing, considers a protest, or issues a written decision does not affect a person's right to, at a later date, question or challenge the Protest Officer's jurisdiction to hold the hearing, consider the protest, or render the decision. A Protest Officer's determination of facts relating to a protest is final and conclusive on appeal unless shown to be arbitrary and capricious or clearly erroneous.

[Utah Code § 63G-6a-1603\(1\), \(2\), \(3\), \(4\)\(e\), \(10\) \(2020\)](#)

Protest records

The Protest Officer shall record each protest hearing. Regardless of whether a hearing is held, the Protest Officer shall preserve all records and other evidence relied upon in reaching the written decision. Such records may not be destroyed until the decision, and any appeal of the decision, becomes final. The Protest Officer shall submit the protest appeal record to the Procurement Policy Board within seven days after (a) notice of an appeal of the decision or (b) a request from the chair of the Procurement Policy Board.

[Utah Code § 63G-6a-1603\(4\)\(d\) \(2020\)](#)

Hearing process

For purposes of a protest hearing, the Protest Officer may subpoena witnesses and compel their attendance, may subpoena documents for production at the hearing, may obtain additional factual information, and may obtain testimony

from experts, the person filing the protest, representatives of the District, or others. The Rules of Evidence do not apply to a protest hearing. The deliberations of the Protest Officer may be held in private.

[Utah Code § 63G-6a-1603\(4\), \(5\)\(a\) \(2020\)](#)

Written determination

A Protest Officer shall promptly issue a written decision regarding any protest that is not settled by mutual agreement. The decision shall state the reasons for the action taken, inform the protestor of the right to judicial or administrative review as provided in the District's procurement policies and the Procurement Code, and state the amount of the security deposit or bond required for a further appeal. The person issuing the decision shall mail, email, or otherwise immediately furnish a copy of the decision to the protestor. If the Protest Officer does not issue the written decision regarding a protest within 30 calendar days after the day on which the protest was filed with the Protest Officer, or within a longer period as may be agreed upon by the parties, the protester may proceed as if an adverse decision had been received.

[Utah Code § 63G-6a-1603\(6\), \(9\) \(2020\)](#)

Effect of determination

A determination is effective until stayed or reversed on appeal, except as provided above. The determination is final and conclusive unless the protestor files an appeal with the Procurement Policy Board.

[Utah Code § 63G-6a-1603\(7\), \(8\)\(a\) \(2020\)](#)

Finding of a violation before the contract is awarded

If, before award of a contract, it is determined at any level of review that a procurement or proposed award of a contract is in violation of law, the procurement or proposed award shall be cancelled or revised to comply with the law.

[Utah Code § 63G-6a-1909 \(2012\)](#)

Finding of a violation after the contract is awarded

If after award of a contract it is determined at any level of review that a procurement or award of a contract is in violation of law, the following actions shall be taken:

1. if the person awarded the contract did not act fraudulently or in bad faith, then
 - a. the contract either may be ratified and affirmed, if it is in the best interests of the District, or may be terminated, and
 - b. the person awarded the contract shall be compensated for the actual expenses reasonably incurred under the contract before the termination, plus a reasonable profit.
2. if the person awarded the contract acted fraudulently or in bad faith, then the contract either may be declared null and void or may be ratified and affirmed

if it is in the best interests of the District, without prejudice to the District's rights to any appropriate damages.

Under no circumstances is a person entitled to consequential damages in relation to a solicitation or award of a contract under the procurement process, including consequential damages for lost profits, loss of business opportunities, or damage to reputation.

[Utah Code § 63G-6a-1907 \(2014\)](#)

Costs to or against protestor

If a protest is sustained at any level of review and the protesting bidder or offeror should have been awarded the contract under the solicitation but is not, the protestor is entitled to the reasonable costs incurred in connection with the solicitation, including bid preparation and appeal costs and any equitable relief determined to be appropriate by the Procurement Policy Board appeals panel or court.

If the final determination of a procurement appeals panel or other appellate body does not sustain the protest, the protestor shall reimburse the District for all expenses incurred in defending the appeal, including personnel costs, attorney fees, other legal costs, the per diem and expenses paid by the District to witnesses or appeals panel members, and any additional expenses incurred by the staff of the District who have provided materials and administrative services to the appeals panel for that case.

The notice of claims provisions of the Utah Governmental Immunity Act ([Title 63G, Chapter 7, Part 4, Utah Code](#)) and the undertaking provision of [Utah Code § 63G-7-601](#) do not apply to actions brought under this chapter by an aggrieved party for equitable relief or reasonable costs incurred in preparing or appealing an unsuccessful bid or offer

[Utah Code § 63G-6a-1904 \(2015\)](#)

Debarment or Suspension Proceedings—

A person may be debarred or suspended for the causes set forth in Policy CBA. Before a person may be debarred or suspended, the Procurement Official must consult with the procurement unit involved in the matter for which debarment or suspension is sought (if that unit is not the District), consult with the District's attorney, give notice as set forth below, and hold a hearing as set forth below.

[Utah Code § 63G-6a-904\(1\)\(a\), \(b\) \(2020\)](#)

Notice of Debarment or Suspension—

An individual to be debarred or suspended must be given written notice of the reasons for which debarment or suspension is being considered and of the hearing at which debarment or suspension will be considered. This notice must be given at least 10 days before the date of the hearing.

[Utah Code § 63G-6a-904\(1\)\(b\)\(ii\) \(2020\)](#)

Hearing on Debarment or Suspension—

Hearing process

The informal hearing shall be conducted by the Procurement Official. For purposes of the hearing, the Procurement Official may subpoena witnesses and compel their attendance, subpoena documents for production, obtain additional factual information, and obtain testimony from experts, the person who is the subject of the proposed debarment or suspension, representatives of the District, or others who may be of assistance in making the determination. The Rules of Evidence do not apply in this informal hearing. The fact that an informal hearing is held on debarment or suspension or that a decision is issued does not prevent a person from later questioning or challenging the authority of the Procurement Official to hold the hearing or issue the decision.

[Utah Code § 63G-6a-904\(1\)\(c\)\(i\), \(ii\), \(iv\) \(2020\)](#)

Written decision

The Procurement Official shall promptly issue a written decision regarding any proposed debarment or suspension that is not settled by mutual agreement. If debarment or suspension is ordered, the decision shall state the reasons for that action and inform the person of the right to judicial review as provided in the Procurement Code. The person issuing the decision shall mail, email, or otherwise immediately furnish a copy of the decision to the person subject to the decision.

[Utah Code § 63G-6a-904\(1\)\(c\)\(v\), \(vi\) \(2020\)](#)

Hearing record

The Procurement Official shall preserve all records and other evidence relied upon in reaching the decision. Such records may not be destroyed until the decision, and any appeal of the decision, becomes final.

[Utah Code § 63G-6a-904\(1\)\(c\)\(iii\) \(2020\)](#)

Effect of Order of Suspension or Debarment—

A decision of debarment or suspension is final unless it is overturned by a court. (See Policy CDB.)

[Utah Code § 63G-6a-904\(1\)\(c\)\(vii\) \(2020\)](#)

Contracts for School Resource Officer Services

A “school resource officer” or “SRO” is a law enforcement officer who contracts with the District to provide law enforcement services for the District or whose law enforcement agency contracts with the District to provide law enforcement services for the District.

[Utah Code § 53G-8-701\(7\) \(20242025\)](#)

Board Approval—

Before using a school resource officer to satisfy school safety personnel requirements, the District shall contract with a local law enforcement agency to provide the school resource officer services.

[Utah Code § 53G-8-703\(1\) \(2024\)](#)

Before entering into a contract for SRO services, the Board shall present the proposed contract at a public meeting and receive public comment on the proposed contract and on the specific provisions of this policy. As the Board determines is appropriate following receipt of public comment, the Board will modify the proposed contract and this policy before entering into the contract.

[Utah Code § 53G-8-703\(4\), \(5\), \(6\) \(2024\)](#)

Required Contract Provisions—

To be approved by the Board of Education, a contract for school resource officer services must include:

1. an acknowledgment that an SRO hired under the contract shall:
 - a. provide for and maintain a safe, healthy, and productive learning environment in a school;
 - b. act as a positive role model to students;
 - c. work to create a cooperative, proactive, and problem-solving partnership between law enforcement and the District;
 - d. emphasize the use of restorative approaches to address negative behavior; and
 - e. at the request of the District, teach a vocational law enforcement class;
2. a description of the shared understanding of the District and the law enforcement agency or individual regarding the roles and responsibilities of law enforcement and the District to:
 - a. maintain safe schools;
 - b. improve school climate; and
 - c. support educational opportunities for students;

3. a designation of student offenses that, in accordance with Utah Code § 53G-8-211, the SRO:
 - a. may refer to juvenile court;
 - b. shall confer with the District to resolve and shall refer to a school administrator for resolution as an administrative issue with the understanding that the SRO will be informed of the outcome of the administrative issue;
4. a detailed description of the rights of a student under state and federal law with regard to:
 - a. searches;
 - b. questioning;
 - c. arrests; and
 - d. information privacy;
5. a detailed description of:
 - a. job assignment and duties, including:
 - i. the school to which the SRO will be assigned;
 - ii. the hours the SRO is expected to be present at the school;
 - iii. the point of contact at the school;
 - iv. specific responsibilities for providing and receiving information; and
 - v. types of records to be kept, and by whom;
 - b. training requirements; and
 - c. other expectations of the SRO and school administration in relation to law enforcement at the District;
6. that an SRO who is hired under the contract and the principal at the school where an SRO will be working, or the principal's designee, will jointly complete the SRO training described in [Utah Code § 53G-8-702](#);
7. that both parties agree to jointly discuss SRO applicants;
8. that the law enforcement agency will, at least annually, seek out and accept feedback from the District about an SRO's performance; and
9. to the extent permitted by the Family Educational Rights and Privacy Act, 34 CFR Part 99 ("FERPA"), a designation of the SRO or the law enforcement designee as a "school official" under FERPA.

[Utah Code § 53G-8-703\(2\) \(2024\)](#)

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In addition to these required provisions, the contract may include such other provisions as are deemed appropriate, so long as those do not conflict with the required provisions.

Transportation

Board responsibilities—

The Board shall implement the pupil transportation policies established by the State, implementing the laws and regulations relating to pupil transportation. Specifically, the Board shall adhere to and enforce the standards established in the Standards for Utah School Buses and Operations and the related 2015 National School Transportation Specifications and Procedures as those are incorporated into the Utah standards.

[Utah Admin. Rules R277-601-2 \(August 12, 2021\)](#)

[Utah Admin. Rules R277-601-3 \(August 12, 2021\)](#)

In fulfilling its responsibilities regarding pupil transportation, the Board shall:

1. Oversee the pupil transportation operations within the District, including training programs for all transportation personnel, review of school bus routes and evaluation of the pupil transportation system, and the investigation and reporting of accidents and other transportation problems;
2. Provide resource material and establish, as an integral part of the school curriculum, instruction in passenger safety that complies with applicable standards;
3. Provide for the continuous supervision of loading and unloading areas at or near the school and the conduct of periodic emergency evacuation drills;
4. Provide for adequate supervision for pupils whose bus schedule necessitates their early arrival or late departure from school; and
5. Promote public understanding of and support for the school transportation program in general.

School Traffic Safety Committee—

The Board hereby establishes the District School Traffic Safety Committee.

1. The Committee consists of:
 - a. One representative from each school within the District;
 - b. One representative from each Parent Teachers' Association within the District;
 - c. A representative from the municipality or county;
 - d. A representative from state or local law enforcement; and
 - e. A representative from a state or local traffic safety engineering department.

2. The Committee shall receive suggestions from school community councils, parents, teachers and others and recommend school traffic safety improvements and boundary changes to enhance safety.
3. The Committee shall annually review and submit to the Department of Transportation and affected municipalities and counties a child access routing plan for each elementary, middle, and junior high school within the District.
4. The Committee shall, in consultation with the Utah Safety Council and the Utah Division of Family Health Services, provide training to all District students in grades K-6 on school crossing safety and use.
5. The Committee shall help ensure the District's compliance with rules made by the Transportation Commission under [Utah Code § 41-6a-303](#) and may establish subcommittees as needed to assist in accomplishing its duties.

[Utah Code § 53G-4-402\(19\)](#) (~~2024~~2025)

Transportation: Planning and Funding: Funding

Revenue—

The District will fund the transportation program primarily from revenue provided by the state. To this end, the District will comply with all state rules and regulations regarding funding and record keeping.

The Board will determine what students are eligible for state-sponsored transportation and whether expenses of ineligible students will be funded from the general revenue of the District.

[Utah Code § 53F-2-402 \(2022\)](#)

[Utah Code § 53F-2-403 \(~~2021~~2025\)](#)

Alternative transportation—

The Board and Pupil Transportation Director will analyze bus routes that involve a large number of deadhead miles to determine if an alternative method of transporting students is more efficient. Possible alternatives include the following, as outlined in and subject to the specific requirements in Utah State Board of Education rules:

1. Use of a District multi-purpose passenger vehicle to transport students;
2. Paying the parent or guardian of an eligible student an allowance in lieu of District-supplied transportation wherein the parent or guardian is reimbursed for mileage to school or bus-stop, whichever is closer;
3. Providing a subsistence allowance for a student to live at a site nearer to the school; and
4. Engaging in a contract or leasing for transportation, providing commercial bus passes, or using alternative specialized transportation services.

[Utah Admin. Rules R277-600-7 \(~~April 7, 2023~~October 8, 2024\)](#)

Transportation: Planning and Funding: Route Planning

General requirements—

Buses operated by the District will run on routes proposed by the Board and approved by the State Board of Education. The District will provide the State Board of Education all information requested for the approval of any route.

The Board will not propose routes for which a student allowance or subsistence allowance accomplishes the needed transportation at less cost.

Routes proposed by the Board must:

1. Traverse the most direct public road;
2. Be reasonably cost effective related to other feasible alternatives;
3. Provide adequate safety for students;
4. Traverse roads that are constructed and maintained in a manner that does not cause property damage; and
5. Include an economically appropriate number of students.

[Utah Admin. Rules R277-600-6\(2\) \(April 7, 2023October 8, 2024\)](#)
[National School Transportation Specifications and Procedures p. 170-172 \(May 2015\)](#)

Number of students—

The minimum number of general education students required to establish full eligibility for state-supported transportation route is ten; the minimum number of students with disabilities required to establish full eligibility for state-supported transportation is five. If a route is required for less than these numbers, the Board will propose such a route to the State Superintendent for approval.

[Utah Admin. Rules R277-600-6\(3\) \(April 7, 2023October 8, 2024\)](#)

Bus stops—

The Board will designate safe areas for bus stops, subject to the following. Where possible, the minimum distance between bus stops will be 3/10 of a mile. Bus routes shall avoid, whenever possible, bus stops on dead-end roads. A student's parent or guardian is responsible for the student's transportation to bus stops up to one and one-half miles from home depending on the age and ability of the student. A parent or guardian of a student that has a disability is responsible for the student's transportation to bus stops except as provided otherwise in the student's Individualized Education Program (IEP).

[Utah Admin. Rules R277-600-6\(4\), \(5\) \(April 7, 2023October 8, 2024\)](#)
[National School Transportation Specifications and Procedures p. 173-174 \(May 2015\)](#)

Roads—

A bus route may follow only public roads that are constructed and maintained at such standards that the condition of the road will not subject the passengers on the bus to undue hazard and will not subject the District or any of its employees to liability for injury or property damage.

[National School Transportation Specifications and Procedures p. 170-172 \(May 2015\)](#)

Changes—

Whenever a bus route is extended to pick up additional children, the Board will analyze extra costs and time and obtain prior approval from the State Superintendent. The District will consider whether student reimbursement will be more economical.

[Utah Admin. Rules R277-600-6\(6\) \(~~April 7, 2023~~October 8, 2024\)](#)

Routes as alternatives to construction—

When the District is not using facilities efficiently, the Board, with permission from the State Superintendent, will examine the use of bus routes as an alternative to building construction.

Building construction alternatives include double sessions, year-round school, and attendance across district boundaries.

[Utah Admin. Rules R277-600-6\(9\) \(~~April 7, 2023~~October 8, 2024\)](#)

Planning process—

In order to establish bus routes that will adequately meet the needs of pupils, the Board or District Pupil Transportation Director will procure a map of the area served by a particular school or school system. Information on the road conditions, railroad crossings and other factors that might affect the particular operation should be recorded on the map along with the location of homes and the number of school age children in each.

Satisfactory school bus stops should be identified along streets and highways where buses can travel with the least amount of risk. The number of pupils to be transported and the distance to be traveled are primary factors in allocating equipment for a particular area. The District should assign pupils to specific stops according to walking distances, grade level and school attended. The District will give special attention to handicapped students.

[National School Transportation Specifications and Procedures p. 170-172 \(May 2015\)](#)

Surveys/schedules—

Bus routes, stops, and schedules will be developed by the District Pupil Transportation Director to meet the requirements in Utah Admin. Rules R277-600-6 and taking into consideration the processes and procedures outlined in the "Routing and Scheduling" section of the National School Transportation Specifications and

Created:
Modified: ~~30-May-2023~~ 17 January 2025

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Procedures, including review of maps, surveys of existing and proposed routes and stops, and other methods of planning and evaluation.

[Utah Admin. Rules R277-600-6 \(~~April 7, 2023~~October 8, 2024\)](#)
[National School Transportation Specifications and Procedures p. 170-174 \(May 2015\)](#)

Cash Receipts and Expenditures

Scope of Cash Receipts and Expenditures Policies—

These policies, guidelines, and procedures are applicable without exception to all funds owned or administered by the District. This policy applies to all District administration, licensed educators, staff, students, organizations, and individuals that handle cash receipts or accept payment in any form on behalf of the District or individual school or initiate, authorize, or process cash disbursements on behalf of the District or individual school. The scope includes all activities at the District and individual schools and in all locations where District activities and public funds are collected or expended. All expenditures of the District are to be consistent with applicable state and federal laws and regulations; any restrictions, rules, or regulations placed on the use of the funds by donors and granting agencies; and prudent management practices. It is expected that in all dealings, District employees will act in an ethical manner that is consistent with the District's code of ethics, the Utah Educators' Standards, the Public Officers' and Employees' Ethics Act, and State procurement law.

[Utah Admin. Rules R277-113-5\(9\)\(c\), \(d\) \(August 7, 2024 July 8, 2025\)](#)

Segregation of Duties—

Wherever possible, duties such as custody of purchase cards and blank checks, initiating expenditures, approving expenditures, maintaining documentation, issuing checks, collecting funds, maintaining documentation, preparing deposits and reconciling records should be segregated among different individuals. When segregation of duties is not possible due to the small size and limited staffing of the District or individual school, compensating controls such as management supervision and review of cash receipting records by independent parties should be implemented.

Definitions—

"Public funds" for purposes of this policy are defined as money, funds, and accounts, regardless of the source from which the funds are derived, that are owned, held, or administered by the state or any of its political subdivisions, including Districts or other public bodies.

[Utah Code § 51-7-3\(26\) \(2023\)](#)

Cash Receipts Policy—

All receipting of funds at the District and at schools should be done at the cashier's office. No receipting is to be done in other offices or in unapproved off-site locations. Employees shall instruct payers to take all cash, checks, and credit card transactions to the cashier for receipt. The District shall maintain surveillance systems in the cashier's office and any other location where cash is regularly received and shall retain the surveillance recordings for at least 60 days.

Provisions should be made for cash receipting/collection at approved off-site activities or functions. Please refer to the Fundraising and Donation Policy. Funds may be receipted through the District's foundation, if applicable, in accordance with the foundation's cash receipts policy.

Electronic payments to the District through a website interface or through a mobile payment application may only be made through a website or payment application which is controlled by the District and with advance approval and supervision of the District's business administrator or designee. No electronic payments for amounts owed to the District are to be made to an account or application personally owned or controlled by any District employee or other individual.

[Utah Admin. Rules R277-113-5\(9\)\(c\) \(August 7, 2024 July 8, 2025\)](#)

District employees, school employees, and volunteers associated with school-sponsored activities should not open bank accounts, outside of the control of the District, for the receipting or expending of public funds associated with school-sponsored activities. The business administrator or designee must approve all checking and savings accounts used in District or individual school business.

All funds shall be kept in a secure location controlled by the cashier until they can be deposited in a District-approved fiduciary institution. Funds should be deposited daily if practicable but no later than three banking days after receipt, in compliance with [Utah Code § 51-4-2\(2\)\(a\)](#), in a District-approved account. Employees should never hold funds in any location for any reason.

[Utah Admin. Rules R277-113-5\(9\)\(c\)\(iii\) \(August 7, 2024 July 8, 2025\)](#)

If the cashier has left for the day or funds are receipted on the weekends, administrators should be available to lock cash receipts or cash boxes in the District safe until the next business day. Cash receipts should not be taken home by employees or volunteers or left in offices.

All checks should be made payable to the District or individual school and restrictively endorsed upon receipt. Checks should not be made payable to an employee, a specific department, or a program.

Appropriate internal controls and segregation of duties should be implemented for all cash activity. Cash should always be verified. Where verification is difficult, cash should be counted by two individuals. If a transaction needs to be voided or adjusted, that should be done by an individual who does not receive cash; if that is not possible because of a limited number of employees, then the voiding or adjustment must be documented in writing by two employees, including an explanation of the circumstances requiring the change.

All funds (cash, checks, credit card payments, electronic payments by website or mobile payment application etc.) received must be receipted and recorded in the District's accounting records. A pre-numbered receipt or electronic

confirmation will be issued for each transaction. Passwords should be established on the accounting system computers and changed periodically.

Under no circumstances are disbursements to be made directly from cash receipts (i.e., for purchases, reimbursements, refunds, or to cash personal checks).

Periodic and unscheduled audits or reviews should be performed for all cash activity. Documents should be available and should demonstrate that proper cash controls are in place (signatures for approval, tally sheets, reconciliations, etc.).

All activities involving cash must be supervised by a District employee or authorized volunteer to ensure adequate controls are in place. Training should be given to those involved in handling cash.

The District and all individual schools will comply with all applicable state and federal laws. All payments of fees shall correspond with the approved fee schedule, as required by Board Administrative Rule R277-407.

Cash Receipts Procedures—

The cashier should receipt all funds immediately (cash, checks, credit cards, etc.), provide customers with a pre-numbered receipt, and retain a duplicate copy in the daily receipt or register detail. The cashier's cash drawer should be locked and always secured.

Cash count sheets will be used for cash receipts at games and other school-sponsored activities after hours or off-site. These sheets will be completed by two individuals, signed by a member of administration on the day of the collection, and retained for verification in the daily receipt or register detail.

No collecting or receipting of funds is to be done in other offices or at unapproved offsite activities or functions. Employees should never hold funds in any location for any reason.

Mail should be opened in the presence of two or more employees by an individual independent of the cash receipt process, and funds received should be documented in a cash receipts log (any correspondence containing payments will be removed and processed prior to distributing mail to individual persons or departments).

Funds received shall be recorded in the District's accounting records. A daily deposit report shall be printed; reconciled to the actual deposit, the receipt book, and cash receipt log; and retained for verification by administration along with the copy of the deposit slip in the daily receipt or register detail.

The deposit shall be placed in a secured, locked location until it can be deposited in a District-approved fiduciary institution.

Funds should be deposited daily if practicable but no later than three banking days after receipt, in compliance with [Utah Code § 51-4-2\(2\)\(a\)](#), in an District-approved account. An employee independent of the cash receipting process shall verify that the daily deposit detail reconciles to the validated deposit slip.

Utah Admin. Rules R277-113-5(9)(c)(ii) (August 7, 2024 July 8, 2025)

Bank reconciliation(s) should be performed on all District-approved accounts monthly. Bank statements and bank reconciliations should be reviewed and approved by administration monthly.

The Board of Education or the District audit committee should review and approve the bank statements, the bank reconciliations, and monthly journal entries monthly.

Where applicable, each school's detailed activity budget vs. actual statements should be reviewed by program directors, coaches, teachers, etc. on a quarterly basis for accuracy and reasonableness.

General Expenditure Policies—

Expenditure transactions must be approved by an individual having sufficient knowledge and authority to evaluate the transaction for reasonableness and appropriateness. The school or District shall designate employees by title or job descriptions that are authorized to approve various dollar amount levels of disbursements and instructed never to sign blank checks.

All expenditures made using cash, checks, credit/purchase cards, electronic fund transfers, etc. shall be recorded in the school or District's accounting records.

Passwords should be established on user access to the accounting system and changed periodically.

Checks should be made payable to specified payees and never to "cash" or "bearer."

All disbursement activity should be substantiated by supporting documents. Documents should be available and should demonstrate that proper disbursement controls are in place (signatures for approval, purchase orders, receipts, invoices, bids or quotes, reimbursement forms, travel forms, journal entries, reconciliations, etc.). Quotes shall contain the following information:

1. Date received or dates that the quoted price is valid, delivery date
2. Company name, address, salesperson
3. Each item, description or specifications, unit, total price, and quantity listed
4. Shipping and freight charges
5. Salesperson and contact information
6. Vendor, District employee name and position

Quotes may be obtained and documented by printing pages from a website; however, all the quote elements must be documented. Better prices are usually obtained by contacting vendors directly. Telephone quotes must be documented and include all quote elements. Written quotes should be requested on the vendor's letterhead.

Bank and credit card statements should be reviewed and accounts reconciled in a timely manner. Activity accounts should be reviewed quarterly by the custodian of the activity.

All checks or check stock, credit/purchase cards, access to bank accounts and statements, etc. shall be secured and controlled by the accounting/front office with limited access. All disbursing of funds at the school or District should be done through the accounting/front office.

The school or District must comply with applicable District and state purchasing laws.

1. Contracts must follow the guidelines outlined in the District's procurement policies and State Procurement Code, specifically regarding the length of multi-year contracts.
2. Construction and improvements must comply with the provisions of the District's procurement policies and the State Procurement Code ([Utah Code § 63G-6a-101 et seq.](#)), the Utah State Procurement Policy Board Rules, and Title IX.
3. Exclusive contracts must comply with the guidelines outlined in the State Procurement Code ([Utah Code § 63G-6a-101 et seq.](#)), the District's procurement policy, and the Utah Public Officers' and Employees' Ethics Act ([Utah Code § 67-16-1 et seq.](#)).
4. Purchases of goods or services with District funds for personal use or personal gain are strictly prohibited; see the Utah Public Officers' and Employees' Ethics Act ([Utah Code § 67-16-1 et seq.](#)).
5. Expenditures will follow the guidelines outlined in the District's procurement policies and the State Procurement Code ([Utah Code § 63G-6a-101 et seq.](#)) and federal purchasing laws.

General Expenditure Procedures—

The District has designated the State Procurement Code as its purchasing policy. Any purchases should be equitable for both male and female students and comply with Title IX.

If an outside entity reimburses employee expenses (meals, travel, etc.), these expenses should not be submitted to the District for reimbursement.

No disbursing of funds is to be done in other offices or at unapproved off-site activities or functions.

The District's tax exempt status number should only be used in conformity with the Utah State Tax Commission's guidelines.

Purchases of goods or services for personal use or personal benefit of any amount are strictly prohibited.

Contracts shall include (a) specific scope of work language, (b) federal contract requirements, (c) standard District terms or State of Utah terms, as appropriate, and (d) language regarding data privacy and use, as appropriate. Contracts shall be reviewed by District counsel as required by District policy or as determined by the District employee authorizing the expenditure.

[Utah Admin. Rules R277-113-5\(9\)\(d\)\(v\) \(August 7, 2024 July 8, 2025\)](#)
[Utah Admin. Rules R277-113-10\(2\) \(August 7, 2024 July 8, 2025\)](#)

Review Process—

Bank reconciliation(s) should be performed on all District-approved accounts, including credit card transactions. If the bank reconciliation is completed by someone who has access to the accounting system and bank accounts, it should be reviewed and approved by another person, such as the principal or director, business administrator, or a member of the audit committee or board monthly.

Administration should review bank statements and bank reconciliations, as well as credit card statements, and document the review and approval. The District's audit committee or District management should ensure that monthly bank reconciliations and credit/purchase card statement reconciliations are occurring on a monthly basis.

A check register should be reviewed when signing checks to ensure all disbursements are reviewed and approved.

Administration or designated members of management shall review cash disbursements to verify that all District and State policies and procedures are being followed on a periodic basis.

Employment Objectives: Nondiscrimination

General Nondiscrimination—

The District shall not, because of an individual's race; color; sex; pregnancy, childbirth or pregnancy-related conditions; age, if the individual is 40 years of age or older; religion; national origin; disability or handicap; sexual orientation; or gender identity:

1. Discharge, demote, terminate, retaliate against, harass, or refuse to hire or to promote any otherwise qualified individual; or,
2. Discriminate against an otherwise qualified individual with respect to compensation or in terms, privileges, and conditions of employment.

[Utah Code § 34A-5-106\(1\)\(a\)\(i\) \(2016\)](#)

District Policy—

The Board of Education of the _____ School District does not discriminate on the basis of sex in its programs and activities and is required by Title IX and 34 CFR Part 106 not to discriminate on the basis of sex, including but not limited to such discrimination in employment and in admission.

Notice of this policy shall be given to all applicants for employment, to all employees, and to all employee associations and shall be included in any employee handbooks. Questions about rights under Title IX and about the application of Title IX to the District can be directed to the Title IX Coordinator identified in this policy or to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

[34 CFR § 106.8\(b\)\(1\)](#)
[20 U.S.C. § 1701-21](#)

The District encourages all victims of sex discrimination and persons with knowledge of sex discrimination to immediately report that to the Title IX Coordinator or an administrator. All complainants have the right to be free from retaliation of any kind. Complaints relating to sexual harassment (one form of sex discrimination) are addressed under Policy DKB and Policy FHAB. Complaints regarding other types of sex discrimination may be addressed through the grievance procedures set out in Policy DHC (for employees) and Policy FGE (for students).

[34 CFR § 106.8\(c\)](#)

Otherwise Qualified—

An individual is not considered "otherwise qualified" unless the individual has the education; training; ability, with and without reasonable accommodation; moral character; integrity; disposition to work; adherence to reasonable rules and

regulations; and other job-related qualifications required by the District for the particular job, job classification, or position.

[Utah Code § 34A-5-106\(1\)\(a\)\(ii\) \(2016\)](#)

Nursing Mothers in the Workplace—

The District may not refuse to hire, promote, discharge, demote, or terminate an individual, or may not retaliate against, harass, or discriminate in matters of compensation or in terms, privileges, and conditions of employment against an individual otherwise qualified because the individual breastfeeds or expresses milk in the workplace.

[Utah Code § 34-49-204 \(2015\)](#)

Title IX Coordinator—

The District shall designate one or more employees to serve as Title IX Coordinator. The Title IX Coordinator is responsible and has authority to coordinate the District's compliance with Title IX, including but not limited to responding to complaints of sex discrimination. The designated Title IX Coordinator for the District is: _____. The contact information for the Title IX Coordinator is:

Name _____ Title/Position _____

Mailing Address _____

Office Email _____ Telephone _____

Reports about any form of sex discrimination (including sexual harassment) may be made to the Title IX Coordinator by any person (whether or not the discrimination was directed at that person) using any of the contact methods listed above or by any other means and at any time (including during non-business hours).

[34 CFR § 106.8\(a\)](#)

Retaliation Prohibited—

It is prohibited to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or implementing regulations or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing relating to any type of sex discrimination. Prohibited retaliation includes acting with the purpose of interfering with any right or privilege secured by Title IX or implementing regulations or this policy by intimidation, threats, coercion, or discrimination. If brought for the purpose of interfering with these rights, prohibited retaliation includes charges against an individual for violations that do not involve sex discrimination but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment. Reports of retaliation should be made to the Title IX Coordinator designated in this policy. Complaints regarding retaliation against a student may be raised under Policy FGE or as applicable under

Policy FGAD or regarding retaliation against an employee under Policy DHC or as applicable under Policy DLA or Policy DLB.

[34 CFR § 106.71\(a\)](#)

Confidentiality—

Except to the extent required to appropriately respond to complaints of sex discrimination, or as required by law, the District shall keep confidential the identity of (a) any individual who reports or complains of sex discrimination (including filing a formal complaint), (b) any individual reported to have perpetrated sex discrimination, and (c) any witness regarding sex discrimination. Except to the extent that maintaining confidentiality would impair the District's ability to provide supportive measures, the District shall keep confidential any supportive measures provided to a complainant or accused individual. (In appropriately responding to complaints of sex discrimination, the District may need to disclose the identity of individuals for purposes of an appropriate investigation and following the grievance process or for purposes of appropriate supportive measures.) Disclosure is also allowed to the extent permitted by FERPA and its implementing regulations.

[34 CFR § 106.71\(a\)](#)

[34 CFR § 106.30\(a\)](#)

Where a complaint involves allegations of child abuse, the complaint shall be immediately reported to appropriate authorities and the confidentiality of the information will be maintained as required by [Utah Code § 80-2-1005](#). (See Policy DDA.)

[Utah Code § 80-2-602 \(2022\)](#)

[Utah Code § 80-2-1005 \(2023/2025\)](#)

Disability—

No otherwise qualified person with a disability shall, solely on the basis of disability, be subject to discrimination in employment in any of the District's operations so long as any part of its programs and activities receive federal financial assistance.

[29 U.S.C. § 794](#)

Definitions—

"Handicapped person" means any person who has a record of, is regarded as having, or has a physical or mental impairment that substantially limits one or more of life's major activities. A "qualified handicapped person" is a handicapped person who can perform the essential functions of the position in question, with or without reasonable accommodation. Employees or prospective employees have the responsibility of notifying the District personnel office of the need for reasonable accommodations on account of a disability.

[29 U.S.C. § 705\(20\)](#)

[34 CFR § 104.3\(j\)\(1\), \(l\)\(1\)](#)

“Has a record of such an impairment” means has a history of or has been misclassified as having a mental or physical impairment that substantially limits one or more major life activities.

[34 CFR § 104.3\(j\)\(2\)\(iii\)](#)

“Regarded as having an impairment” means:

1. Has a physical or mental impairment that does not substantially limit major life activities but that is treated by the District as constituting such a limitation;
2. Has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others towards such impairment;
or
3. Has no physical or mental impairment but is treated by the District as having such an impairment.

[34 CFR § 104.3\(j\)\(2\)\(iv\)](#)

“Physical or mental impairment” means:

1. Any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; endocrine; or
2. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

[34 CFR § 104.3\(j\)\(2\)\(i\)](#)

“Major life activities” means functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

[34 CFR § 104.3\(j\)\(2\)\(ii\)](#)

Exceptions—

The following are not included in the definition of an “individual with a disability” or “handicapped person”:

1. A person who is currently using illegal drugs when the District is acting on the basis of that use.
2. A person who is an alcoholic whose current use of alcohol prevents the person from performing the duties of the job in question or whose employment, by reason of such current alcohol abuse, would constitute a direct threat to the property or safety of others.
3. A person who has a currently contagious disease or infection and who therefore would constitute a direct threat to the health or safety of other individuals, or who therefore is unable to perform the duties of the job.

[29 U.S.C. § 705\(20\)\(C\)\(i\), \(v\), \(D\)](#)

Section 504 Coordinator—

The District will designate at least one person to coordinate its efforts to comply with Section 504 of the Vocational Rehabilitation Act of 1973 and its implementing regulations.

[34 CFR § 104.7\(a\)](#)

Notification—

The District will take appropriate continuing steps to notify applicants and employees that it does not discriminate on the basis of disability in violation of Section 504 of the Vocational Rehabilitation Act of 1973 and its implementing regulations. The notification shall include identification of the designated coordinator, which may be in the following form:

The District designates the following person to coordinate its efforts to comply with Section 504 of the Vocational Rehabilitation Act of 1973:

Name _____ Position _____

Office Address _____

Office Email _____ Telephone _____

[34 CFR § 104.7\(a\)](#)

Residence—

The Board shall not require an employee to reside within the District as a condition of employment.

[Utah Code § 53G-4-408 \(2018\)](#)

Duty to Report—

If any employee of the District knows of or has reason to believe that another employee is being harassed at the workplace by others on the grounds of race; color; sex; pregnancy, childbirth or pregnancy-related conditions; age, if the individual is 40 years of age or older; religion; national origin; disability or handicap; sexual orientation; or gender identity, then the employee must promptly report such harassment to the Board. The report shall be made confidentially and the Board shall maintain the confidence of any report of such harassment.

Penalties for Engaging in Harassment—

Within the discretion of the Board, any employee may be terminated for cause, suspended with or without pay or placed on probation for engaging in any form of harassment of another employee on the grounds of race; color; sex; pregnancy, childbirth or pregnancy-related conditions; age, if the individual is 40 years of age or older; religion; national origin; disability or handicap; sexual orientation; or gender identity.

Baker v. Weyerhaeuser Co., 903 F.2d 1342 (10th Cir. 1990)

Dissemination of Policy—

Notice of this policy and of the name and contact information of the Title IX Coordinator shall be provided to applicants for employment or for admission, employees, employee associations, students, and parents of students. The contact information for the Title IX Coordinator shall be prominently displayed on the District's website and in employment application materials and student admission materials. In addition, a copy of this policy shall be published on the District website and included in employment application materials, in student admission materials, in materials provided to employees, and in student handbooks. A copy of this policy shall also be provided to the appropriate officer of each employee association.

[34 CFR § 106.8\(b\)\(2\), \(c\)](#)

Employment: Student Support Scope of Practice

Definitions—

1. “Counseling” means a method used by school counselors, school psychologists, and school social workers to assist individuals and groups in learning how to solve problems, develop coping strategies, and make decisions about personal, health, social, emotional, behavioral, educational, vocational, financial, and other interpersonal concerns.
2. “Psychoeducation” means the process of providing education and information to those seeking or receiving mental health services and their family members
3. “Psychological services” includes:
 - a. administering psychological and education assessments, and other assessment procedures;
 - b. interpreting assessment results;
 - c. obtaining, integrating, and interpreting information about student behavior and conditions relating to learning;
 - d. consulting with other staff members in planning school programs to meet the special educational needs of student as indicated by psychological assessments, interviews, direct observation, and behavioral evaluations;
 - e. planning and managing a program of psychological services, including psychological counseling for students and parents; and
 - f. assisting in developing positive behavior intervention strategies.
4. “Student support license areas” means the following license areas of concentration:
 - a. School Counselor
 - b. School Psychologist
 - c. School Social Worker

[Utah Admin. Rules R277-313-2 \(October 11, 2022\)](#)

[Utah Admin. Rules R277-301-2\(6\) \(~~July 8, 2024~~December 10, 2024\)](#)

Scope of Practice for Student Support Licensed Educators—

Subject to the restrictions set out in Policy FEA, ~~and~~ Policy FDACE, ~~and~~ Policy FDACG, an educator who holds a student support license area of concentration may do any of the following:

1. make referrals for students and families to community mental and behavioral health resources;

2. provide professional learning to staff and psychoeducation to parents regarding prevention and mental health related topics;
3. provide counseling to individuals and small groups of students with identified needs and concerns;
4. provide, coordinate, and participate in crisis intervention and prevention, including assessing students for risk of suicide;
5. participate in a multi-disciplinary team for the development of student special services, including behavior intervention plans, Section 504 accommodations, and individualized education program services;
6. conduct assessments in which the individual is trained in the ethical administration, scoring, and interpretation related to the intended use of the assessment and meet the assessment publisher's criteria for administration; and;
7. act as a related service provider to provide counseling services for students with an individualized education program consistent with State Board of Education rules.

[Utah Admin. Rules R277-313-3\(1\) \(October 11, 2022\)](#)

An educator who holds a School Counselor license area of concentration may implement a school counseling program as outlined in State Board of Education Rule R277-462 and the College and Career Readiness school counseling program model.

[Utah Admin. Rules R277-313-3\(2\) \(October 11, 2022\)](#)

An educator who holds a School Psychologist license area of concentration may provide psychological services for special education.

[Utah Admin. Rules R277-313-3\(3\) \(October 11, 2022\)](#)

An educator who holds either a School Psychologist or a School Social Worker license area of concentration and is also licensed as a psychologist or as a social worker with the Division of Occupational and Professional Licensing of the Utah Department of Commerce may practice mental health therapy in a school.

[Utah Admin. Rules R277-313-3\(4\) \(October 11, 2022\)](#)

Employment: Background Checks

Definitions—

A “licensed employee” is one who holds a current Utah educator license issued by the State Board of Education.

A “non-licensed employee” is one who does not hold a current Utah educator license issued by the State Board of Education.

A “qualifying volunteer” is a volunteer who will be given significant unsupervised access to a student in connection with the volunteer’s assignment. For purposes of this policy, “qualifying volunteer” does not include an officer or employee of a cooperating employer which has an internship safety agreement with the District as provided in Policy EDH.

A “contract employee” is an employee of a staffing service or other entity who works at a District school under a contract.

“Personal identifying information” means an individual’s current name, former names, nicknames and aliases; date of birth; address; telephone number; driver license number or other government-issued identification number; Social Security number; and fingerprints.

[Utah Code § 53G-11-401\(3\), \(6\), \(7\) \(2024\)](#)

[Utah Code § 53G-11-402\(1\)\(a\)\(iii\) \(2024\)](#)

[Utah Admin. Rules R277-316-2\(56\), \(810\), \(911\), \(1113\) \(February 7, 2020 January 10, 2025\)](#)

Required Employment Reference Checks—

In addition to satisfying the requirements of this policy, the District shall also conduct such employment reference checks as are required by Policy DJ, Employee References and Letters of Recommendation.

Application Notice and Waiver Regarding Background Checks—

At the time a prospective employee or qualifying volunteer applies for employment or service with the District, such prospective employee or qualifying volunteer shall fill out an application providing the following warning:

“All references stated in this application will be checked by the School District and it is the policy of this School District that false information will be grounds for rejecting your application with no further consideration for the position; or, if such false information is discovered after hire, you will be subject to immediate termination for cause. Any false information may also be the grounds for criminal prosecution.”

All employees, qualifying volunteers, and contract employees seeking employment with the District or service in a District school and who are 18 years old or older shall sign a written consent, release, waiver, and authorization which authorizes the District to request information from the individual's past employers and supervisors. The consent, release, waiver, and authorization shall also authorize the District to contact any applicable licensing agency and former employers to obtain a background check, including a reference check, and to conduct a background search into the employee's criminal record, if any, or any other background check as the District deems necessary to satisfy itself of the quality and competence of the individual's credentials including submitting personal identifying information to the Bureau of Criminal Identification within the Department of Public Safety and retaining the personal identifying information for ongoing monitoring. (Model release forms are included at the end of this policy.)

[Utah Code § 53G-11-402\(1\)\(a\) \(2024\)](#)
[Utah Code § 53-10-108\(13\)\(b\)\(ii\) \(20232025\)](#)

Criminal Background Check and Monitoring for Licensed Employees—

All persons seeking a licensed employee position with the District shall provide their educator licensing information with their application for employment.

Prior to employing an individual as a licensed employee, the District shall confirm the individual's license status and standing with the State Board of Education, including inquiring regarding any prior or pending disciplinary actions or complaints.

Upon employing an individual as a licensed employee, the District shall request that the State Board of Education provide notification to the District of any changes or updates received by the State Board through its ongoing monitoring of the individual's criminal history and background.

Criminal Background Check for Non-Licensed Employees and Volunteers—

All non-licensed employees, qualifying volunteers, and contract employees seeking employment with the District or service in a District school and who are subject to the background check requirement shall provide their personal identifying information with their application. "Non-licensed employees" includes substitute teachers who are not licensed by the State Board of Education.

[Utah Code § 53G-11-402\(1\)\(b\) \(2024\)](#)
[Utah Code § 53E-6-901\(3\) \(2024\)](#)
[Utah Admin. Rules R277-316-3\(1\)\(a\) \(~~February 7, 2020~~January 10, 2025\)](#)

The District shall obtain consent from each applicant who is subject to the background check requirement and who is seeking employment as a non-licensed employee or service as a qualifying volunteer or contract employee for (1) an initial fingerprint-based background check by the FBI and Bureau of Criminal Identification and (2) the retention of personal identifying information and ongoing monitoring by the Bureau of Criminal Identification. (A model consent form is included at the end of this policy.)

[Utah Code § 53G-11-402\(1\)\(b\)\(iii\) \(2024\)](#)

Prior to employing a non-licensed employee or permitting a contract employee or qualifying volunteer to provide service in a District school, the District shall require the individual to undergo a background check. (This requirement does not apply if the individual is younger than 18 years old.) The District shall submit the individual's personal identifying information, including fingerprints, to the Bureau of Criminal Identification for this background check.

[Utah Code § 53G-11-402\(1\)\(a\), \(c\) \(2024\)](#)

[Utah Admin. Rules R277-316-3\(1\)\(a\) \(February 7, 2020January 10, 2025\)](#)

Upon employing a non-licensed employee or permitting a contract employee or qualifying volunteer to provide service in a District school, the District shall request ongoing monitoring of the individual through the Bureau of Criminal Identification unless the individual is younger than 18 years old.

[Utah Code § 53G-11-402\(1\)\(c\)\(ii\) \(2024\)](#)

[Utah Admin. Rules R277-316-3\(1\)\(a\) \(February 7, 2020January 10, 2025\)](#)

In the discretion of the Superintendent or the Superintendent's appointee, if the employment or service is to be temporary or for a very short term, the non-licensed employee, contract employee, or qualifying volunteer may be exempted from ongoing monitoring.

[Utah Code § 53G-11-402\(4\) \(2024\)](#)

With respect to applications submitted by prospective non-licensed employees, contract employees, or qualifying volunteers, the District will pay the cost of an applicant's background check.

[Utah Code § 53G-11-402\(2\) \(2024\)](#)

Use of Criminal History and Background Check Information—

In making decisions in reliance on criminal history information, the District shall consider rules established by the State Board of Education and

1. any convictions, including pleas in abeyance;
2. any matters involving a felony; and
3. any matters involving an alleged:
 - a. sexual offense;
 - b. class A misdemeanor drug offense;
 - c. offense against the person under Title 76, Chapter 5, Offenses Against the Individual;
 - d. class A misdemeanor property offense that is alleged to have occurred within the previous three years; and
 - e. any other type of criminal offense, if more than one occurrence of the same type of offense is alleged to have occurred within the previous eight years.

[Utah Code § 53G-11-405\(3\) \(2022\)](#)

[Utah Code § 53G-11-402\(3\) \(2024\)](#)

Information obtained pursuant to a criminal background check is confidential and may only be disclosed as provided herein.

Cloning National Background Check Information for Another School—

At the request of another school or qualifying private school that requires a national background check for an employee or volunteer who is relocating, providing temporary volunteer services, or under contract, the District shall provide the other school an opportunity to clone the subscription or data from the FBI Rap Back System that the District obtained, as provided for by and in accordance with the requirements of Utah Code § 53-10-108.

[Utah Code § 53G-11-402\(5\) \(2024\)](#)

Due Process—

If the District disqualifies an applicant as a result of criminal history obtained from a background check, the District shall give the individual written notice of the disqualification and of the individual's right to request a review of the disqualification.

[Utah Code § 53G-11-405\(1\)\(c\) \(2022\)](#)

An individual disqualified by the District as a result of a background check may request a review of the information received by the District through the background check and of the reasons for the disqualification and may respond to the information and the reasons for disqualification. The District shall, consistent with the requirements of [Utah Code § 53-10-108](#), allow the individual to review the criminal history information received by the District.

[Utah Code § 53G-11-405\(1\)\(a\), \(b\) \(2022\)](#)

Privacy Risk Mitigation: Discontinuing Monitoring—

Upon termination of District employment of a licensed employee (whether by retirement, resignation, termination with or without cause, non-renewal, or any other reason), the District shall by written notice to the Utah State Board of Education request that the State Board cease to notify the District of information received by the State Board through its ongoing monitoring of the individual's criminal history and background.

[Utah Code § 53G-11-402\(1\)\(d\) \(2024\)](#)

[Utah Code § 53-10-108\(13\)\(b\)\(iii\) \(20232025\)](#)

Upon termination of District employment or service of a non-licensed employee, contract employee, or qualifying volunteer (whether by retirement, resignation, termination with or without cause, non-renewal, or any other reason), the District shall by written notice to the Bureau of Criminal Identification request that the Bureau discontinue its ongoing monitoring of the individual's criminal history and background and notices to the District regarding changes to criminal history and background.

Created: 18 October 2006
Modified: ~~5 March 2024~~ 21 April 2025

DAC

Utah Code § 53G-11-402(1)(d) (2024)
Utah Code § 53-10-108(13)(b)(iii) (20232025)
Utah Admin. Rules R277-316-3(1)(b) (~~February 7, 2020~~ January 10, 2025)

**Disclosure and Consent for Employment / Reference Checks
and Release of Liability (Licensed)**

I understand that previous employment and my submitted references may be checked by the District. I affirm by my signature that (1) I have disclosed the employer for every prior paid position I have held where my job responsibilities included directly caring for, supervising, controlling, or having custody of anyone under 18 years of age; (2) I consent to past and present employer(s) and references disclosing to the District any and all information, including disciplinary records, which may be pertinent to my employment, and that such information includes, but is not limited to, all information relating to any employment action or discipline imposed for abuse of any child or student; and (3) I understand that if I am hired, any information obtained or maintained by the District may be disclosed to any future subsequent potential employer of mine who contacts the District for an employment or reference check.

I hereby waive any right to see any written material(s) submitted to the District in response to the above inquiries or notes of oral communication relative to such inquiries. I understand that if I am hired by the District any information received in response to the above inquiries is placed in my personnel file, and I may be denied the right to inspect such material(s).

By signing below, I agree to release the District from any action for damages relating to the District's refusal to hire me as a result of information obtained during a reference or background check. I agree to release the District from any action for damages relating to information disclosed by the District to any future subsequent potential employer of mine who contacts the District for an employment or reference check.

I understand that providing false information to the District as part of the application process will be grounds for rejecting an application with no further consideration for the position; or, if such false information is discovered after hire, I will be subject to immediate termination for cause. Any false information may also be the grounds for criminal prosecution. I agree to release the District from any cause of action for damages as a result of the District's termination of my employment as a result of falsifying any information included in this application.

Signature_____ Date_____

Disclosure and Consent for Employment / Reference Checks and Release of Liability (Non-Licensed)

I understand and acknowledge that: (1) in considering my application for employment, _____ School District ("the District") is legally required to obtain a nationwide (FBI) criminal background check and (if I am hired) ongoing criminal history monitoring while I work for the District; (2) information provided to the District (including fingerprints) will be used for this purpose; (3) the background check process must meet the requirements of Utah Code § 53-10-108(4); (4) procedures for obtaining a change, correction, or updating your criminal history record are set forth at Title 28, Code of Federal Regulations (CFR), Section 16.34; (5) I have received (on the fingerprint card form) the FBI Privacy Act Statement and have received the FBI Noncriminal Justice Applicant's Privacy Rights; (6) the background check results will be used to decide whether to employ me and will only be provided to those investigating or involved in the hiring process; (7) I may obtain my criminal history information from the Utah Bureau of Criminal Identification; and (8) if my application is rejected based on criminal background information I will be given written notice of the disqualifying reasons and of the right to request review of the disqualification. My signature affirms this acknowledgment and my consent to the District obtaining the initial check and ongoing monitoring while I work for the District.

I understand that previous employment and my submitted references may be checked by the District. I affirm by my signature that (1) I have disclosed the employer for every prior paid position I have held where my job responsibilities included directly caring for, supervising, controlling, or having custody of anyone under 18 years of age; (2) I consent to past and present employer(s) and references disclosing to the District any and all information, including disciplinary records, which may be pertinent to my employment, and that such information includes, but is not limited to, all information relating to any employment action or discipline imposed for abuse of any child or student; (3) I understand that if I am hired, any information obtained or maintained by the District **except for** criminal background check information may be disclosed to any future subsequent potential employer of mine who contacts the District for an employment or reference check.

I hereby waive any right to see any written material(s) submitted to the District in response to the above inquiries or notes of oral communication relative to such inquiries, **except** criminal background information, which I may obtain from the Bureau of Criminal Identification. I understand that if I am hired by the District any information received in response to the above inquiries is placed in my personnel file, and I may be denied the right to inspect such material(s).

By signing below, I agree to release the District from any action for damages relating to the District's refusal to hire me as a result of information obtained during a reference or background check. I agree to release the District from any action for damages relating to information disclosed by the District to any future subsequent potential employer of mine who contacts the District for an employment or reference check

I understand that providing false information to the District as part of the application process will be grounds for rejecting an application with no further consideration for the position; or, if such false information is discovered after hire, I will be subject to immediate termination for cause. Any false information may also be the grounds for criminal prosecution. I agree to release the District from any cause of action for damages as a result of the District's termination of my employment as a result of falsifying any information included in this application.

Signature_____ Date_____

**Disclosure and Consent for Employment / Reference Checks
and Release of Liability (Volunteer)**

I understand and acknowledge that: (1) in considering my application to volunteer with _____ School District ("the District"), the District is legally required to obtain a nationwide (FBI) criminal background check and (if I am given certain assignments) ongoing criminal history monitoring while I serve in the District; (2) information provided to the District (including fingerprints) will be used for this purpose; (3) the background check process must meet the requirements of Utah Code § 53-10-108(4); (4) procedures for obtaining a change, correction, or updating of your criminal history record are set forth at Title 28, Code of Federal Regulations (CFR), Section 16.34; (5) I have received (on the fingerprint card form) the FBI Privacy Act Statement and have received the FBI Noncriminal Justice Applicant's Privacy Rights; (6) the background check results will be used to decide whether to give me certain assignments and will only be provided to those investigating or involved in the assignment process; (7) I may obtain my criminal history information from the Utah Bureau of Criminal Identification; and (8) if my application is rejected based on criminal background information I will be given written notice of the disqualifying reasons and of the right to request review of the disqualification. My signature affirms this acknowledgment and my consent to the District obtaining the initial check and ongoing monitoring while I serve in the District.

I understand that previous employment and my submitted references may be checked by the District. I affirm by my signature that (1) I have disclosed the employer for every prior paid position I have held within the prior three years where my job responsibilities included directly caring for, supervising, controlling, or having custody of anyone under 18 years of age; and (2) I consent to past and present employer(s) and references disclosing to the District any and all information, including disciplinary records, which may be pertinent to my application, and that such information includes, but is not limited to, all information relating to any employment action or discipline imposed for abuse of any child or student.

I hereby waive any right to see any written material(s) submitted to the District in response to the above inquiries or notes of oral communication relative to such inquiries, **except** criminal background information, which I may obtain from the Bureau of Criminal Identification. I understand that if I am accepted by the District any information received in response to the above inquiries is placed in my service file, and I may be denied the right to inspect such material(s).

By signing below, I agree to release the District from any action for damages relating to the District's refusal to accept me as a result of information obtained during a reference or background check. I agree to release the District from any action for damages relating to information disclosed by the District to any future subsequent potential employer of mine who contacts the District for a reference check

I understand that providing false information to the District as part of the application process will be grounds for rejecting an application with no further consideration for the position; or, if such false information is discovered after hire, I will be subject to immediate dismissal. Any false information may also be the grounds for criminal prosecution. I agree to release the District from any cause of action for damages as a result of the District dismissing me as a result of falsifying any information included in this application.

Signature _____ Date _____

Accommodations for Employee Religious Belief or Conscience

Definitions—

1. “Conscience” means a sincerely held belief as to the rightness or wrongness of an action or inaction.
2. “Task” means a specific job, duty, or function.
3. “Undue hardship” means a substantial burden, privation, or adversity on the District that would result from granting an employee’s request to be relieved from performing a certain task when considering all relevant factors, including:
 - a. The practical impact on the District in light of the nature, size, and operating cost of the District;
 - b. The disruption of the District’s operations;
 - c. The nature of the employee’s duties;
 - d. The number of employees the District would be required to grant a request to if the District grants the employee’s request;
 - e. The type of workplace; and
 - f. The number of requests by the employee in the 12 months preceding the request.

[Utah Code § 67-27-106\(1\) \(2024\)](#)

Request for Accommodation—

District employees may request to be relieved from performing a certain task if doing so would conflict with the employee’s conscience or sincerely held religious beliefs. The request shall be made in writing. The request shall specifically identify the task and describe when and how it is to be performed and shall explain why the task would conflict with the employee’s conscience or sincerely held religious belief. The request shall be given to the employee’s supervisor. The request shall be made as soon as practicable but not more than two days after the day on which the employee first receives the assignment to perform the task. If the employee is asked to begin performing the task sooner than two days after the employee first received the assignment, then the employee may immediately request to be relieved from performing the task by either oral or written request to the employee’s supervisor stating that performing the task would conflict with the employee’s conscience or sincerely held religious beliefs and why it would conflict. The employee shall provide the District with a reasonable opportunity to grant the request or otherwise address the employee’s concerns. If the time to begin performing the task is sooner than the District is able to respond to the request, the employee will not be required to

perform the task until the District responds unless the task is required for safety or to preserve property and arranging for another employee to perform the task while the request is pending creates a substantial burden on the District.

[Utah Code § 67-27-106\(3\) \(2024\)](#)

Response to Request for Accommodation—

A supervisor who receives a request for accommodation shall immediately forward that request to District human resources or to an individual designated by the Superintendent.

The individual receiving the request shall evaluate the request as provided in this policy, determine whether it will be granted, and provide a written response. The written response shall refer to this policy. If the request is denied, the response shall include an explanation of the decision and state either why granting the request would impose an undue hardship on the District or which exception supports the denial. The written denial shall also inform the employee that if the employee appeals to the Superintendent and the appeal is denied, the employee may file a court action seeking review of the decision within 120 days of the decision as provided for under Utah Code § 67-27-106(6).

The District's response shall be provided as soon as practicable but at least five days before the day on which the task is to be performed. The employee and District may by mutual agreement waive or extend this time requirement. If no response is provided within the required time and there is no agreement to waive or extend the deadline, the request will be deemed denied and the employee may appeal to the Superintendent as provided below.

If the request is denied, the employee may appeal the denial to the Superintendent in writing within two days of the denial, explaining why the employee believes the denial was in error. The Superintendent shall evaluate and respond to the appeal in writing as soon as practicable but in any event not more than two working days after receiving the appeal. The Superintendent's decision is final and not subject to further appeal.

[Utah Code § 67-27-106\(4\), \(5\) \(2024\)](#)

Standards for Granting Accommodation—

If the employee has met the time and content requirements for making a request, a request will be granted unless one of the exceptions apply or unless granting the request would impose an undue hardship on the District. A request need not be granted if any of the following exceptions apply:

1. The employee's assertion of religious belief or conscience is done for an improper purpose;
2. Granting the request would create an unavoidable conflict with an existing legal obligation of the District;

3. The request is to be relieved from performing a task that is part of training or safety instructions directly related to the employee's employment; or
4. Granting the request would result in a deficit in the amount of work for which the employee is compensated.

[Utah Code § 67-27-106\(2\) \(2024\)](#)

In making the determination, the person evaluating the request shall consider the specifics of the employee's request and all relevant information available to the person, including the employee's particular work assignment responsibilities. In evaluating whether granting the request would impose undue hardship on the District, the person shall consider all relevant factors, including but not limited to the factors listed above in the definition of "undue hardship."

[Utah Code § 67-27-106\(5\)\(b\)\(v\) \(2024\)](#)

No Retaliation—

The District shall not take any retaliatory action against an employee for requesting an accommodation under this policy. Retaliatory action includes dismissal, reduction of compensation, failure to increase compensation by an amount the employee would otherwise be entitled to or was promised, failing to promote the employee if the employee would otherwise be promoted, or threatening to take any of these actions. However, this restriction does not preclude disciplinary action against the employee if the request is determined to be without merit.

[Utah Code § 67-27-106\(1\)\(f\), \(8\) \(2024\)](#)

Notice to Employees—

Each current employee of the District shall be informed of and given access to a copy of this policy upon its adoption by the Board of Education. Thereafter, each new employee shall be informed of and given access to a copy of this policy at the time of hire.

[Utah Code § 67-27-106\(5\)\(c\)\(i\) \(2024\)](#)

Private Information—

Records which contain information about an employee's request for an accommodation under this policy, including but not limited to the written request and the response to the request, are classified as private records under GRAMA.

[Utah Code § 67-27-106\(1\)\(a\), \(7\) \(2024\)](#)

[Utah Code § 63G-2-302\(1\)\(ee\)\(g\) \(20242025\)](#)

Reemployment of Retirees

A retiree who is reemployed after July 1, 2010, by the District within one year of the date of the person's retirement will have his or her retiree's allowance cancelled by the Utah State Retirement Office and be reinstated as an active member of the State retirement plan, effective the first day of the month following the date of reemployment unless:

1. the retiree is not reemployed by the District for a period of at least sixty (60) days from the retiree's retirement date;
2. the retiree has a bona fide termination of employment as of the date of retirement;
3. upon reemployment after the break in service, the retiree does not receive any District provided benefit, including:
 - a. medical benefits;
 - b. dental benefits;
 - c. other insurance benefits except workers compensation and withholdings required by state and federal law for Social Security, Medicare, and unemployment insurance; or
 - d. paid time off, including sick, annual or other type of leave; and
4. the retiree does not earn in any calendar year of reemployment an amount in excess of the lesser of:
 - a. \$15,000; or
 - b. One-half of the retiree's final average salary upon which the retiree's retirement allowance is based.

A "bona fide termination of employment" means permanent separation from employment or a fee-for-service relationship with any participating employer and separation from employment without a prearrangement that anticipates postretirement reemployment or a postretirement fee-for-service relationship with a participating employer.

[Utah Code § 49-11-1202 \(2024\)](#)

[Utah Code § 49-11-1204 \(2024\)](#)

[Utah Code § 49-11-1205 \(20242025\)](#)

If the employee retires again within a two-year period from the date of cancellation of the original allowance, the original allowance will resume. Otherwise, if the employee retires after the two-year period, then his or her original allowance will resume, and the retiree will receive an additional allowance based on the formula in effect at the date of the subsequent retirement for the service credit accrued between the first and subsequent retirement dates.

[Utah Code § 49-11-1204\(5\) \(2024\)](#)

A retiree who is reemployed after July 1, 2010, by the District more than one year from the date of the retiree's retirement may elect to:

1. Earn additional service credit and cancel the retiree's retirement allowance; or
2. Receive the retiree's retirement allowance and forfeit any retirement related contribution from the District.

[Utah Code § 49-11-1204\(3\) \(2024\)](#)

If the retiree is not otherwise eligible for retirement coverage in the reemployed position, the Utah State Retirement Office shall cancel the allowance of a retiree; and the District shall pay the amortization rate to the office on behalf of the retiree.

[Utah Code § 49-11-1204\(4\)\(b\) \(2024\)](#)

If a retiree is reemployed in the School District after July 1, 2010, the District shall immediately notify the Utah State Retirement Office. In addition, the District shall provide information indicating:

1. Whether the retiree was reemployed within one year of the retiree's date of retirement; and
2. If the retiree is reemployed more than one year from the date of retirement, whether the employee elects to:
 - a. Earn additional service credit and cancel the retiree's retirement allowance; or
 - b. Receive the retiree's retirement allowance and forfeit any retirement related contribution from the District.

[Utah Code § 49-11-1206 \(2024\)](#)

It is the responsibility of the reemployed retiree to report to the Utah State Retirement Office his or her reemployment status. It is the Utah State Retirement Office that ultimately determines the impact, if any, of a retiree's reemployment with the District on the retiree's eligibility for and benefits under the Utah State Retirement System. Therefore, the retiree should contact the Utah State Retirement Office to verify the impact of any reemployment decision prior to accepting reemployment with the District. The Utah State Retirement Board has stated that it will typically find that a retiree has not had an effective termination of service for purposes of the break in employment requirement if prior to retirement the employee has or had any type of prearrangement which anticipates a post-termination of employment fee-for-services relationship with any employer participating in the Utah State Retirement System. In addition, volunteer service for a participating employer may constitute employment or reemployment if there is a prearrangement of any kind that anticipates that the volunteer service is given in exchange for or as a condition of future employment or any fee-for-service relationship with any

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participating employer or there is any kind of deferred compensation for the volunteer service.

Utah State Retirement Board Resolution #2019-05

Reporting of Child Abuse

Reporting of Child Abuse—

Whenever any employee of the District knows or reasonably believes that a child has been neglected, or physically or sexually abused, such employee shall immediately notify the nearest peace officer, law enforcement agency or office of the State Division of Child and Family Services (DCFS). Under such circumstances, the employee shall **also** notify the building principal. Such a report to the principal does not satisfy the employee's personal duty to report to law enforcement or DCFS. It is not the responsibility of school employees to prove that the child has been abused or neglected or determine whether the child is in need of protection. Investigations are the responsibility of the Division of Child and Family Services. Investigation by education personnel prior to submitting a report should not go beyond that necessary to support a reasonable belief that a reportable problem exists.

School officials shall cooperate appropriately with DCFS and law enforcement agency employees authorized to investigate charges of child abuse and neglect, assisting as asked as members of interdisciplinary child protection teams in providing protective, diagnostic, assessment, treatment, and coordination services, including:

1. allowing appropriate access to students;
2. allowing authorized agency employees to interview children consistent with DCFS and local law enforcement protocols;
3. making no contact with parents/legal guardians of children being questioned by DCFS or local law enforcement; and
4. cooperating with ongoing investigations and maintaining appropriate confidentiality.

The employee shall maintain the confidentiality of and not disclose any information learned in connection with an investigation except with those persons with whom the employee is required to cooperate, including the Division, law enforcement, the State Board of Education, or supervisory District officials. Persons making reports or participating in an investigation of alleged child abuse or neglect in good faith are immune from any civil or criminal liability that otherwise might arise from such actions, as provided by law.

The anonymity of those reporting or investigating child abuse or neglect will be preserved and information provided pursuant only to the manner provided for in [Utah Code § 80-2-1005](#).

[Utah Admin. Rules R277-217-3\(5\), \(6\) \(January 10, 2024\)](#)
[Utah Admin. Rules R277-401-3 \(September 21, 2017\)](#)
[Utah Code § 80-2-602 \(2022\)](#)
[Utah Code § 80-2-1005 \(2023/2025\)](#)

Reporting of Child Abuse by a School Employee—

An employee who has reasonable cause to believe that a student may have been physically or sexually abused by a school employee shall immediately report that belief to **both** the school principal **and** the Superintendent. A District administrator, including the Superintendent, who has received such a report or who otherwise has reasonable cause to believe that a student may have been physically or sexually abused by an educator shall immediately report that information to the State Board of Education and to the Utah Professional Practices Advisory Commission.

[Utah Admin. Rules R277-217-3\(5\) \(January 10, 2024\)](#)
[Utah Code § 53E-6-701 \(2022\)](#)

Reporting of Student Prohibited Acts

Reporting of Student Prohibited Acts—

School employees shall immediately report to the school principal or District superintendent any reasonable belief that a violation of Policy FF has occurred, wherein any student participating in student government and/or extracurricular activities, if occurring while the student is in the classroom, on school property, or during school-sponsored activities, regardless of location or circumstances:

1. Uses foul, abusive, or profane language while engaged in school-related activities;
2. Illicitly uses, possesses, or distributes a controlled substance, drug paraphernalia, a tobacco product, an electronic cigarette product, or an alcoholic beverage; or
3. Hazes, demeans, or engages in assaultive behavior, whether consensual or not, including behavior involving physical violence, restraint, improper touching, or inappropriate exposure of body parts not normally exposed in public settings, forced ingestion of any substance, or any act which would constitute a crime against a person or public order under state law.

Principals who receive a report of a violation of Policy FF shall submit a report of the alleged incident, and actions taken in response, to the District superintendent or the superintendent's designee within ten working days after receipt of the report.

Failure of a person holding a professional certificate to report these prohibited acts as required under this policy constitutes an unprofessional practice.

[Utah Code § 53G-8-209 \(20202025\)](#)

Duty to Report Student Use or Possession of Illegal Drugs or Alcohol—

A school employee with reasonable cause to believe that a student has used or possessed alcohol or illegal drugs, counterfeit substances, or any associated paraphernalia at a school District location shall immediately report that fact to the school's designated Administrator.

[Utah Code § 53G-8-501 \(2018\)](#)

[Utah Code § 53G-8-502 \(2018\)](#)

[Utah Code § 58-37-8 \(20232025\)](#)

School District Location Defined—

"School district location" means in any school building or on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school

district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

Notice to Parent or Legal Guardian—

Upon receiving a report from a school employee of student use or possession of illegal drugs or alcohol, counterfeit substances, or any associated paraphernalia at a school District location, the designated Administrator shall immediately report the information to the student's parent or legal guardian. If the violation involves illegal drugs or counterfeit substances or drug paraphernalia, the Administrator may also report the information to law enforcement agencies or officials if that is permitted under [Utah Code § 53G-8-211](#). The identity of the school Administrator who reported the prohibited act shall not be disclosed to the student or the parent or legal guardian.

[Utah Code § 53G-8-502 \(2018\)](#)

Immunity for Good Faith Reporting—

A school employee who in good faith reports student use or possession of illegal drugs or alcohol, counterfeit substances, or any associated paraphernalia at a school District location in accordance with these provisions is immune from any civil or criminal liability resulting from that action.

[Utah Code § 53G-8-504 \(2018\)](#)

Child Sexual Abuse and Human Trafficking Prevention Education

School Personnel Education Regarding Child Sexual Abuse and Human Trafficking—

The District shall provide, once every three years, training to all school personnel on responding to a disclosure of child sexual abuse in a supportive, appropriate manner and on the mandatory reporting requirements of [Utah Code § 53E-6-701](#) (regarding abuse by school personnel) and [Utah Code § 80-2-602](#) (regarding reporting of child abuse). The training shall also address human trafficking and identifying children who are victims or may be at risk of becoming victims of human trafficking or commercial sexual exploitation. "School personnel" to receive training include all school employees, whether licensed, part-time, contract, or non-licensed.

[Utah Code § 53G-9-207\(3\)\(a\)\(i\) \(20242025\)](#)
[Utah Admin. Rules R277-605-6\(3\) \(July 22, 2022\)](#)

Training Materials—

The training required under this policy shall use the instructional materials approved by the State Board of Education (either those created by the State Board of Education or created by the District and approved by the State Board of Education).

[Utah Code § 53G-9-207\(3\)\(b\) \(20242025\)](#)

Evidence of Compliance—

The District must provide evidence of compliance with these training and instructional materials requirements upon request of the State Board of Education.

[Utah Code § 53G-9-207\(7\) \(20242025\)](#)

Procurement of Workers Compensation Insurance

Procurement of Workers Compensation—

Pursuant to [Utah Code § 63G-6a-107.6\(1\)](#), the Utah Procurement Code does not apply to contracts between public entities. The Board determines that it is not advantageous to the District to procure workers compensation insurance for employees of the District through standard procurement processes. Rather, the Board elects to secure workers compensation insurance coverage through joining a pool of other school districts in the state.

The Board determines that procurement of workers compensation insurance through standard procurement processes is not advantageous to the District because insurance available through those means does not provide the opportunity to closely control and monitor the costs of insurance claims, or the opportunity to develop and implement safety programs for District employees with more direct and immediate impact upon insurance cost savings.

By procuring workers compensation insurance through participation in a pool of school districts from the state, the District will be able to more directly control and monitor its insurance costs. The District will be able to develop and implement safety programs tailored specifically to the needs and characteristics of its employees. These tailored safety measures will have a more immediate impact on savings to the District.

On cost savings to the districts, by joining the pool and obtaining workers compensation insurance through this means, the District will be grouped with other similar risks rather than with other types of dissimilar businesses. For these reasons, the Board finds that procurement of workers compensation insurance through standard procurement processes would not be advantageous to the District.

[Utah Code § 63G-6a-107.6\(1\) \(20242025\)](#)

Hiring Preference of Veterans and Veterans' Spouses

Definitions—

For purposes of this Policy, “veteran” has the same meaning as defined in Utah Code § 68-3-12.5. “Service member” means a currently serving member of the armed forces. An “individual with a disability” means a veteran or service member who has established the existence of a service-connected disability or is receiving compensation, disability retirement benefits, or a pension because of a public statute administered by the United States Department of Veterans affairs or a military department.

[Utah Code § 68-3-12.5\(42\)\(a\) \(20242025\)](#)
[Utah Code § 71A-1-101\(~~78~~, ~~910~~, ~~1011~~\) \(20232025\)](#)
[Utah Code § 71A-2-101\(1\)\(b\) \(2024\)](#)

For purposes of this policy “preference eligible” means any individual who is a veteran or service member, an individual with a disability, the spouse or surviving spouse of a veteran or service member, a purple heart recipient, or a retired member of the armed forces.

[Utah Code § 71A-2-101\(1\)\(c\) \(2024\)](#)

Veterans Preference—

When considering candidates for employment in the District, the District shall grant a veteran's preference to each preference eligible individual as defined in this Policy. The personnel or human resource officer of the District shall add to the score of a preference eligible individual who receives a passing score on an examination, or any rating or ranking mechanism used in selecting individuals for employment in the District the following:

1. Five percent (5%) of the total possible score if the individual is a veteran or service member;
2. Ten percent (10%) of the total possible score if the individual is a veteran or service member with a disability or a purple heart recipient; or,
3. If the individual is a spouse or surviving spouse, the same percentage increase that the qualifying veteran or service member is, or would have been, entitled to.

Preference eligibility shall be added to a minimum of one step in the process. A preference eligible person who applies for a position that does not require an examination shall be given preference in interviewing for the position. If all other circumstances relevant to employment are equal among candidates, then a preference shall be given to the veteran applying for a position with the District.

[Utah Code § 71A-2-102 \(2023\)](#)

Sexual Harassment

General Statement of Policy—

Sexual harassment is a form of sex discrimination which violates Section 703 of Title VII of the Civil Rights Act of 1964 ([42 U.S.C. § 2000e, et seq.](#)), Title IX of the Education Amendments of 1972 ([20 U.S.C. § 1681 et seq.](#)), and the Utah Antidiscrimination Act, Utah Code [§ 34A-5-101 et seq.](#)

It is the policy of the District to maintain a learning and working environment that is free from sexual harassment. The District prohibits any form of sexual harassment. The Board of Education of the _____ School District does not discriminate on the basis of sex in its programs and activities and is required by Title IX and 34 CFR Part 106 not to discriminate on the basis of sex, including but not limited to such discrimination in admission and employment. The Board adopts this policy in order to meet its obligations under Title IX to provide appropriate treatment of and response to complaints or reports of sexual harassment and to seek to provide a learning environment free from sexual harassment and discrimination on the basis of sex. Therefore, the District will promptly respond to notice of sexual harassment or allegations of sexual harassment and take appropriate action.

The definitions of sexual harassment under Title VII and Title IX differ, although there are areas of overlap. This policy therefore distinguishes between sexual harassment as to employment (Title VII) and sexual harassment as to participation in District programs and activities (Title IX). The intent of this policy is to meet the District's obligations under both Title VII (and the Utah Antidiscrimination Act) and Title IX.

This policy addresses sex discrimination in the form of sexual harassment by employees and against employees. Policy FHAB addresses sex discrimination in the form of sexual harassment against students. Other forms of sex discrimination are addressed in Policy DAA and Policy FA. It is a violation of this policy for any employee of the District to sexually harass a student or an employee.

The District encourages all victims of sexual harassment and persons with knowledge of sexual harassment to immediately report that to the Title IX Coordinator or an administrator. Employees with knowledge of sexual harassment or possible sexual harassment are required to report that information to their supervisor and/or the Title IX Coordinator. (Failure to make such reports may result in disciplinary action according to District policy.) All complainants have the right to be free from retaliation of any kind.

Notice of this policy shall be given to all applicants for employment and employees and shall be included in employee handbooks. Questions about rights under Title IX and about the application of Title IX to the District can be directed to

the Title IX Coordinator identified in this policy or to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

The District will act to investigate all complaints, formal or informal, verbal or written, of sexual harassment and when appropriate to discipline any employee or student who sexually harasses an employee or student of the District.

[42 U.S.C. § 2000e et seq.](#)
[Utah Code § 34A-5-101 et seq.](#)
[34 CFR § 106.8\(b\)\(1\)](#)
[34 CFR § 106.45\(a\)](#)

No Expansion or Reduction of Other Legal Rights—

Nothing in this policy shall be construed to give any right, claim or action beyond the specific process provided in this policy. Nothing in this policy restricts rights which may be available under other District policies or under applicable laws or regulations.

Prohibition of False Statements—

Employees and students are prohibited from knowingly making false statements or knowingly submitting false information in connection with allegations of sexual harassment or a sexual harassment investigation or a sexual harassment grievance procedure. Any employee or student doing so is subject to disciplinary action.

Confidentiality—

Except to the extent required to carry out a required response to sexual harassment under this policy or other forms of sex discrimination under other policies, or as required by law, the District shall keep confidential the identity of (a) any individual who reports or complains of sexual harassment or other types of sex discrimination (including filing a formal complaint), (b) any respondent or other individual reported to have perpetrated another form of sex discrimination, and (c) any witness regarding sexual harassment or other form of sex discrimination. Except to the extent that maintaining confidentiality would impair the District's ability to provide supportive measures, the District shall keep confidential any supportive measures provided to a complainant, respondent, or employee complaining of employment sexual harassment. (In appropriately responding to sexual harassment, the District may need to disclose the identity of individuals for purposes of an appropriate investigation and following the grievance process or for purposes of appropriate supportive measures.) Disclosure is also allowed to the extent permitted by FERPA and its implementing regulations.

[34 CFR § 106.71\(a\)](#)
[34 CFR § 106.30\(a\)](#)

Where a complaint involves allegations of child abuse, the complaint shall be immediately reported to appropriate authorities and the confidentiality of the

information will be maintained as required by [Utah Code § 80-2-1005](#). (See Policy DDA.)

[Utah Code § 80-2-602 \(2022\)](#)

[Utah Code § 80-2-1005 \(20232025\)](#)

Employment Sexual Harassment Defined—

For purposes of employment, sexual harassment consists of unwelcome sexual advances, requests for sexual favors, physical or verbal conduct or communications of a sexual nature, and any other gender-based harassment, whether initiated by school employees, students, or visitors when:

1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment; or
2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment; or
3. That conduct or communication has the purpose or effect of unreasonably interfering with an individual's employment, or creating an intimidating, hostile or offensive working environment.

[29 CFR § 1604.11\(a\)](#)

As long as one or more of the above-listed factors is met, sexual harassment may include but is not limited to:

1. Verbal harassment or abuse, including any offensive communication that is sexually degrading or implies sexual motives or intentions, such as sexual remarks or innuendoes about an individual's clothing, appearance or activities; sexual gestures;
2. Subtle pressure for sexual activity including sexual invitations or requests for sexual activity in exchange for preferences, favors, selection for work assignments, etc.;
3. Physical contact or closeness that is sexually suggestive, sexually degrading, or sexually intimidating such as the unwelcome touching of another's body parts, spanking, pinching, stalking, frontal-body hugs, intentional brushing against an employee's body; etc.
4. Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment status;
5. Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment; or any unwelcome sexually motivated touching;
6. Unwelcome gestures that are sexually suggestive, sexually degrading or imply sexual motives or intentions;
7. Written or pictorial display or distribution of pornographic or other sexually explicit materials such as magazines, videos, films, etc.

Mentor Savings Bank v. Vinson, 477 U.S. 57 (1986)
Baker v. Weyerhaeuser Co., 903 F.2d 1342 (10th Cir. 1990)

Employment Reporting Procedures—

Any employee who believes he or she has been the victim of sexual harassment by an employee, student or visitor of the District, or any third person with knowledge or belief of conduct which may constitute employment sexual harassment should submit a written report of the alleged acts immediately to an appropriate District official as designated by this policy. The District encourages the reporting party or complainant to use the report form available from the principal of each building or available from the District office. If the conduct in question meets the definition of sexual harassment in education programs (set out below), the process and procedures for such harassment (below) should also be followed.

1. In Each School Building. The building principal is the person responsible for receiving oral or written reports of employment sexual harassment at the building level. Upon receipt of a report, the principal must notify the District Title IX Coordinator immediately without screening or investigating the report. A written report will be forwarded simultaneously to the Title IX Coordinator. If the report was given verbally, the principal shall reduce it to written form within 24 hours and forward it to the Title IX Coordinator. Failure to forward any sexual harassment report or complaint as provided herein will result in disciplinary action. If the complaint involves the building principal, the complaint shall be filed directly with the Title IX Coordinator.
2. District-Wide. The School Board hereby designates the Title IX Coordinator (identified below) as the individual to receive reports or complaints of employment sexual harassment from any individual, employee or victim of employment sexual harassment and also from the building principals as outlined above. If the complaint involves the Title IX Coordinator, the complaint shall be filed directly with the Superintendent. Contact information for the Title IX Coordinator shall be disseminated as provided for below.
3. Submission of a complaint or report of sexual harassment will not affect the individual's future employment or work assignments.
4. Use of formal reporting forms is not mandatory.

Employment Investigation and Recommendation—

By authority of the District, the Title IX Coordinator, upon receipt of a report or complaint alleging sexual harassment in employment, shall immediately authorize an investigation. This investigation may be conducted by District officials or by a third party designated by the District. The investigating party shall provide a written report of the status of the investigation within ten (10) working days to the Superintendent of Schools and the Title IX Coordinator.

In determining whether alleged conduct constitutes sexual harassment, the District should consider the surrounding circumstances, the nature of the sexual

advances, relationships between the parties involved and the context in which the alleged incidents occurred.

The investigation may consist of personal interviews with the complainant, the individuals against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

In addition, the District may take immediate steps, at its discretion, to protect the complainant, students and employees pending completion of an investigation of alleged sexual harassment. Those steps must be in the nature of supportive measures as defined for purposes of sexual harassment in education programs (below) and may not include disciplinary or punitive measures which burden an individual accused of sexual harassment prior to a determination that the person has engaged in sexual harassment. However, an individual may be removed on an emergency basis as provided below regarding sexual harassment in education programs and an employee may be placed on administrative leave during the pendency of a grievance proceeding consistent with District leave relating to possible employment action.

[34 CFR § 106.30\(a\)](#)

[34 CFR § 106.44\(a\)](#)

The Title IX Coordinator shall make a report to the Superintendent upon completion of the investigation.

Employment District Action—

Upon receipt of a recommendation that the complaint is valid, the District will take such action as appropriate based on the results of the investigation.

The result of the investigation of each complaint filed under these procedures will be reported in writing to the complainant by the District. The report will document any disciplinary action taken as a result of the complaint.

Support for Victims of Employment Harassment—

Pending the outcome of the investigation into a claim of employment sexual harassment, the Title IX Coordinator shall provide support as appropriate to the complaining employee and the accused person. Such support may include supportive measures as defined below for sexual harassment in education programs. When it is determined that an individual has been subject to employment sexual harassment, consideration should be given to what support, counseling, or other assistance the individual may need to prevent such mistreatment from adversely affecting the individual's ability to function in the employment setting.

Reprisal—

The District will discipline any individual who retaliates against any person who reports alleged employment sexual harassment or who retaliates against any

person who testifies, assists, or participates in an investigation, proceeding, or hearing relating to an employment sexual harassment complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

Non-Harassment—

The District recognizes that not every advance or consent of a sexual nature constitutes employment harassment. Whether a particular action or incident is a personal, social relationship without a discriminatory employment effect requires a determination based on all the facts and surrounding circumstances. False accusations of sexual harassment can have a serious detrimental effect on innocent parties.

Right to Alternative Complaint Procedures—

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Division of Antidiscrimination and Labor, initiating civil action or seeking redress under state criminal statutes and/or federal law.

Discipline—

Any District action taken pursuant to this policy will be consistent with requirements of applicable Utah statutes and District policies. The District will take such disciplinary action it deems necessary and appropriate, including warning, suspension or immediate termination to end employment sexual harassment and prevent its recurrence.

Report of Sexual Harassment—

This form shall be maintained as confidential by the District within the limitations outlined in policy. (See Policy Exhibit #1)

Education Program Sexual Harassment Definitions—

1. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to any employee of the District.
2. "Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
3. "Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment. (The complainant must be participating or attempting to participate in a District program or activity at the time of filing.) Although the Title IX Coordinator may sign a formal complaint, the Title IX Coordinator does not thereby become the complainant or a party to the grievance proceeding.
4. A "program or activity" of the District includes all locations, events, or circumstances over which the District exercised substantial control over both the respondent and the context in which the sexual harassment occurs

[34 CFR § 106.44\(a\)](#)

5. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
6. "Sexual Harassment" means conduct on the basis of sex that satisfies one or more of the following:
 - a. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct; or
 - b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to a program or activity of the District; or
 - c. "Sexual assault" as defined in [20 U.S.C. § 1092\(f\)\(6\)\(A\)\(v\)](#), "dating violence" as defined in [34 U.S.C. § 12291\(a\)\(10\)](#), "domestic violence" as defined in [34 U.S.C. § 12291\(a\)\(8\)](#), or "stalking" as defined in [34 U.S.C. § 12291\(a\)\(30\)](#).

"Sexual harassment" for purposes of this policy does not include all improper conduct based on sex. Conduct which is not sexual harassment may violate other District policies and be subject to disciplinary action, including under Policy DAI, DHA, DKBA, DLA, FA, FGAD, and FHA, among others.

7. "Supportive measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to any District program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

[34 CFR § 106.30\(a\)](#)

Title IX Coordinator—

The District shall designate one or more employees to serve as Title IX Coordinator. The Title IX Coordinator is responsible and has authority to coordinate the District's compliance with Title IX and Title VII, including but not limited to responding to sexual harassment of any type. The designated Title IX Coordinator for the District is: _____. The contact information for the Title IX Coordinator is:

Name _____ Title/Position _____

Mailing Address _____

Office Email _____ Telephone _____

Reports about any form of sex discrimination (including sexual harassment, whether under the Title VII definition or the Title IX definition) may be made to the Title IX Coordinator by any person (whether or not the discrimination was directed at that person) using any of the contact methods listed above or by any other means and at any time (including during non-business hours).

[34 CFR § 106.8\(a\)](#)

District Response to Education Program Sexual Harassment—

As directed and coordinated by the Title IX Coordinator, the District shall, after receiving “actual knowledge” of “sexual harassment” in a District “program or activity” (as each of those terms are defined in this policy, respond promptly and reasonably to fulfill its obligations under Title IX. The District shall treat the complainant and respondent equitably and may not impose disciplinary actions or sanctions on a respondent before a determination of responsibility is made through the grievance procedure set out below. The response shall include prompt contact by the Title IX Coordinator with the complainant to:

1. Discuss the availability of supportive measures;
2. Consider the complainant’s wishes with respect to supportive measures;
3. Inform the complainant that supportive measures are available with or without filing a formal complaint; and
4. Explain the process for filing a formal complaint.

Regardless of whether a formal complaint is filed, the District shall respond appropriately, including implementing appropriate supportive measures as determined by the Title IX Coordinator.

In response to a formal complaint of education program sexual harassment, the District shall follow the grievance procedure set out below. In appropriate circumstances, the District’s response to actual knowledge of sexual harassment may include the Title IX Coordinator signing a formal complaint to initiate the grievance procedure even when the complainant does not wish to do so.

The District may remove a respondent from a District program or activity on an emergency basis if following an individualized safety and risk analysis the District determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. (However, such actions are subject to restrictions relating to change in placement under IDEA and restrictions under Section 504.)

The District may place a non-student employee respondent on administrative leave during the pendency of a grievance proceeding following a formal complaint, consistent with the District policy relating to leave relating to possible employment action.

[34 CFR § 106.44\(a\)](#)

Education Program Sexual Harassment Grievance Procedure—

The education program sexual harassment grievance procedure is initiated by the filing of a formal complaint with the Title IX Coordinator. The parties to the procedure are the complainant and the respondent. The complaint may be filed in person, by mail, or by email. A formal complaint can be in the form of a document or electronic submission and must either contain the physical or electronic signature of the complainant or the Title IX Coordinator or otherwise indicate that the complainant is the person filing the formal complaint.

[34 CFR § 106.30\(a\)](#)

Generally Applicable Requirements

The following standards and requirements apply generally throughout the grievance and appeal process:

1. The respondent is presumed to be *not* responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

[34 CFR § 106.45\(b\)\(1\)\(iv\)](#)

2. The District is to shoulder the burden of gathering evidence sufficient to reach a determination regarding responsibility and is not to place that burden on the parties.

[34 CFR § 106.45\(b\)\(5\)\(i\)](#)

3. Legal evidentiary privileges are to be respected: The District will not require, allow, rely on, seek disclosure of, or otherwise use information protected under a legally recognized privilege unless the person holding the privilege has waived it.

[34 CFR § 106.45\(b\)\(1\)\(x\)](#)

4. The parties will be given equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

[34 CFR § 106.45\(b\)\(5\)\(ii\)](#)

5. The District will not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence within the procedural framework.

[34 CFR § 106.45\(b\)\(5\)\(iii\)](#)

6. The parties will have the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to

any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding.

[34 CFR § 106.45\(b\)\(5\)\(iv\)](#)

7. For any investigative interviews or other meetings at which a party's participation is expected or invited, the party will be given written notice of the date, time, location, participants, and purpose of the interview or meeting at a time sufficiently in advance to enable the party to prepare to participate.

[34 CFR § 106.45\(b\)\(5\)\(v\)](#)

8. The time frames provided in this policy are intended to provide reasonably prompt resolution of complaints. However, the District may, for good cause and with written notice to the complainant and respondent explaining the reasons, temporarily delay the grievance process or extend a time frame for a limited time. Good cause may include (but is not limited to) considerations such as the absence of a party, a party's advisor, or a witness, concurrent law enforcement activity, or the need for language assistance or accommodation of disabilities.

[34 CFR § 106.45\(b\)\(1\)\(v\)](#)

Supportive Measures During the Grievance Process

During the pendency of the grievance process, either party may request or the Title IX Coordinator may offer supportive measures as defined above, and such measures shall be provided as the Title IX Coordinator determines is appropriate.

[34 CFR § 106.45\(b\)\(1\)\(ix\)](#)

Potential Disciplinary Sanctions for Responsible Respondents

A respondent who is found responsible following the conclusion of the grievance procedure may be subject to disciplinary action in the form of remedies that are in the nature of supportive measures for the complainant but which impose a burden on the respondent and are punitive in nature. A responsible employee respondent may be sanctioned by disciplinary actions including probation, suspension (with or without pay), and termination of employment. (See Policy FHA.) The same sanctions may be imposed on a respondent who admits to being responsible for sexual harassment without challenging the charge through the formal grievance process.

[34 CFR § 106.45\(b\)\(1\)\(vi\)](#)

Consolidation of Complaints

Where the allegations of sexual harassment arise out of the same facts or circumstances, the Title IX Coordinator may consolidate formal complaints made against more than one respondent, or made by more than one complainant against one or more respondents, or made by one party against another party. When

complaints are consolidated, singular references in this policy (for example, “complainant”) also include the plural as is applicable.

[34 CFR § 106.45\(b\)\(4\)](#)

Summary Dismissal of Complaint

After receiving the formal complaint, the Title IX Coordinator shall review the allegations in the complaint and make a determination whether, accepting the allegations as true, any of the following circumstances are present:

1. The conduct alleged does not constitute sexual harassment as defined in this policy.
2. The conduct alleged did not occur in a District program or activity.
3. The conduct alleged did not occur against a person in the United States.

If any of these circumstances are present, the Title IX Coordinator shall dismiss the complaint for purposes of sexual harassment and this policy and shall promptly send simultaneous written notice of the dismissal and the reason(s) for dismissal to the parties. If the alleged conduct constitutes employment sexual harassment as defined above, the Title IX Coordinator shall follow the process outlined above for addressing such harassment. If the alleged conduct constitutes misconduct under other District policies regulating employee or student conduct, the Title IX Coordinator shall refer the complaint to the appropriate administrator for consideration for investigation and possible disciplinary action.

[34 CFR § 106.45\(b\)\(3\)\(i\)](#)

Permissive Dismissal of Complaint

At any time during the investigation of a formal complaint or the determination process, the Title IX Coordinator may dismiss a complaint or particular allegations in the complaint if:

1. The complainant gives written notice to the Title IX Coordinator that the complainant wants to withdraw the formal complaint or particular allegations in the complaint;
2. The respondent is an employee and is no longer employed by the District or is a student and is no longer enrolled in the District; or
3. Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the complaint or the allegations in the complaint.

If the Title IX Coordinator determines to dismiss the complaint on any of these grounds, then the coordinator shall promptly send simultaneous written notice of the dismissal and the reason(s) for dismissal to the parties.

[34 CFR § 106.45\(b\)\(3\)\(ii\)](#)

Appointment of Investigator and Decision Maker

Upon receipt of a formal complaint, the Title IX Coordinator shall either determine that the Title IX Coordinator will investigate the complaint or shall appoint a qualified and trained District employee to investigate the complaint.

The Title IX Coordinator shall also appoint one, three, or five qualified and trained District employees to render the decision on the complaint as provided below. Neither the Title IX Coordinator nor any investigator on a complaint may serve as a decision maker.

[34 CFR § 106.45\(b\)\(7\)\(i\)](#)

Written Notice of Complaint

Within 7 days of receipt of a formal complaint, the Title IX Coordinator shall provide to all known parties a written notice which includes:

1. Notice of the grievance procedures, including the availability of voluntary mediation as provided in this policy;
2. Notice of the allegations potentially constituting sexual harassment. This notice shall include, as known at the time of the notice, the identities of the parties involved, a description of the conduct allegedly constituting sexual harassment, and the date(s) and location(s) of the alleged incident(s). This information must be provided with sufficient time for a party to prepare a response before an initial interview;
3. The statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
4. Notice that each party may have the assistance of an advisor of their choice (who may be an attorney but is not required to be an attorney);
5. Notice that each party may inspect and review evidence;
6. Notice that under this policy parties are prohibited from knowingly making false statements or knowingly submitting false information during the grievance process.

If during the course of the investigation the District decides to investigate allegations (about the complainant or the respondent) which are not included in the initial written notice, then the District will provide notice of the additional allegations to all known parties.

[34 CFR § 106.45\(b\)\(1\)\(v\), \(2\)](#)

Investigation, Initial Response to Evidence, and Investigative Report

The investigation will be completed as soon as reasonably possible, and generally not more than 30 days after the investigator is assigned.

[34 CFR § 106.45\(b\)\(1\)\(v\)](#)

The investigation should be conducted so as to obtain the evidence

necessary to make a determination regarding responsibility. Typically, this would include interviewing and/or obtaining written or recorded statements from the complainant and the respondent as well as any witnesses to the alleged conduct. It would also include gathering relevant physical and documentary evidence, including but not limited to video or audio recordings, notes, email, text messages, and social media. However, the District may not obtain, access, or use a party's treatment records in any way unless the party has given voluntary written consent for those records to be used in the grievance process. (If the party is under 18 years old and is not attending an institution of postsecondary education, the consent must be given by the student's parent.) For purposes of this restriction, "treatment records" means records made or maintained in connection with providing treatment to a party by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity.

[34 CFR § 106.45\(b\)\(5\)\(i\)](#)

Prior to the conclusion of the investigation and the completion of the investigative report, the District will provide to the parties copies of all evidence obtained in the investigation which is directly related to the allegations in the complaint, including any inculpatory or exculpatory investigation and even if the District does not intend to rely on the evidence in making a responsibility determination. The copies will be provided in either electronic format or a hard copy. Each party may, within 10 days of being provided the evidence, submit a written response to the investigator regarding the evidence.

[34 CFR § 106.45\(b\)\(1\)\(v\), \(5\)\(vi\)](#)

After considering the evidence and any written response by the parties to the evidence, the investigator will complete an investigative report which fairly summarizes the relevant evidence. The completed report will be provided to each party and the party's advisor (if any) in electronic format or hard copy for review and written response. The report shall be provided at least 15 days before the time when the decision maker begins consideration of the evidence.

[34 CFR § 106.45\(b\)\(1\)\(v\), \(5\)\(vii\)](#)

Determination by Decision Maker

Upon the completion of the investigative report, the Title IX Coordinator shall notify the parties of the date when the decision maker will begin consideration of the evidence.

Position statement

On or before the date the decision maker begins consideration of the evidence, a party may submit a written statement which outlines the party's position regarding the allegations and evidence and states the party's requested determination regarding responsibility.

Written questions

Each party may, no later than 5 days before the time the decision maker begins consideration of the evidence, submit written, relevant questions that the party wants asked of any party or witness. Proposed questions may refer to or rely on any of the evidence disclosed to the parties by the investigator.

The decision maker shall determine whether each question is relevant to the allegations and to the issue of whether respondent is responsible for sexual harassment. However, questions and evidence regarding the complainant's sexual predisposition or prior sexual behavior are not relevant unless the questions and evidence either:

1. Are being offered to show that someone other than the respondent committed the alleged conduct, or
2. Are being offered to show consent and concern specific instances of the complainant's prior sexual behavior with respect to the respondent.

For any question excluded as not relevant, the decision maker must explain the decision to the party proposing the question.

The decision maker shall submit the approved questions and shall provide copies of the answers to all parties. Each party may, within 2 days of being provided answers, submit limited additional follow-up questions.

The decision maker shall determine whether follow-up questions are relevant and may also impose reasonable limitations on the number of follow-up questions allowed. The decision maker must explain to the party proposing the question any decision to exclude a follow-up question based on relevance.

The decision maker shall submit the approved follow-up questions and shall provide copies of the answers to all parties.

[34 CFR § 106.45\(b\)\(5\)\(vi\), \(6\)\(ii\)](#)

Written determination

After weighing the evidence and considering the materials submitted (including the investigative report and the parties' written submissions), the decision maker shall make a determination regarding responsibility. In so doing, the decision maker shall apply a preponderance of the evidence standard. Evidence must be evaluated objectively and credibility determinations may not be based on a person's status as a complainant, respondent, or witness.

[34 CFR § 106.45\(b\)\(1\)\(ii\), \(vii\), \(b\)\(7\), \(b\)\(7\)\(i\)](#)

If the decision maker consists of a panel of three or five individuals, the decision will be based on majority vote.

The decision maker will issue a written statement setting forth the determination, which must include the following elements:

1. Identification of the allegations potentially constituting sexual harassment as defined above;

2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the District's conduct policies (including this policy and student and employee discipline policies) to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility.
 - a. When a respondent is found responsible for sexual harassment against the complainant, the determination shall provide appropriate remedies to the complainant, which shall be designed to restore or preserve the complainant's equal access to the District's program or activity.
 - b. Such remedies may include the kinds of services which are included in "supportive measures" as defined above, but need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.
6. A description of the appeal procedures and the permissible grounds for appeal by the complainant or respondent (as set forth below).

[34 CFR § 106.45\(b\)\(1\)\(i\), \(b\)\(7\)\(ii\)](#)

The written determination shall be provided promptly and generally within 14 days after the date the decision maker begins consideration of the evidence. The written determination must be provided simultaneously to the parties.

[34 CFR § 106.45\(b\)\(1\)\(v\), \(b\)\(7\)\(iii\)](#)

The decision maker's determination becomes final on the date when the time to appeal expires (if no appeal is timely filed) or on the date that the District provides the written determination on a timely appeal.

[34 CFR § 106.45\(b\)\(7\)\(iii\)](#)

The Title IX Coordinator is responsible for the effective implementation of any remedies.

Appeal

Grounds for appeal

A complainant or a respondent may appeal a dismissal decision or the determination of the decision maker based on the following grounds:

1. A procedural irregularity which affected the outcome;
2. New evidence that could affect the outcome which was not reasonably

available at the time the dismissal was made or the decision maker made the determination; or

3. There was a conflict of interest or bias on the part of the Title IX Coordinator, an investigator, or a decision maker (either for or against complainants or respondents generally or for or against the individual complainant or respondent) that affected the outcome.

[34 CFR § 106.45\(b\)\(8\)](#)

Time for appeal

An appeal must be submitted within 14 days after the decision (the notice of dismissal or the decision maker's written determination) is provided to the party. Appeals submitted after that date will not be considered and the decision will be final.

[34 CFR § 106.45\(b\)\(1\)\(v\)](#)

Appeal process

The appeal must be delivered to the Title IX Coordinator, must be in writing and must identify each ground for appeal, together with supporting evidence and argument.

Upon receipt of a timely appeal, the following process will be implemented:

1. The Title IX Coordinator will appoint a qualified and trained District employee as the appeal officer. This person must be someone other than a decision maker on the complaint appealed from, the Title IX Coordinator or any investigator on the complaint.
2. The Title IX Coordinator will give the other party written notice of the appeal, including a copy of the appeal.
3. The other party may provide a written response to the appeal within 14 days of being provided the appeal, including supporting evidence and argument.
4. After the time for response has expired, the appeal officer shall consider the appeal and any response and within 14 days issue a written decision describing the result of the appeal and the rationale for that result.
5. The appeal officer considers only whether the appealing party has shown that one or more of the grounds for appeal have been demonstrated. The appeal officer must not reweigh the evidence considered by the decision maker and may consider new evidence only as it is relevant to the particular ground of appeal.
6. If the appeal officer determines that a ground for appeal has been established, then the appeal officer will determine what remedy is appropriate.
7. The appeal officer shall provide the appeal decision simultaneously to both parties.

[34 CFR § 106.45\(b\)\(1\)\(v\), \(viii\)](#)

Mediation

Except for complaints that an employee has sexually harassed a student, after a formal complaint has been filed, the parties may engage in mediation facilitated by the District as follows. Mediation may occur at any time before the decision maker issues the written determination.

The mediator will keep all information or evidence shared with the mediator strictly confidential and will not disclose that information outside the mediation process. In the complaint proceeding, the parties may not refer to or use any statements or information received only through the mediation process. (This does not include a written agreement by the parties resolving the complaint.) Either party may withdraw from mediation for any reason at any time before the party has agreed to a resolution of the complaint.

Once mediation is initiated, the complaint process will be suspended until the mediation ends (either with signing of a written agreement by the parties or by one or both parties withdrawing from the mediation). However, if mediation is not completed within 30 days of being initiated, the complaint process will resume.

If one or both parties express interest in mediation the Title IX Coordinator will provide both parties with a written notice which describes the allegations of the complaint and which explains the requirements and conditions of the mediation process. Before mediation may proceed, both parties must have been provided the written notice above and must give voluntary written consent to participate in mediation. (If a party is a student under 18 who is not attending a postsecondary institution, this consent must be provided by the student's parent.)

If the parties agree to mediation, the Title IX Coordinator will appoint a District employee with appropriate training to serve as the mediator. The mediator may not be the Title IX Coordinator and may not participate in the complaint resolution in any other way (may not serve as an investigator, decision maker, or appeal officer).

If the parties reach an agreement to resolve the complaint through mediation, the mediator will reduce that agreement to writing and upon signing of the agreement by the parties will provide a copy of the agreement to the Title IX Coordinator. The Title IX Coordinator will implement the agreement, subject to the coordinator's authority to reject the agreement or request the parties to modify the agreement as needed for the District to meet its obligations under Title IX or to avoid unreasonable burdens on the District.

[34 CFR § 106.45\(b\)\(1\)\(v\), \(b\)\(9\)](#)

Qualification and Training—

To be qualified to serve as a Title IX Coordinator, investigator, decision maker, appeal officer, or mediator, an individual must not have a conflict of interest or bias for or against complainants or respondents generally or against a specific complainant or respondent.

The District will provide training on the following issues to Title IX coordinators, investigators, decision makers, appeal officers, and mediators:

1. The definition of sexual harassment;
2. The scope of the District's programs and activities;
3. How to conduct an investigation and grievance process including hearings, appeals, and mediations, as applicable;
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
5. Issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant;
6. For investigators, training on issues of relevance relating to creating an investigative report that fairly summarizes relevant evidence;

Training materials must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment. Records of training materials shall be kept for 7 years by the Title IX Coordinator and shall be made available to the public on the District's website.

[34 CFR § 106.45\(b\)\(1\)\(iii\), \(10\)\(i\)\(D\)](#)

Retaliation Prohibited—

It is prohibited to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or implementing regulations or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing relating to sexual harassment or other types of sex discrimination. Prohibited retaliation includes acting with the purpose of interfering with any right or privilege secured by Title IX or implementing regulations or this policy by intimidation, threats, coercion, or discrimination. If brought for the purpose of interfering with these rights, prohibited retaliation includes charges against an individual for violations that do not involve sex discrimination or sexual harassment but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment. Reports of retaliation should be made as another form of sex discrimination under Policy FA (for students) or Policy DAA (for employees). Complaints regarding retaliation against a student may be raised under Policy FGE or as applicable under Policy FGAD or regarding retaliation against an employee under Policy DHC or as applicable under Policy DLA or Policy DLB.

[34 CFR § 106.71\(a\)](#)

Records—

Records relating to sexual harassment shall be maintained by the Title IX Coordinator in a confidential manner and shall be kept for a period of at least 7 years.

The Title IX Coordinator shall create a record regarding each instance when the District has actual knowledge of sexual harassment (that is, when the District is required to respond in some way). This record shall include any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, shall document the basis for the conclusion that the District's response was not deliberately indifferent, and shall document that the District has taken measures designed to restore or preserve equal access to the District's education program or activity. If a complainant was not provided with supportive measures, then the Title IX Coordinator must document the reasons why that was not clearly unreasonable in light of the known circumstances.

In addition to the records in the prior paragraph, the Title IX Coordinator shall maintain records regarding each sexual harassment investigation, any disciplinary sanctions imposed, any remedies provided to the complainant designed to restore or preserve equal access to the District's program or activity, and regarding any appeal (including the result).

[34 CFR § 106.45\(b\)\(10\)](#)

Dissemination of Policy—

Notice of this policy and of the name and contact information of the Title IX Coordinator shall be provided to applicants for employment or for admission, employees, employee associations, students, and parents of students. The contact information for the Title IX Coordinator shall be prominently displayed on the District's website and in employment application materials and student admission materials. In addition, a copy of this policy shall be published on the District website and included in employment application materials, student admission materials, in materials provided to employees, and in student handbooks. A copy of this policy shall also be provided to the appropriate officer of each employee association.

[34 CFR § 106.8\(b\)\(2\), \(c\)](#)

Postpartum and Parental Leave

Definitions—

“Birth parent” means: (a) the biological mother of a child, (b) a man whose paternity of a child is established, (c) a man who has been identified as the father of a child by the child’s birth mother who has not denied paternity, or (d) an unmarried biological father.

[Utah Code § 78B-6-103\(10\), \(11\) \(2024\)](#)

“Paid leave hours” means leave hours the District provides to an employee who accrues paid leave benefits in accordance with District policies, including annual, vacation, sick, paid time off, or any other type of leave that may be taken while still receiving compensation. It includes but is not limited to paid parental leave or paid postpartum recovery leave.

[Utah Code § 53G-11-209\(1\)\(a\) \(20242025\)](#)

“Parental leave” means leave hours provided to a parental leave eligible employee.

[Utah Code § 53G-11-209\(1\)\(b\) \(20242025\)](#)

“Parental leave eligible employee” means an employee who accrues paid leave in accordance with District leave policies who is (a) a birth parent, (b) legally adopting a minor child (except when the employee’s spouse is the child’s pre-existing parent), (c) the intended parent of a child born under a validated gestational agreement under Utah Code ~~Title 78B Chapter 15, Part 8~~ Title 81, Chapter 5, Part 8, or (d) appointed the legal guardian of a minor child or an incapacitated adult.

[Utah Code § 53G-11-209\(1\)\(c\) \(20242025\)](#)

“Postpartum recovery leave” means leave provided to a postpartum recovery leave eligible employee to recover from childbirth at 20 weeks or greater gestation.

[Utah Code § 53G-11-209\(1\)\(d\) \(20242025\)](#)

[Utah Code § 63A-17-511\(1\)\(d\) \(2024\)](#)

“Postpartum recovery leave eligible employee” means an employee who accrues paid leave in accordance with District leave policies who gives birth to a child at 20 weeks or greater gestation.

[Utah Code § 53G-11-209\(1\)\(e\) \(20242025\)](#)

[Utah Code § 63A-17-511\(1\)\(d\) \(2024\)](#)

“Qualified employee” means a parental leave eligible employee or a postpartum recovery leave eligible employee.

[Utah Code § 53G-11-209\(1\)\(f\) \(20242025\)](#)

“Unmarried biological father” means a man who is the biological father of a child but who was not married to the biological mother at the time of the child’s conception or birth.

[Utah Code § 78B-6-103\(28\) \(2024\)](#)

Postpartum Recovery Leave—

Beginning July 2025, an eligible employee who is full-time may take up to 3 work weeks of paid postpartum recovery leave. The amount of leave for eligible employees who are part-time or who work more than full-time is the prorated amount reflecting the amount by which the employee works less than or more than full-time. This leave is additional to and is not charged against any other type of paid leave the employee has. The leave must be taken beginning with the date of birth unless a health care provider certifies that it is medically necessary to begin the leave earlier. The leave must be used in a single continuous period unless prior written authorization otherwise is given by the Superintendent or the human resources director. This leave is consecutive to parental leave but consistent with Policy DKC is concurrent with FMLA leave. The leave allowance is not increased if more than one child is born from the same pregnancy.

[Utah Code § 53G-11-209\(2\)\(a\), \(c\), \(4\) \(20242025\)](#)

[Utah Code § 63A-17-511\(2\)\(a\)\(ii\), \(4\) \(2024\)](#)

An eligible employee shall give the District at least 30 days’ notice before the date the employee plans to begin using postpartum recovery leave and before the date the employee plans to stop using postpartum recovery leave unless circumstances beyond the employee’s control prevent giving the notice. In that case, the employee shall give the notice as soon as reasonably practicable.

[Utah Code § 63A-17-511\(5\) \(2024\)](#)

Parental Leave—

Beginning July 2025, an eligible employee who is full-time may take up to 3 work weeks of paid parental leave in a 12-month period. The amount of leave for eligible employees who are part-time or who work more than full-time is the prorated amount reflecting the amount by which the employee works less than or more than full-time. This leave is additional to and is not charged against any other type of paid leave the employee has. The leave cannot be taken before the date of the event making the employee eligible for the leave and must be taken within 6 months following the date of the qualifying event. The leave may not be used on an intermittent basis unless the District and the employee mutually agree in writing to intermittent use or unless a health care provider certifies that intermittent leave is medically necessary due to a serious medical condition of the child to whom the leave relates. This leave is consecutive to **parental-postpartum** leave but consistent with Policy DKC is concurrent with FMLA leave. The leave allowance is not increased if more than one child is born from the same pregnancy, more than one

child is adopted, or the employee is appointed as the guardian of more than one child or incapacitated adult.

[Utah Code § 53G-11-209\(2\)\(a\), \(c\), \(4\) \(20242025\)](#)

[Utah Code § 63A-17-511\(2\)\(a\)\(i\), \(3\) \(2024\)](#)

An eligible employee shall give the District at least 30 days' notice before the date the employee plans to begin using parental leave unless circumstances beyond the employee's control prevent giving the notice. In that case, the employee shall give the notice as soon as reasonably practicable.

[Utah Code § 63A-17-511\(5\) \(2024\)](#)

Notice of Leave Benefits—

The District shall provide written notice to all employees regarding a qualified employee's right to use postpartum recovery leave and parental leave.

[Utah Code § 53G-11-209\(2\)\(d\) \(20242025\)](#)

Employee Acceptable Use of Electronic Devices

Purpose—

District employees' job responsibilities may require them to use electronic devices or may be more efficiently and effectively fulfilled by use of such devices. District employees may also wish to use electronic devices for personal purposes during work time. However, electronic devices are subject to misuse and in some circumstances can have the effect of distracting and disrupting the employee and others in the school setting and may also lead to the disruption of the educational process. The purpose of this policy is to vest in school and District administrators the authority to enforce reasonable rules relating to electronic devices in the workplace and to establish the framework for acceptable use of such devices. Policy DMB contains additional standards relating to District-owned devices and devices being used to conduct District business.

[Utah Admin. Rules R277-495-3\(1\) \(December 11, 2023October 8, 2024\)](#)

Definitions—

1. "Electronic device" means a device that is used for audio, video, or text communication or any other type of computer or computer-like instrument including:
 - a. a smart phone
 - b. a smart or electronic watch;
 - c. a tablet; or
 - d. a virtual reality device.
2. "Guest" means an individual who is not a student, employee, or designated volunteer of a District school who is on school property or at the site of a school-sponsored activity or event.
3. "Inappropriate matter" means pornographic or indecent material as defined in [Utah Code § 76-10-1235\(1\)\(a\)76-5c-208 and Utah Code § 53G-10-103.](#)

[Utah Admin. Rules R277-495-2\(2\), \(3\), \(4\) \(December 11, 2023October 8, 2024\)](#)

[Utah Admin. Rules R277-495-4\(1\)\(a\) \(December 11, 2023October 8, 2024\)](#)

General requirements for acceptable use of electronic devices—

Employee use of electronic devices must comply with Policy EEB (regarding internet and school network use), Policy DAI (employee code of conduct), Policy DKB (regarding sexual harassment), Policy DKBA (regarding interactions with students), Policies FE and FEA (relating to privacy of student records and information) and any other applicable District policies. Certified employee use of electronic devices must also comply with the Utah Educator Standards (see Utah Admin. Rules R277-217-1 and following). Employees shall not use electronic

devices in any way which violates local, state or federal laws. Employees shall not use electronic devices in ways that bully, humiliate, harass, or intimidate school-related individuals, including students, employees, and guests.

[Utah Admin. Rules R277-495-4\(1\)\(a\), \(c\), \(fe\), \(gf\) \(December 11, 2023October 8, 2024\)](#)

Employee use of an electronic device on school premises (or use of school connectivity) to access inappropriate matter is prohibited by this policy. It is also illegal, may have criminal consequences, shall be reported to law enforcement, and may have adverse employment consequences including termination from employment.

[Utah Admin. Rules R277-495-4\(1\)\(c\), \(3\)\(a\) \(December 11, 2023October 8, 2024\)](#)
[Utah Code § 76-10-1235 \(2007\)](#)

Electronic devices must be used in an ethical and responsible manner and must not be used to invade others' reasonable expectations of privacy. Students and others in the public schools should not be subject to video or audio capture, recording, or transmission of their words or images by any employee without express prior notice and explicit consent for the capture, recording, or transmission of such words or images. There are certain situations where the possession or use of electronic devices and cameras is absolutely prohibited within District schools, including locker rooms, counseling sessions, washrooms, and dressing areas.

[Utah Admin. Rules R277-495-4\(45\)\(a\) \(December 11, 2023October 8, 2024\)](#)

Electronic devices must not be used in hacking (obtaining unauthorized access to or disrupting in any way) any District network or any District electronic device.

[Utah Admin. Rules R277-495-4\(1\)\(fe\) \(December 11, 2023October 8, 2024\)](#)

Personally owned electronic devices—

Employees may carry and use personally owned electronic devices on school property subject to this policy and any additional rules and regulations promulgated by the Board of Education.

Personal electronic devices should not be turned on during the employee's normal duty time to send or receive messages of a personal nature except in emergency situations or with pre-approval from the superintendent or school principal or designee. This includes all times when the employee has direct supervisory responsibility for students or school activities, including after regular school hours (such as at evening school-sponsored events). Personal use of an electronic device is allowable during normal break times, lunch times, preparation times, and outside of regular school hours when the employee does not have direct supervisory responsibility. Personal electronic devices should not be used during instructional time or at school-sponsored programs, meetings, in-services, conferences with parents or guardians, or any other time where there would be a reasonable expectation of quiet attentiveness. Personal electronic devices should

DMA

not be used while operating a District motor vehicle except as permitted by governing motor vehicle or other laws and then only when that can be done safely.

Training—

Each school shall, within the first 45 days of each school year, provide school-wide or in-classroom training to employees that covers:

1. The District's internet and electronic device policies (Policies DMA, DMB, FGAB, and EEB);
2. The importance of digital citizenship;
3. The District and school's student conduct and discipline policies;
4. The benefits of connecting to the internet and using the school's internet filters while on school premises; and
5. The discipline related consequences of violating internet and electronic device policies.

[Utah Admin. Rules R277-495-5](#) (~~December 11, 2023~~ October 8, 2024)

Notice of policy—

Copies of the District's internet and electronic device policies shall be available on the District's website in the same location as the District's data governance plan and shall also be available at the District office, at school administration offices.

[Utah Admin. Rules R277-495-3\(4\)](#) (~~December 11, 2023~~ October 8, 2024)

Consequences for violating policy—

Violation of this policy or of Policies DMB or EEB may result in disciplinary action against the employee up to and including termination of employment.

[Utah Admin. Rules R277-495-4\(45\)\(c\)](#) (~~December 11, 2023~~ October 8, 2024)

Employee Acceptable Use of District Electronic Devices

Purpose—

District electronic devices shall be used to support the educational and business requirements of the District. District electronic devices shall be used in compliance with all federal, state, and local laws and regulations, and in a cost-effective and ethical manner. This policy also applies to usage of private electronic devices by District employees to the extent used for District business. Failure to comply with this policy may result in suspension of the privilege of using a District electronic device, disciplinary action, or both.

Definitions—

1. "Electronic device" means a device that is used for audio, video, or text communication or any other type of computer or computer-like instrument Including:
 - a. A smart phone;
 - b. A smart or electronic watch;
 - c. A tablet; or
 - d. A virtual reality device.
2. "District electronic device" means an electronic device which is identified as being owned, provided, issued or lent by the District to an employee or student.

[Utah Admin. Rules R277-495-2\(2\), \(6\) \(~~December 11, 2023~~ October 8, 2024\)](#)

Eligible Users—

District electronic devices are to be used only by District employees. All employees requiring the use of a District electronic device shall read this policy and sign the declaration of having done so which is Exhibit 1 to this policy.

Acceptable Use—

District electronic devices, or any electronic device primarily used to conduct District business, must be used in accordance with the following standards, in addition to those set out in Policy DMA:

1. District electronic devices are to be used only for District business. Personal use of these devices is prohibited except in emergency situations or with pre-approval from the superintendent or school principal or designee. In the event personal calls are made or received on a District electronic device, including personal emergency calls, the employee must reimburse the District for all costs incurred.

2. District electronic devices are valuable and should be handled with care. Loss, theft, or damage to a District electronic device must be reported immediately to the user's supervisor. If loss, theft, or damage occurs as a result of employee negligence, the employee to whom the device is assigned will be responsible for reimbursing the District for repair or replacement costs.
3. District electronic devices are to be used in an ethical and responsible manner. No employee is to use a District electronic device for the purpose of illegal transactions, harassment, obscene or offensive behavior, to access or create inappropriate matter, for unauthorized access to an electronic network or files or another electronic device (hacking or similar unlawful behavior) or other violations of District policies or federal, state, or local laws, regardless of whether the device is located on District property when the misuse occurs or is located elsewhere.

[Utah Admin. Rules R277-495-4\(1\)\(b\), \(fe\), \(3\)\(a\), \(45\)\(a\) \(December 11, 2023 October 8, 2024\)](#)

4. If the employee assigned to use the District electronic device does not return the device and/or related equipment when requested, the employee will be required to reimburse the District for the purchase price of the device and/or related equipment.
5. Employees have no expectation of privacy in using District electronic devices. Such devices and all information contained on them may be inspected or searched at any time, either directly or remotely. Employees are prohibited from operating District devices in such a way as to conceal the use which has been made of the device, nor may employees install or permit installation of software or other means to accomplish the same purpose. Employees should be aware that a personal electronic device which is used to conduct District business may become subject to public records requests or other legally required disclosure to the extent of such use.
6. District electronic devices should be used judiciously during instructional time or at school-sponsored programs, meetings, in-services, conferences with parents or guardians, or any other time where there would be a reasonable expectation of quiet attentiveness.
7. District electronic devices are to be used in a safe manner. Employees should not use these devices while operating a non-District motor vehicle except to the extent permitted by governing motor vehicle or other laws. (General restrictions on use of electronic devices while operating District vehicles are set out in Policy DMA and specific restrictions applicable to school buses are set out in Policy CJDG.)

Misuse of District Electronic Device—

An employee who is issued or provided a District electronic device remains at all times responsible for that device. The employee will be held responsible for use or misuse of the device by the employee or by anyone else, except for uses

occurring after the employee has given the District notice that the device has been lost or stolen. Consequences of misusing a District electronic device may include adverse employment action up to and including termination from employment.

[Utah Admin. Rules R277-495-4\(3\)\(b\) \(~~December 11, 2023~~ October 8, 2024\)](#)

Responsibility for Device Cancellation Charges—

If an employee misuses a District electronic device or leaves District employment, the employee may be responsible for fees or charges associated with cancellation of the service contract.

If the Superintendent or designee determines that the employee no longer needs a District electronic device to perform the employee's job responsibilities, any fees or charges associated with cancellation of the service contract shall be the responsibility of the District.

Policy Exhibit #1

Employee Declaration—

I, _____, have read and understood
Policy DMB, Employee Acceptable Use of District Electronic Devices, and agree to
adhere to the rules outlined therein.

Employee signature

Date

Use of District Email for Political Purposes

Definitions—

1. A “political purpose” means an act done with the intent or in a way to influence, or intend to influence, directly or indirectly, any person to refrain from voting or to vote for or against (a) any candidate for public office at any caucus, political convention, primary, or election, or (b) any judge standing for retention at any election.
2. An initiative means a new law proposed for adoption by the public as provided in Utah Code Title 20A, Chapter 7.
3. A “proposed initiative” means an initiative proposed in an application filed under Utah Code § 20A-7-202 or Utah Code § 20A-7-502.
4. A “referendum” means a process by which a law passed by the Legislature or by a local legislative body is referred to the voters for their approval or rejection.
5. A “proposed referendum” means a referendum proposed in an application filed under Utah Code § 20A-7-302 or Utah Code § 20A-7-602.
6. A “campaign contribution” means any of the following when done for a political purpose or to advocate for or against a ballot proposition:
 - a. a gift, subscription, donation, loan, advance, deposit of money, or anything of value given to a filing entity (an entity subject to campaign and campaign finance reporting requirements);
 - b. an express, legally enforceable contract, promise, or agreement to make a gift, subscription, donation, unpaid or partially unpaid loan, advance, deposit of money, or anything of value to a filing entity;
 - c. any transfer of funds from a reporting entity (a candidate, a candidate’s personal campaign committee, a judge, a judge’s personal campaign committee, an officeholder, a party committee, a political action committee, a political issues committee, a corporation, or a labor organization) to a filing entity;
 - d. compensation paid by any person or reporting entity other than the filing entity for personal services provided without charge to the filing entity;
 - e. remuneration from:
 - i. any organization or the organization’s directly affiliated organization that has a registered lobbyist; or
 - ii. any agency or subdivision of the state, including a school district; or

f. an in-kind contribution.

[Utah Code § 20A-7-101\(11\), \(29\) \(2024\)](#)

[Utah Code § 20A-11-101\(3\), \(17\), \(41\) \(20232025\)](#)

[Utah Code § 20A-11-1202 \(2\), \(34\), \(67\), \(1012\), \(1113\), \(1214\), \(1315\) \(1618\) \(20232025\)](#)

District Email May Not be Used for Political Purposes—

No person may use any District email system or service for a political purpose, or to solicit a campaign contribution, or to advocate for or against a proposed initiative, initiative, proposed referendum, or referendum. An email sent in violation of this restriction is a record subject to the Government Records Access and Management Act and is not considered a personal note or personal communication.

[Utah Code § 20A-11-1205\(1\), \(7\) \(20192025\)](#)

This prohibition does not apply in any of the following circumstances:

1. The person sending the email is directly providing information solely to another person or group of people in response to a question asked by the other person or group of people.
2. The information that the person emails is an argument or rebuttal argument prepared under [Utah Code § 20A-7-401.5](#) or [Utah Code § 20A-7-402](#) and the email satisfies all of the requirements of [Utah Code § 20A-11-1205\(5\)\(c\)](#).
3. The person is engaging in:
 - a. Communication solely within the District (with persons who have email accounts in the District's email system); or
 - b. Communication solely with another public entity; or
 - c. Communication solely with the District's legal counsel; or
 - d. Communication solely with the sponsors of the initiative or referendum that the email relates to.

[Utah Code § 20A-11-1205\(5\)\(b\), \(c\) \(20192025\)](#)

Term of Instruction: School Year

Length of school year—

The schools of the District shall provide educational services over a minimum of 180 school days during each school year, except as follows: The Board may reallocate up to 32 instructional hours or 4 school days for teacher preparation time or professional development by a two-thirds majority vote of the Board in a properly noticed and held public meeting. If a reallocation is made, parents and guardians shall be notified of the school calendar at least 90 days before the beginning of the school year. Unless the day is (1) one which has been reallocated in this way, (2) a day on which educational services are being provided to the school's students through distance learning, or (3) a day when there is an emergency closure for weather or other emergency, a school that participates in the National School Lunch Program must provide school meals on each day that is scheduled toward the 180 school day requirement.

[Utah Admin. Rules R277-419-4\(1\)](#) (~~November 7, 2023~~February 7, 2025)
[Utah Code § 53F-2-102\(4\)\(d\)](#) (2022)

The required days of instruction may be provided at any time during the school year as determined by the Board. The Board will approve school calendars providing for instructional time and days in an open meeting.

[Utah Admin. Rules R277-419-4\(2\), \(6\)](#)(~~ed~~) (~~November 7, 2023~~February 7, 2025)

If a school is using a modified 45-day/15-day year-round schedule initiated prior to July 1, 1995, it is in compliance with State Board of Education regulations if the school's schedule includes a minimum of 990 hours of time the school will provide educational services over a minimum of 172 days.

[Utah Admin. Rules R277-419-11\(2\)](#) (~~November 7, 2023~~February 7, 2025)

Semester basis—

The District shall operate on a quarter or semester basis and shall adhere to the requirements of the appropriate curriculum prepared by the State Board of Education.

Beginning date—

Student attendance for the first semester of the regular school term shall be established by the Board pursuant to a calendar adopted annually.

Created:
Modified: 5 January 2024
Approved: 20 November 2024

EBA(P)

Emergency/Activity days—

The annual school calendar adopted by the Board shall include exigency time for closures for emergencies, activities, or extreme weather conditions. If school is closed for these or any other reason, the instructional time missed shall be made up under the exigency time so that the minimum school program instructional requirements are met. However, the Board may request a waiver from the State Superintendent from the instructional day requirement as provided for in Utah Administrative Rules R277-121-5.

Utah Admin. Rules R277-121-5 (~~October 10, 2022~~ June 9, 2025)

Utah Admin. Rules R277-419-4(3) (~~November 7, 2023~~ February 7, 2025)

Parent-teacher and Student plan conferences—

With Board approval, schools may conduct parent-teacher and student Plan for College and Career Readiness conferences during the day and the time for those conferences may be counted as instructional time up to the equivalent of three full school days during a school year.

Utah Admin. Rules R277-419-4(6)(b) (~~November 7, 2023~~ February 7, 2025)

Term of Instruction: School Day

Length and Schedule—

A school day is a day where the school provides educational services to students consistent with the requirements of Utah Admin. Rules R277-419-4.

[Utah Admin. Rules R277-419-2\(30\) \(~~November 7, 2023~~February 7, 2025\)](#)

Exceptions for Students With Compelling Circumstances—

In the Board's discretion, the length of the time an individual student is required to be in school on instructional days may be varied for students with compelling circumstances. Such variance will be established on an individual basis according to the student's IEP or Plan for College and Career Readiness.

[Utah Admin. Rules R277-419-11\(1\) \(~~November 7, 2023~~February 7, 2025\)](#)

Curriculum: College Course Work

Definitions—

“Concurrent enrollment” means enrollment in a course that allows a student to earn credit both towards high school graduation and at an institution of higher education.

“Eligible institution” means a degree-granting institution of higher education or a technical college within the state system of higher education or a degree-granting institution of higher education or a technical college within the state system of higher education that offers an online concurrent enrollment course.

“Eligible student” means a student who (a) is enrolled in and counted towards average daily membership in a school within the District, (b) has on file a plan for college and career readiness, and (c) is in grade 9, 10, 11 or 12.

“Eligible instructor” means an instructor who is either employed as faculty by an eligible institution or who is employed by the District and meets the requirements of Utah Code § 53E-10-302(6).

[Utah Code § 53E-10-301\(2\), \(4\), \(5\), \(6\) \(2024\)](#)
[Utah Code § 53E-10-302\(6\) \(2024\)](#)

“Designated institution of higher education” means an eligible institution designated by the Utah Board of Higher Education to provide a course or program of study within a specific geographic region.

[Utah Code § 53E-10-303\(1\) \(2024\)](#)

Establishing Concurrent Enrollment Courses—

The District may establish concurrent enrollment courses by entering into a contract with an institution of higher education to provide such courses. The District and the institution of higher education must (a) ensure that the course instructor is an eligible instructor, (b) establish qualifying academic criteria for enrollment in the course, (c) ensure that students enrolling are eligible students, and (d) coordinate advising of the eligible students.

In establishing student eligibility for a concurrent enrollment course, the requirements shall be sufficiently selective to predict a successful experience and satisfy the restrictions set out in Utah State Board of Education rules. The District is primarily responsible for identifying students who are eligible to participate in a concurrent enrollment course.

[Utah Admin. Rules R277-701-7\(2\), \(3\) \(November 7, 2023November 7, 2024\)](#)

In establishing a particular concurrent enrollment course, the District must first offer to contract with the designated institution of higher education for the course. If the designated institution of higher education chooses not to offer the course, does

not respond to the District's proposal within 30 days, uses instructional materials that are sensitive materials or otherwise prohibited for use in K-12, or reaches enrollment capacity for the course and prohibits expanding the course with an eligible instructor, the District must then contract with another eligible institution to provide the course.

[Utah Code § 53E-10-303\(4\) \(2024\)](#)
[Utah Admin. Rules R277-701-7\(5\) \(November 7, 2024\)](#)

The District and the institution of higher education must provide the State Superintendent and the Utah System of Higher Education with proposed new course offerings, including syllabi and curriculum materials, by November 15 of the year preceding the school year in which the courses would be offered.

[Utah Admin. Rules R277-701-8\(3\) \(November 7, 2023November 7, 2024\)](#)

The student is responsible for expenses and arrangements associated with college enrollment as provided for in [Utah Code § 53E-10-305](#). The student may apply for a fee waiver if appropriate under the District fee waiver policy for class-related costs including consumables, lab fees, copies, material costs, application fees and textbooks. Unless otherwise provided by agreement with the institution of higher education, the District is responsible for fee waivers.

[Utah Code § 53E-10-305 \(2024\)](#)
[Utah Code § 53G-7-503\(42\)\(b\)\(iii\) \(20242025\)](#)
[Utah Admin. Rules R277-701-11\(3\), \(4\) \(November 7, 2023November 7, 2024\)](#)

Participation Form and Parental Permission—

Before allowing an eligible student to participate in a concurrent enrollment course, the District and the institution of higher education must ensure that the student has, for the current school year, (a) submitted a completed participation form which includes the signature of the student's parent indicating permission to participate and (b) signed an acknowledgment of program participation requirements. (The participation form shall be that which is created by the Utah Board of Higher Education.)

[Utah Code § 53E-10-304 \(2020\)](#)

Curriculum: *American Heritage*

American heritage in the curriculum—

Classes, including American History, in which the subject matter is relevant, shall include thorough study of historical documents and principles such as:

1. the Declaration of Independence;
2. the United States Constitution;
3. the National Motto;
4. the Pledge of Allegiance;
5. the National Anthem;
6. the Mayflower Compact;
7. the writings, speeches, documents, and proclamations of the Founders and the Presidents of the United States;
8. organic documents from the pre-Colonial, Colonial, Revolutionary, Federalist and post Federalist eras;
9. United States Supreme Court decisions;
10. the Ten Commandments;
11. the Magna Carta;
12. Acts of the United States Congress, including the published text of the Congressional Record; and,
13. United States treaties.

Instruction in American history and government shall include study of forms of government (such as a republic, a pure democracy, a monarchy, and an oligarchy), political philosophies (such as socialism, individualism, and free market capitalism), the United States' form of government (a compound constitutional republic), and the flag of the United States and the Pledge of Allegiance to the Flag.

[Utah Code § 53G-10-302\(4\) \(2024\)](#)

[Utah Admin. Rules R277-475-4\(2\) \(November 8, 2019 August 7, 2024\)](#)

Civics Graduation Requirement—

Each student must pass a basic civics test as a condition for graduation from high school unless the student qualifies for an alternate assessment. A “basic civics test” means a test that includes 50 of the questions on the civics test form used by the United States Citizenship and Immigration Services. A passing score is at least 35 out of 50 questions answered correctly. The student may take the test as many times as needed to pass the test.

A student qualifies to take an alternate assessment if the student is within six months of graduation or if the student has a disability and the alternate assessment is consistent with the student's IEP.

The alternate assessment shall be given in the same manner as the examination given to an unnaturalized citizen and according to [8 CFR § 312.2](#). (However, the District may modify the manner of administration for a student with a disability in accordance with the student's IEP.)

[Utah Code § 53E-4-205 \(20212025\)](#)
[Utah Admin. Rules R277-700-8 \(June 7, 2024\)](#)
[8 CFR § 312.2](#)

Posting American heritage documents—

Schools may post copies of American historical documents or historically important excerpts from these documents in school classrooms and common areas as appropriate. If a school decides to post an excerpt from a particular document, the portions omitted should not be deleted for the purpose of censoring religious or cultural content.

[Utah Code § 53G-10-302\(5\), \(6\) \(2024\)](#)
[Utah Admin. Rules R277-475-3\(4\) \(August 7, 2024\)](#)

Display of the National Motto—

The national motto of the United States, which is declared by federal statute ([36 U.S.C. § 302](#)) to be "In God we Trust," shall be displayed in one or more prominent places within each school building in the District, as provided for in Utah Code § 53G-10-302.

[Utah Code § 53G-10-302\(7\) \(2024\)](#)

Pledge of Allegiance—

The pledge of allegiance to the flag shall be recited once at the beginning of each day in each public school classroom in the state and, led by a student in the classroom, as assigned by the classroom teacher on a rotating basis.

Each student shall be informed by posting a notice in a conspicuous place that the student has the right not to participate in reciting the pledge.

A student shall be excused from reciting the pledge upon written request from the student's parent provided at least once per year.

At least once a year, students shall be instructed that participation in the pledge of allegiance is voluntary and not compulsory; and not only is it acceptable for someone to choose not to participate in the pledge of allegiance for religious or other reasons, but students should show respect for any student who chooses not to participate.

A public school teacher shall strive to maintain an atmosphere among students in the classroom that is consistent with the principles described above.

[Utah Code § 53G-10-304 \(2020\)](#)
[Utah Admin. Rules R277-475-5 \(October 8, 2019August 7, 2024\)](#)

Parental Notice and Information—

The District shall make information available on its website about the flag, respect for the flag and civility toward ~~all~~ any during patriotic activities. This information shall include notice about lawful exemptions to the requirement for students to participate in the Pledge of Allegiance, the right of students not to participate in the Pledge of Allegiance, that participation in the pledge of allegiance is voluntary and not compulsory, and not only is it acceptable for someone to choose not to participate in the pledge of allegiance for religious or other reasons, but students should show respect for any student who chooses not to participate. It shall also notify parents that a student may be excused from reciting the Pledge of Allegiance upon a written annual request of the student's parent.

[Utah Admin. Rules R277-475-4\(1\)\(c\) \(October 8, 2019August 7, 2024\)](#)
[Utah Admin. Rules R277-475-5 \(October 8, 2019\)](#)

Special Programs: Dropout Prevention and Recovery

At-Risk Coordinator—

The District shall designate one or more at-risk coordinators to collect and disseminate data regarding dropouts in the District and to coordinate the District's program for students who are at high risk of dropping out of school.

Identification of “Designated students”—

The District shall identify all students: who have withdrawn from school before earning a diploma, and who have been dropped from average daily membership, and whose graduating class (when entering grade 9) have not yet graduated. The District shall further identify students who are at risk of meeting these criteria.

[Utah Code § 53G-9-802 \(2023\)](#)

[Utah Code § 53G-9-801\(3\) \(2023\)](#)

Dropout Reduction Plan—

The District shall provide dropout prevention and recovery services to designated students, including:

1. Engaging with or attempting to engage with designated students;
2. Consulting with designated students and develop a learning plan to identify:
 - a. Barriers to regular school attendance;
 - b. An attainment goal through enrollment in education programs; and
 - c. Means for achieving the attainment goal through enrollment in one or more of the programs described below in Flexible Enrollment Options.
3. Monitoring a designated student's progress toward reaching the designated student's attainment goal; and
4. Providing tiered interventions for a designated student who is not making progress toward reaching the student's attainment goal.

The District shall provide dropout prevention and recovery services throughout the calendar year to students who become designated students while enrolled within the District. The District shall provide dropout prevention and recovery services to students who reside within the District who were enrolled in a charter school that does not include grade 12 and become designated in the summer after the student completes academic instruction at the charter school through the maximum grade level at the charter school.

[Utah Code § 53G-9-802\(1\)\(a\)-\(c\) \(2023\)](#)

The District shall establish a policy that describes how the District (or a third party provider) will measure if a designated student made a year's worth of progress

toward an attainment goal during the year and how membership days will be determined for a designated student in accordance with the District's school schedule and enrollment policies.

[Utah Admin. Rules R277-606-3\(3\)\(a\) \(~~July 22, 2022~~ March 10, 2025\)](#)

Flexible Enrollment Options—

The District shall provide flexible enrollment options for a designated student that are tailored to the designated student's learning plan and include two or more of the following:

1. Enrollment in a traditional program in a school within the District;
2. Enrollment in the District in a nontraditional program;
3. Enrollment in a program offered by a private provider that has entered into a contract with the District to provide educational services; or
4. Enrollment in a program offered by another local educational agency.

[Utah Code § 53G-9-802\(2\)\(a\) \(2023\)](#)

Designated Student Enrollment Options—

A designated student may enroll in:

1. A program offered by the District; or
2. The Statewide Online Education Program.

The District shall make its best effort to accommodate a designated student's choice of enrollment.

[Utah Code § 53G-9-802\(2\)\(b\) \(2023\)](#)

Dropout Prevention and Recovery Services—

Beginning with the 2017-18 school year (except as stated below), a District shall provide dropout prevention and recovery services for any school year in which the District meets the following criteria:

1. The District's graduation rate is lower than the statewide graduation rate; and
2. The District's graduation rate has not increased by at least 1% on average over the previous three school years, or during the previous calendar year, at least 10% of the District's designated students have not reached the students' attainment goals or made a year's worth of progress toward the students' attainment goals.

This requirement does not apply if: (a) the District is in its first three years of operation; (b) the District's average graduation rate for the previous three years is higher than the statewide graduation rate for the same period; or (c) the quotient of the total number of the District's graduating students plus 10 divided by the total number of students in the graduating class, is equal to or greater than the statewide graduation rate.

If required to provide dropout prevention and recovery services, the District shall do at least one of the following: contract with a third party to provide the dropout prevention and recovery services, use another program that is evidence-based (as defined in Utah Code § 53G-11-303), or create a dropout prevention and recovery services plan that is evidence-informed (as defined in Utah Code § 53G-11-303).

If a District enters into a third-party contract to provide the dropout prevention and recovery services, the District shall ensure that:

1. The third party has a demonstrated record of effectiveness engaging with and recovering designated students;
2. The contract with the third party requires the third party provide the services described the Dropout Reduction Plan and regularly report progress to the District.

[Utah Code § 53G-9-802\(3\)-\(6\) \(2023\)](#)

[Utah Admin. Rules R277-606-3\(2\) \(~~July 22, 2022~~ March 10, 2025\)](#)

Annual Reporting—

The District shall annually submit a report to the State Superintendent of Education on dropout prevention and recovery services by October 30, including:

1. The total number of designated students in the District;
2. If applicable, the name of the third party the District is contracting with to provide dropout prevention and recovery services;
3. The methods the District or third party uses to engage with or attempt to recover designated students under the Dropout Reduction Plan;
4. The number of designated students who enroll in a program described in the Flexible Enrollment Options as a result of the District's efforts to engage with or attempting to recover a designated student;
5. The number of designated students who reach the designated students' attainment goals; and
6. Funding allocated to provide dropout prevention and recovery services.

[Utah Code § 53G-9-802\(7\) \(2023\)](#)

[Utah Admin. Rules R277-606-4\(1\)\(b\) \(~~July 22, 2022~~ March 10, 2025\)](#)

If the District creates its own dropout prevention and recovery plan, the District shall annually submit a copy of that plan to the State Superintendent of Education by October 30.

[Utah Admin. Rules R277-606-4\(2\) \(~~July 22, 2022~~ March 10, 2025\)](#)

“Attainment Goals” Defined—

Attainment Goal means:

1. A high school diploma;

2. Utah High School Completion Diploma, as defined in State Board of Education rule;
3. An Adult Education Secondary Diploma, as defined in State Board of Education rule; or
4. An employer-recognized, industry-based certificate that is likely to result in job placement and is included in the State Board of Education's approved career and technical education industry certification list.

[Utah Code § 53G-9-801\(1\) \(2023\)](#)

Instructional Resources: *Evaluation and Selection of Library Material*

Definitions—

In addition to the definitions in Policy EEE, the following definitions apply in this policy:

1. “Library material” means any instructional material contained within a school library’s collection.
2. “School library” means the location, both physical and virtual, where library materials are housed and administered by professional staff hired to oversee the selection, maintenance, and access to school library materials.
3. “Self-selection” means the right and responsibility of individual students and the student’s parent or legal guardian to select materials from a school library.
4. “Library material review committee” means a committee formed at the District level, appointed as needed and consisting of a District administrator or administrators, at least two educators with a master’s degree or endorsement in library science, educators from at least two other schools of the same level (high school, middle or junior high, or elementary) as the school where the request arises, and at least three parents with students enrolled in and attending other District schools of the same level. An administrator member of the committee shall serve as the committee chair. Parents appointed to a Library material review committee shall be reflective of the members of the District community. The Library material review committee considering a particular request may not include either an individual responsible for the procurement of the material for inclusion in the library or the individual who has made the request or a family member of the individual making the request.

[Utah Code § 53G-10-103\(4\)\(c\)\(i\) \(20242025\)](#)
[Utah Admin. Rules R277-628-3\(1\)\(a\)\(vi\), \(c\) \(August 7, 2024\)](#)

Policy regarding selection of library material—

The Board of Education recognizes that it has broad discretion in managing and operating the schools of the District, including in selecting library material, and that it has delegated authority to District and school administration in this matter. The Board of Education also recognizes the importance of freedom of inquiry and study, the constitutional and First Amendment restrictions on the suppression of ideas, and that school libraries offer a place and opportunity for the exercise of intellectual freedom and the right to read, inquire, study, and evaluate outside of the setting of formal instruction. The Board of Education further recognizes that school libraries are different from public libraries in that they are not open to the public, primarily serve the school’s students (who are minors) and are part of the instructional

resources of the school. The Board has adopted this policy to serve and balance these interests while taking into account the values of the community.

Selection and deselection of library material—

The school librarian, subject to the oversight of the principal and working in cooperation with school staff, shall select new library material taking into consideration the following criteria and subject to the overall requirements that the material is age appropriate and does not constitute sensitive material as defined in Policy EEE:

1. Overall purpose and educational significance
2. Contribution and relevance to core standards
3. Teacher, parent, or student request
4. Validity, currency and appropriateness
5. Accuracy, timeliness and permanence
6. Favorable reviews, recommendations and/or award nominees found in standard selection sources or from professional personnel
7. Contributes to a balanced perspective
8. Potential appeal and interest
9. Recreational reading needs of students
10. Artistic quality and literary style
11. Reputation and significance of author, producer, or publisher
12. Value commensurate with cost and/or need
13. Uniqueness, diversity, and/or heritage of the state, region, or group
14. Support of second language learners
15. Support of special needs students
16. Merit of the work as a whole

The school librarian shall periodically review the library collection to determine what material should be removed or replaced (deselected). Criteria may include any of the considerations relating to initial section stated above and may also include:

1. Poor physical condition
2. Superseded by more current information or contains subject matter no longer needed to support the core standards
3. Encourages stereotypes or biases
4. Receiving little use
5. Provides wrong, inaccurate, or dated information

Access to library material—

Student access to library material is based primarily on self-selection. Library staff are available to consult with students and with the parent or guardian of students to find appropriate material but are not responsible for final selections of the student. If a student's parent or guardian wishes to restrict that student's access to any particular library item (a specific work or title), the parent or guardian may make a written request to the library staff and the student will then not be allowed to check out that item.

Review of library material for sensitive material—

Requests for review of library material for sensitive material are limited as follows:

1. Personal interest requirement
 - a. A student currently enrolled in and attending a District school.
 - b. A parent or guardian of a student currently enrolled in and attending a District school.
 - c. A District employee; or
 - d. A member of the Board of Education.
2. Limits on request after unsuccessful challenges
 - a. An "unsuccessful challenge" means that an instructional material (including but not limited to library material) is determined not to be sensitive material and is retained after an allegation that it contains sensitive material.
 - b. After an individual has made three unsuccessful challenges in a given school year, the individual may not request sensitive material review for the remainder of that school year.

[Utah Code § 53G-10-103\(3\)\(a\) \(20242025\)](#)

[Utah Code § 53G-10-103\(3\)\(b\) \(20242025\)](#)

An individual who desires review of library material for sensitive material must complete the Request for School Review of Library Material form and provide it to the Superintendent or Superintendent's designee. The Superintendent or designee shall make an initial determination whether the form has been fully completed and the person is eligible to request review.

Upon receipt of a request for sensitive materials review from an eligible individual, the Superintendent or designee and another District administrator who has responsibility regarding curriculum will make an initial determination as to whether the request presents a plausible claim that the library material constitutes sensitive material, including whether the request includes excerpts and other evidence to support the allegation. If those two individuals determine that the request presents a plausible claim that the library material constitutes sensitive

material, the District shall proceed with review of the material and shall immediately remove the library material from any school setting that provides student access to the material until the review process is complete.

[Utah Code § 53G-10-103\(4\)\(a\) \(20242025\)](#)
[Utah Admin. Rules R277-628-3\(1\)\(a\)\(iv\) \(August 7, 2024\)](#)

The Superintendent or designee shall designate two District employees and one parent to evaluate the request and the challenged material and determine if the challenged material constitutes objective sensitive material. The individuals designated may not include anyone responsible for procurement of the materials or the individual who requested the review but may include the District employees who performed the initial review. If the challenged material is determined to be objective sensitive material then the District shall ensure that the material remains inaccessible to students in any school setting.

[Utah Code § 53G-10-103\(4\)\(b\) \(20242025\)](#)
[Utah Admin. Rules R277-628-3\(1\)\(a\)\(v\), \(vi\) \(August 7, 2024\)](#)

If the material is determined to not be objective sensitive material, the Superintendent or designee shall establish a library material review committee to review the material to determine whether it constitutes subjective sensitive material. During review by the library material review committee, the District shall allow access to the challenged material to any student whose parent gives consent for the student to access the challenged material.

[Utah Code § 53G-10-103\(4\)\(c\)\(i\), \(ii\) \(20242025\)](#)

The sole purpose of the library material review committee shall be to determine whether the item constitutes subjective sensitive material as defined in Policy EEE and shall prioritize protecting children from the harmful effects of illicit pornography over other considerations. An item may not be removed because of disagreement with the item's content relating to politics, religion, nationalism, or other matters of opinion. The committee's determinations shall be made by majority vote of the members of the committee. Prior to engaging in any discussions with other committee members or participating in any decision making, each committee member shall read the item in its entirety (for written items) or review the item as a whole (for non-written items).

[Utah Code § 53G-10-103\(2\)\(c\) \(20242025\)](#)
[Utah Admin. Rules R277-628-3\(1\)\(a\)\(iii\) \(August 7, 2024\)](#)

After the chair of the library material review committee has confirmed that all members of the committee have reviewed the item, the chair shall schedule such meetings as are necessary for the committee to discuss the item and determine whether it constitutes subjective sensitive material.

In determining whether the item constitutes subjective sensitive material, the committee shall determine whether the material meets any of the three tests for subjective sensitive material set out in the definition in Policy EEE.

After the committee has made its determination, it shall prepare a written report which explains its findings and the grounds for its findings. A copy of the report shall be provided to the person who requested the review.

If the committee determines that the item constitutes subjective sensitive material, then the item shall be removed from student access in the school setting (regardless of whether the student's parent has consented to the student having access to the material). If an item is determined to be sensitive material and removed from use, all copies of the material shall be physically removed and as applicable deleted from electronic storage. The District shall inform vendors and publishers regarding the decision. Sensitive materials removed from student access may not be sold or distributed but shall be legally disposed of.

[Utah Code § 53G-10-103\(4\)\(c\)\(iii\) \(20242025\)](#)
[Utah Admin. Rules R277-628-3\(1\)\(a\)\(vii\) \(August 7, 2024\)](#)

If the committee determines that the item does not constitute subjective sensitive material, then the item shall be retained. A reviewed item which is retained after review for sensitive material may nevertheless be deselected by the school librarian if the librarian determines that it meets other criteria for deselection.

The chair of the library material review committee shall report the results of the review to the Utah State Board of Education using the reporting tool provided by the State Board at [this website](#). The report shall be made within 30 days of the determination unless an appeal of the determination is in process.

[Utah Code § 53G-10-103\(4\)\(d\) \(20242025\)](#)
[Utah Admin. Rules R277-628-4\(3\) \(August 7, 2024\)](#)

Any individual who is eligible to request a review for sensitive material may appeal a determination to the Board of Education. An appeal can be made regarding an objective sensitive material determination or a subjective sensitive material and can be made whether the decision was to remove or retain the material. The appeal shall be in writing, shall be submitted to the Board of Education within 30 days of the determination, and shall explain why the individual believes the determination was incorrect. In considering the appeal, the Board of Education may make use of whatever information it finds appropriate, including the committee report. The Board of Education's decision on the appeal shall be made by vote in public meeting. In making the decision, the Board of Education shall clearly identify the rationale for its decision and the determination on each component of the standards used in deciding the appeal (including the statutory standards and any additional policy standards the Board of Education may use). The District shall report the results of the appeal to the Utah State Board of Education using the website identified above promptly following conclusion of the appeal.

[Utah Code § 53G-10-103\(5\) \(20242025\)](#)
[Utah Admin. Rules R277-628-4\(3\) \(August 7, 2024\)](#)

Compensation for additional employee time—

Created: 8 June 2022
Modified: ~~11 July 2024~~ 14 May 2025

EEEEA

If a District employee participating in sensitive materials review is required to do so outside of contract hours, the District shall compensate the employee for the additional time spent participating in the review.

[Utah Admin. Rules R277-628-3\(1\)\(e\) \(August 7, 2024\)](#)

Request for Review of Library Material

1. Requester: _____ School: _____
Address: _____ City: _____ Zip: _____
Email: _____ Phone: _____
2. Qualifying personal interest category or categories: _____
3. Brief statement explaining the request: _____

4. Type of material: ☐ Book (Print) ☐ E-Book (Digital) ☐ Audio Book ☐ Movie ☐ Magazine
☐ Other Audio Recording ☐ Library Digital Resource ☐ Game ☐ Newspaper ☐ Other
5. Title: _____
6. Author or Producer: _____
7. Library material may only be removed because it constitutes sensitive material as defined in District Policy EEE and governing law. Library material may not be removed because it contains ideas that individuals disagree with based upon politics, nationalism, religion, or other matters of opinion. I acknowledge and understand that the scope of review will be limited to whether the material constitutes sensitive material.
Initial: _____
8. Sensitive material can be found at the following location or locations (page, chapter, link, timestamp, etc.)

I declare under criminal penalty under the law of Utah that the foregoing is true and correct.

Signed on the ____ day of _____, _____ at _____
(Day) (Month) (Year) (City or other location and state/country)

Printed Name _____

Signature _____

Instructional Resources: *Evaluation of Other Learning Material*

Definitions—

In addition to the definitions in Policy EEE, the following definitions apply in this policy:

1. “Other learning material” means instructional material made available to students in a school setting but which is not approved by the Board of Education under Policy EEE or supplemental material or library material as defined under Policies EEE, EEEA, and EEEB.
2. “Other learning material review committee” means a committee formed at the school level, appointed as needed and consisting of a school administrator or administrators, two educators from the school, and at least two parents with students enrolled in and attending the school. An administrator member of the committee shall serve as the committee chair. Parents appointed to an other learning material review committee shall be reflective of the members of the relevant school community. The school other learning material review committee considering a particular request may not include either an individual responsible for procurement of the material or the individual who has made the request or a family member of the individual making the request.

[Utah Code § 53G-10-103\(4\)\(c\)\(i\) \(20242025\)](#)
[Utah Admin. Rules R277-628-3\(1\)\(a\)\(vi\), \(c\) \(August 7, 2024\)](#)

Parental exemption from objectionable materials—

Whether or not an item of other learning material constitutes sensitive material, a parent or guardian may by timely request exempt the child of the parent or guardian from a requirement to read or review the item if the parent or guardian finds the material objectionable. In that case, the child shall be provided with an alternate selection without penalty.

Review of other learning material for sensitive material—

Requests for review of other learning material for sensitive material are limited as follows:

1. Personal interest requirement
 - a. A student currently enrolled in and attending a District school;
 - b. A parent or guardian of a student currently enrolled in and attending a District school;
 - c. A District employee; or

- d. A member of the Board of Education.

[Utah Code § 53G-10-103\(3\)\(a\) \(20242025\)](#)

2. Limits on request after unsuccessful challenges

- a. An “unsuccessful challenge” means that an instructional material (including but not limited to other learning material) is determined not to be sensitive material and is retained after an allegation that it contains sensitive material.
- b. After an individual has made three unsuccessful challenges in a given school year, the individual may not request sensitive material review for the remainder of that school year.

[Utah Code § 53G-10-103\(3\)\(b\) \(20242025\)](#)

An individual who desires review of the other learning material must complete the Request for Review of Other Learning Material form and provide it to the principal of the school where the material is presented. The principal or principal’s designee shall make an initial determination whether the form has been fully completed and the individual is eligible to request review.

Upon receipt of a request for sensitive materials review from an eligible individual, the principal or designee and another school employee selected by the principal will make an initial determination as to whether the request presents a plausible claim that the other learning material constitutes sensitive material, including whether the request includes excerpts and other evidence to support the allegation. If those two individuals determine that the request presents a plausible claim that the other learning material constitutes sensitive material, the school shall proceed with review of the material and shall immediately remove the material from any school setting that provides student access to the material until the review process is complete.

[Utah Code § 53G-10-103\(4\)\(a\) \(20242025\)](#)

[Utah Admin. Rules R277-628-3\(1\)\(a\)\(iv\) \(August 7, 2024\)](#)

The principal or designee shall designate two school employees and one parent to evaluate the request and the challenged material and determine if the challenged material constitutes objective sensitive material. The individuals designated may not include anyone responsible for procurement of the materials or the individual who requested the review but may include the school employees who performed the initial review. If the challenged material is determined to be objective sensitive material then the school shall ensure that the material remains inaccessible to students in any school setting.

[Utah Code § 53G-10-103\(4\)\(b\) \(20242025\)](#)

[Utah Admin. Rules R277-628-3\(1\)\(a\)\(v\), \(vi\) \(August 7, 2024\)](#)

If the material is determined to not be objective sensitive material, the principal or designee shall establish an other learning material review committee to review the material to determine whether it constitutes subjective sensitive material.

During review by the other learning material review committee, the school shall allow access to the challenged material to any student whose parent gives consent for the student to access the challenged material.

[Utah Code § 53G-10-103\(4\)\(c\)\(i\), \(ii\) \(20242025\)](#)

In conducting a requested review, the primary purpose of the other learning material review committee shall be to determine whether the item constitutes subjective sensitive material and shall prioritize protecting children from the harmful effects of illicit pornography over other considerations. However, the committee may also evaluate whether the material is age-appropriate and whether the use of the material should be reconsidered in light of all appropriate factors. The committee's determinations shall be made by majority vote of the members of the committee. An item may not be removed because of disagreement with the item's content relating to politics, religion, nationalism, or other matters of opinion. Prior to engaging in any discussions with other committee members or participating in any decision making, each committee member shall read the item in its entirety (for written items) or review the item as a whole (for non-written items).

[Utah Code § 53G-10-103\(2\)\(c\) \(20242025\)](#)

[Utah Admin. Rules R277-628-3\(1\)\(a\)\(iii\) \(August 7, 2024\)](#)

After the chair of the other learning material review committee has confirmed that all members of the committee have reviewed the item in question, the chair shall schedule such meetings as are necessary for the committee to discuss the item and make its determinations.

In determining whether the item constitutes subjective sensitive material, the committee shall determine whether the material meets any of the three tests for subjective sensitive material set out in the definition in Policy EEE.

If the committee determines that the item constitutes subjective sensitive material, then the item shall be designated as no longer approved for use and removed from use. If an item is determined to be sensitive material and removed from use, all copies of the material shall be physically removed and as applicable deleted from electronic storage. The District shall inform vendors and publishers regarding the decision. Sensitive materials removed from student access may not be sold or distributed but shall be legally disposed of.

[Utah Code § 53G-10-103\(4\)\(c\)\(iii\) \(20242025\)](#)

[Utah Admin. Rules R277-628-3\(1\)\(a\)\(vii\) \(August 7, 2024\)](#)

If the committee determines that the item does not constitute subjective sensitive material, then the committee may, but is not required to, proceed to other considerations as set out in the following paragraphs.

The committee may elect to evaluate whether the item should be removed from all use or restricted in use based on considerations of age appropriate use. In this evaluation, the committee shall use the definition of "age appropriate" set forth in Policy EEE in light of the prevailing standards in the adult community with regard to what is appropriate for children of that age.

The committee may also elect to consider whether the use of the material should be discontinued in light of all appropriate factors.

After the committee has made its determination, it shall prepare a written report which explains its findings and the grounds for its findings. A copy of the report shall be provided to the person who requested the review.

The chair of the school other learning material review committee shall report the results of the review to the Utah State Board of Education using the reporting tool provided by the State Board at [this website](#). The report shall be made within 30 days of the determination unless an appeal of the determination is in process.

[Utah Code § 53G-10-103\(4\)\(d\) \(20242025\)](#)
[Utah Admin. Rules R277-628-4\(3\) \(August 7, 2024\)](#)

Any individual who is eligible to request a review for sensitive material may appeal a determination to the Board of Education. An appeal can be made regarding an objective sensitive material determination or a subjective sensitive material and can be made whether the decision was to remove or retain the material. The appeal shall be in writing, shall be submitted to the Board of Education within 30 days of the determination, and shall explain why the individual believes the determination was incorrect. In considering the appeal, the Board of Education may make use of whatever information it finds appropriate, including the committee report. The Board of Education's decision on the appeal shall be made by vote in public meeting. In making the decision, the Board of Education shall clearly identify the rationale for its decision and the determination on each component of the standards used in deciding the appeal (including the statutory standards and any additional policy standards the Board of Education may use). The District shall report the results of the appeal to the Utah State Board of Education using the website identified above promptly following conclusion of the appeal.

[Utah Code § 53G-10-103\(5\) \(20242025\)](#)
[Utah Admin. Rules R277-628-4\(3\) \(August 7, 2024\)](#)

Compensation for additional employee time—

If a District employee participating in sensitive materials review is required to do so outside of contract hours, the District shall compensate the employee for the additional time spent participating in the review.

[Utah Admin. Rules R277-628-3\(1\)\(e\) \(August 7, 2024\)](#)

EEEC

Request for Review of Other Learning Material

1. Requester: _____ School: _____
Address: _____ City: _____ Zip: _____
Email: _____ Phone: _____
2. Qualifying personal interest category or categories: _____
3. Educator using material: _____
4. Brief statement explaining the request: _____

5. Type of material: ☐ Book (Print) ☐ E-Book (Digital) ☐ Audio Book ☐ Movie ☐ Magazine
☐ Other Audio Recording ☐ Digital Resource ☐ Game ☐ Newspaper ☐ Other
6. Title: _____
7. Author or Producer: _____
8. The sensitive material can be found at the following location or locations (page, chapter, link, timestamp, etc.) _____
9. Other reasons (age appropriateness, other) that the item should be removed from use: _____

I declare under criminal penalty under the law of Utah that the foregoing is true and correct.

Signed on the ____ day of _____, _____ at _____
(Day) (Month) (Year) (City or other location and state/country)

Printed Name _____

Signature _____

Grading:

Participation of Home School, Scholarship, and Private School Students in Statewide Assessments

Home School Student Participation—

Home school students who are Utah residents may participate in statewide assessments in the District when convenient to the student's circumstances and subject to the following requirements:

1. The student must have satisfied the home school requirements set forth in Policy FBB and [Utah Code § 53G-6-204](#).
2. The home school student must pay charges or fees for the testing on the same basis that students enrolled in the school must pay charges or fees.
3. The District shall determine in which school(s) qualifying home school students will take statewide assessments.
4. The District may require parent or adult participation in administration of statewide assessments on behalf of home school students, as appropriate.

Upon request of a home school student or the student's parent or guardian, the District shall provide a copy of the schedule of statewide assessment dates, the locations at which home school students may be tested, and the District's policies relating to home school student participation in statewide assessments. Home school students who desire to participate in a particular statewide assessment must make the request in writing at least _____ days before the test date. The District shall respond in writing to the request at least _____ days following the receipt of the request. Where the request to participate is approved, the District shall provide written notice to the home school student and his or her parent or guardian of testing rules, including required identification and proof of residency for adults and students and implements or materials that the home school student may or may not bring or use for the test.

[Utah Admin. Rules R277-604-4 \(December 11, 2023\)](#)

Scholarship Student Participation—

A "scholarship student" is a student who receives a scholarship under the Utah Fits All Scholarship Program or the Special Needs Opportunity Scholarship Program.

[Utah Admin. Rules R277-604-2\(5\) \(December 11, 2023\)](#)

[Utah Code § 53E-7-401\(13\) \(2023\)](#)

[Utah Code § 53F-6-401\(~~1222~~\) \(20232025\)](#)

An "eligible school" is a school that has been approved for participation in the Utah Fits All Scholarship Program.

[Utah Admin. Rules R277-604-2\(1\) \(December 11, 2023\)](#)

A “qualifying school” is a school that participates in the Special Needs Opportunity Scholarship Program.

[Utah Admin. Rules R277-604-2\(4\) \(December 11, 2023\)](#)

[Utah Code § 53E-7-401\(8\) \(2023\)](#)

Scholarship students who are not enrolled in an eligible school or qualifying school may be allowed by the District to participate in statewide assessments administered in the District subject to the following conditions:

1. The student must pay, in advance, the full cost to the District of administering the testing. These testing costs include costs for materials, scoring, reporting, and State-related costs.
2. The District shall determine in which school(s) scholarship students may take statewide assessments.
3. The District shall determine the limits, if any, of numbers of scholarship students that can be accommodated by the school.

Upon request of a scholarship student or the student’s parents, the District shall provide a copy of the schedule of statewide assessment dates, the locations at which scholarship students may be tested, and the District’s policies relating to scholarship student participation in statewide assessments. A scholarship student desiring to participate in a particular statewide assessment must make the request in writing at least ____ days before the test date. The District shall respond in writing to the request at least ____ days following the receipt of the request. Where the request to participate is approved, the District shall provide written notice to the student of testing rules, including required identification and proof of residency and implements or materials that the student may or may not bring or use for the test.

[Utah Admin. Rules R277-604-6 \(December 11, 2023\)](#)

Test results for scholarship students shall not be provided to any person or entity other than the student, the student’s parent, and the scholarship program manager. However, if the student is partially enrolled in a public school, the results may also be provided to the public school where the student is partially enrolled.

[Utah Admin. Rules R277-604-6\(4\)\(c\), \(5\) \(December 11, 2023\)](#)

Scholarship students enrolled in an eligible school or qualifying school may be allowed by the District to participate in statewide assessments administered in the District subject to the following conditions:

1. The scholarship student’s school must request permission from the District on behalf of the student to participate.
2. The student or school must pay, in advance, the full cost to the District of administering the testing. These testing costs include costs for materials, scoring, reporting, and State-related costs.

3. The District shall determine in which school(s) scholarship students may take statewide assessments.
4. The District shall determine the limits, if any, of numbers of scholarship students that can be accommodated by the school.
5. The District may require the eligible school or qualifying school to provide administrators to participate in monitoring or proctoring tests, as appropriate.

Upon request of an eligible school or qualifying school to whose students the District is administering assessments, the District shall provide the school a copy of the schedule of statewide assessment dates, the locations at which scholarship students may be tested, and the District's policies relating to scholarship student participation in statewide assessments. Eligible schools or qualifying schools which desire to have their students participate in a particular statewide assessment must make the request in writing at least _____ days before the test date. The District shall respond in writing to the request at least _____ days following the receipt of the request. Where the request to participate is approved, the District shall provide written notice to the school of testing rules, including required identification and proof of residency for staff and students and implements or materials that the school staff or student may or may not bring or use for the test.

[Utah Admin. Rules R277-604-3 \(December 11, 2023\)](#)

Test results for scholarship students enrolled in an eligible school or qualifying school shall not be provided to any person or entity other than the student, the student's parent, the eligible or qualifying school, and the scholarship program manager. However, if the student is partially enrolled in a public school, the results may also be provided to the public school where the student is partially enrolled.

[Utah Admin. Rules R277-604-3\(4\)\(e\), \(5\) \(December 11, 2023\)](#)

Private School Student Participation—

Private school students who are Utah residents may be allowed by the District to participate in statewide assessments administered in the District subject to the following conditions:

1. The private school student's school must request permission from the District on behalf of the student to participate.
2. The student or private school must pay, in advance, the full cost to the District of administering the testing. These testing costs include costs for materials, scoring, reporting, and State-related costs.
3. The District shall determine in which school(s) private school students may take statewide assessment.
4. The District shall determine the limits, if any, of numbers of non-public school students that can be accommodated by the school.

5. The District may require the participating private school to provide administrators to participate in monitoring or proctoring tests, as appropriate.

Upon request of a private school to whose students the District is administering assessments, the District shall provide the private school a copy of the schedule of statewide assessment dates, the locations at which private school students may be tested, and the District's policies relating to private school student participation in statewide assessments. Private schools which desire to have their students participate in a particular statewide assessment must make the request in writing at least _____ days before the test date. The District shall respond in writing to the request at least _____ days following the receipt of the request. Where the request to participate is approved, the District shall provide written notice to the private school of testing rules, including required identification and proof of residency for staff and students and implements or materials that the private school or student may or may not bring or use for the test.

Private school students who are not Utah residents may participate in statewide assessments only upon payment, in advance, of the full cost of the individual assessments.

[Utah Admin. Rules R277-604-3 \(May 26, 2020\)](#)

Test results for private school students shall not be provided to any person or entity other than the student, the student's parent, and the private school. However, if the student is partially enrolled in a public school, the results may also be provided to the public school where the student is partially enrolled.

[Utah Admin. Rules R277-604-3\(4\)\(e\), \(5\) \(December 11, 2023\)](#)

Bureau of Indian Education Schools Administrator Training—

The administrators of Bureau of Indian Education (BIE) schools are responsible to meet statewide assessment requirements relating to the students in their schools. The District shall provide materials and training to administrators of BIE schools within the District on the schedule which applies to the District. The District shall notify administrators of BIE schools located in the District of all information and training on statewide assessments provided by the District.

[Utah Admin. Rules R277-604-5 \(December 11, 2023\)](#)

[Utah Admin. Rules R277-604-7 \(December 11, 2023\)](#)

Guidance:

Individual Learning Plan/Plan for College and Career Readiness

[The statute requires the District to establish policies regarding ~~individual learning plans and~~ plans for college and career readiness in consultation with school personnel, parents, and school community councils or similar groups. Therefore, this policy is intended as a basis for discussions of what an SEP policy adopted by the District might be after such discussions with the community council, if any, faculty groups, students, and the state board.]

[Utah Code § 53E-2-304\(2\)\(b\)\(iii\) \(20242025\)](#)

Definitions

Plan for College and Career Readiness—

"Plan for College and Career Readiness" means a plan developed by a student and the student's parent, in consultation with school counselors, teachers, and administrators that:

1. is initiated at the beginning of grade 7;
2. identifies a student's skills and objectives;
3. maps out a strategy to guide a student's course selection; and
4. links a student to post-secondary options, including higher education and careers.

[Utah Code § 53E-2-304\(2\)\(b\)\(i\) \(20242025\)](#)

School manager—

The Principal or a member of the faculty of the school appointed to that position by the Principal shall be the School Manager.

Individual Learning Plan file—

An Individual Learning Plan ("ILP") means a personalized student education plan. The ILP file shall be a separate file maintained by the school for each student which shall include the ILP and supporting documents. It may contain a separate division for each school year, but ILP records for prior years at that school shall be available to participants in the ILP process. It should include a copy of the registration of the student for each school term showing the classes for which the student has registered, the names of teachers of the classes and telephone numbers at which participants in the ILP process may reach the teachers of each class, and each report card issued by the school, and names, addresses and telephone numbers of all the participants in the ILP process.

Small group conference—

Small-group Conference is a meeting at which students, parents or guardians, and guidance counselors and teachers are invited to attend and the number of students invited does not exceed five.

ILP participation—

The Participants in the ILP process are, with respect to a student, the student, the student's parent or guardian and the teacher, guidance counselor or other member of school personnel who has the assignment of participating in the preparation or maintenance of that student's ILP.

Policy

Background—

The Legislature has required the District to establish policies, in consultation with school personnel, parents, and school community councils or similar entities to provide for the effective implementation of an ILP for each student at the school site. The Board has consulted with its personnel, with parents, and with school community councils or like entities to the extent that such entities operate within the district and hereby adopts the following policies.

ILP conferences—

Each school shall offer its students at least one ILP conference per year at which the ILP of the child may be established and reviewed jointly by the teacher, parent or guardian, and student. This conference may be at the time usually set aside for parent-teacher conferences.

Small group conferences—

Each school may also, as it is deemed appropriate, schedule small group conferences for classes or categories of students.

Additional parent conferences—

A parent may also request conferences with school personnel in addition to ILP or Plan for College and Career Readiness conferences established by District policy.

Template ILP—

The school may adopt a template ILP which sets forth the minimum standard school program and general guidelines required of all students. This template shall be supplemented by the teacher, parent or guardian and student. From grades 9-12 it is the responsibility of the student to prepare the ILP, in consultation with a school counselor or teacher and with the student's parent or guardian.

Purpose of the ILP—

The purpose of the ILP is not to provide a binding agreement between the student and the student's parent or guardian and the school, but rather to express the needs and aspirations of the student, to mobilize the resources of the school to help the student reach the objectives required by the minimum school program and by the ILP and to set forth objectives desirable for the benefit of the student. Therefore, the ILP may include objectives which are beyond the means or resources of the school. With the objectives stated in the ILP should be included activities and means helpful for implementing the objectives, which may include (1) programs available at school and (2) resources and activities not available through school but which must be provided independently by parents and guardians, or by students, or from other sources beside those of the school.

Guidelines and expectations—

In addition to the minimum standard school program and guidelines expected of all students, each ILP shall include information gathered for the purpose of recognizing the strengths and achievements of the student and shall include a record of the student's progress toward the objectives of the ILP. This information may be collected in narrative or journal form, or in the form of records of scores on tests and grades earned in classes, or in any other form which is found to be useful, and shall be available to all the participants in the ILP process upon reasonable notice. A member of the school staff, whether teacher, guidance counselor, or administrator, who is charged with participating in the ILP process for a student shall become acquainted with the student well enough to participate effectively in that process and shall exert his or her effort to recognize the students accomplishments and strengths, to assist in planning, monitoring and managing the education and career development of the student and to participate in an ongoing partnership with the student and parent or guardian, including attendance at ILP conferences.

Implementation of the ILP process—

Each school shall conduct training in the ILP process so that staff members participating in the process will have a repertoire of skills to deal with the problems that arise in the process of developing and implementation of the ILP. This training will be included in the in-service training program at the school. The school shall make available to its staff the inventory of working Plans for College and Career Readiness prepared by the State Board of Education. Requests for resources arising from the ILP process not readily identified by the participants in the offerings of the school shall be referred to the Principal, who will have responsibility to consider requests for resources, and who shall have responsibility to coordinate time, training and assignment of school personnel for such purposes, in consultation with the faculty of the school, and who shall have authority to decide whether the school has the means to make an effort to achieve the objective in question. It is expected that the ILP process may take time from other school activities which the Principal shall authorize in his or her discretion.

College and career preparation—

A participant in the ILP process may suggest occupational and post-secondary education objectives that may be incorporated into the ILP. An ILP which incorporates occupational and post-secondary education objectives (thus making it a Plan for College and Career Readiness) should be reviewed by a school staff member who has the assignment of assisting students with career or occupational preparation who should be added to the group of participants in the process of that ILP. Resources in the community, such as work/study programs, may be added to the ILP to assist with occupational objectives. Individual schools may enter into partnerships with private business to obtain additional resources for technology programs intended to assist students in preparation for occupations.

Reporting—

The Legislature has required the District and each school to make an annual report to its patrons on its activities under [Utah Code § 53E-2-304\(4\)](#) which includes the ILP process. The reporting process shall involve participation from teachers, parents, and the community at large in determining how well the District or school is performing.

[Utah Code § 53E-2-304\(4\)\(a\) \(20242025\)](#)

Privacy—

The ILP file is a private file and shall be made available only to participants in the ILP process without obtaining appropriate consents from students and their parents or guardians. Portions of confidential documents not usually disclosed to one or more of the participants in the ILP process may be included in the ILP file with the consent of school personnel charged with protecting the privacy of those affected by the document and after obtaining consents of other affected parties, if necessary.

It is not the Board's intention to waive any of its rules governing privacy in this connection. It is the Board's intention that the ILP file be as complete as possible without reference to other documents outside the file. The ILP file should therefore not contain any documents by reference from other school archives.

Graduation:

Adult Education Graduation

[Utah State Board of Education regulations permit Districts to determine whether adult education students may participate in graduation ceremonies and activities. The options set out in this model policy reflect the different choices that a district may take relating to participation in graduation activities].

Adult Education Diplomas—

The District will award an Adult Education Diploma to each adult education student who successfully completes the requirements established by the District within the time requirements for that completion. This diploma may not be upgraded or changed to a traditional, high-school specific diploma.

[Utah Admin. Rules R277-705-7 \(January 11, 2023November 7, 2024\)](#)

[Option A]

Adult Education Student Participation in Graduation Ceremonies—

Adult education students do not participate in graduation activities and ceremonies for high school students in the District. The District may conduct separate graduation activities and ceremonies for adult education students.

[Option B]

Adult Education Student Participation in Graduation Ceremonies—

Adult education students who have successfully completed the requirements for an adult education diploma since the last high school graduation ceremony for the high school in the attendance area where the adult education student resides may participate in the graduation activities and ceremonies for that high school.

Equal Educational Opportunities

General—

The Board of Education of the _____ School District does not discriminate on the basis of sex in its programs and activities and is required by Title IX and 34 CFR Part 106 not to discriminate on the basis of sex, including but not limited to such discrimination in admission and employment.

Notice of this policy shall be given to all students seeking admission and their parents and shall be included in student handbooks. Questions about rights under Title IX and about the application of Title IX to the District can be directed to the Title IX Coordinator identified in this policy or to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

[34 CFR § 106.8\(b\)\(1\)](#)
[20 U.S.C. § 1701-21](#)

No officer or employee of the District, when acting or purporting to act in official capacity, shall refuse to permit any student to participate in any school program because of the student's race, color, creed, sex, national origin, marital status, political or religious belief, physical or mental condition, family, social, or cultural background, sexual orientation, or gender identification.

[Utah Admin. Rules R277-217-2\(23\) \(January 24, 2024\)](#)

The District encourages all victims of sex discrimination and persons with knowledge of sex discrimination to immediately report that to the Title IX Coordinator or an administrator. All complainants have the right to be free from retaliation of any kind. Complaints relating to sexual harassment (one form of sex discrimination) are addressed under Policy FHAB and Policy DKB. Complaints regarding other types of sex discrimination may be addressed through the grievance procedures set out in Policy FGE (for students) and Policy DHC (for employees).

[34 CFR § 106.8\(c\)](#)

The District and its schools and staff shall not provide a sex-designated facility, program, or event of a higher quality to one sex and of a lesser quality to the opposite sex but shall ensure equivalent quality or rotational sharing, including the use of athletic facilities or venues. The District and its schools and staff shall not provide males or females preferred or more advantageous scheduling of facilities, programs, or events in comparison to the opposite sex but shall ensure equivalent scheduling practices or rotational sharing, including the scheduling of athletic events or practices. The District and its schools and staff shall not provide males or females with more sex-designated opportunities than the opposite sex (meaning more than 10% disparity). The District and its schools and staff shall not require males or females to participate or compete against the opposite sex in any sex-designated facility, program, or event. The District and its schools and staff shall not require,

give official authorization for, or knowingly allow males or females to use a sex-designated facility in the presence of the opposite sex.

[Utah Code § 63G-31-204 \(2024\)](#)

Title IX Coordinator—

The District shall designate one or more employees to serve as Title IX Coordinator. The Title IX Coordinator is responsible and has authority to coordinate the District's compliance with Title IX, including but not limited to responding to complaints of sex discrimination. The designated Title IX Coordinator for the District is: _____. The contact information for the Title IX Coordinator is:

Name _____ Title/Position _____

Mailing Address _____

Office Email _____ Telephone _____

Reports about any form of sex discrimination (including sexual harassment) may be made to the Title IX Coordinator by any person (whether or not the discrimination was directed at that person) using any of the contact methods listed above or by any other means and at any time (including during non-business hours).

[34 CFR § 106.8\(a\)](#)

Retaliation Prohibited—

It is prohibited to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or implementing regulations or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing relating to any type of sex discrimination. Prohibited retaliation includes acting with the purpose of interfering with any right or privilege secured by Title IX or implementing regulations or this policy by intimidation, threats, coercion, or discrimination. If brought for the purpose of interfering with these rights, prohibited retaliation includes charges against an individual for violations that do not involve sex discrimination but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment. Reports of retaliation should be made to the Title IX Coordinator designated in this policy. Complaints regarding retaliation against a student may be raised under Policy FGE or as applicable under Policy FGAD or regarding retaliation against an employee under Policy DHC or as applicable under Policy DLA or Policy DLB.

[34 CFR § 106.71\(a\)](#)

Confidentiality—

Except to the extent required to appropriately respond to complaints of sex discrimination, or as required by law, the District shall keep confidential the identity of (a) any individual who reports or complains of sex discrimination (including filing a formal complaint), (b) any individual reported to have perpetrated sex discrimination,

and (c) any witness regarding sex discrimination. Except to the extent that maintaining confidentiality would impair the District's ability to provide supportive measures, the District shall keep confidential any supportive measures provided to a complainant or accused individual. (In appropriately responding to complaints of sex discrimination, the District may need to disclose the identity of individuals for purposes of an appropriate investigation and following the grievance process or for purposes of appropriate supportive measures.) Disclosure is also allowed to the extent permitted by FERPA and its implementing regulations.

[34 CFR § 106.71\(a\)](#)

[34 CFR § 106.30\(a\)](#)

Where a complaint involves allegations of child abuse, the complaint shall be immediately reported to appropriate authorities and the confidentiality of the information will be maintained as required by [Utah Code § 80-2-1005](#). (See Policy DDA.)

[Utah Code § 80-2-602 \(2022\)](#)

[Utah Code § 80-2-1005 \(2023/2025\)](#)

Students With Disabilities—

The District shall provide a free appropriate public education to all qualified students with disabilities who are residents of the District between the ages of three and twenty-two who have not graduated from high school, including regular or special education and related services designed to meet the individual educational needs of each qualified student with a disability, regardless of the nature or severity of the disability, as adequately as the needs of students without disabilities.

[34 CFR § 104.33](#)

[Utah Code § 53E-7-201 \(2022\)](#)

[Utah Code § 53E-7-202 \(2019\)](#)

[Utah Code § 53E-7-207 \(2024\)](#)

Dissemination of Policy—

Notice of this policy and of the name and contact information of the Title IX Coordinator shall be provided to applicants for admission or for employment, students, parents of students, employees, and employee associations. The contact information for the Title IX Coordinator shall be prominently displayed on the District's website and in student admission materials and employment application materials. In addition, a copy of this policy shall be published on the District website and included in student admission materials, in employment application materials, in student handbooks, and in materials provided to employees. A copy of this policy shall also be provided to the appropriate officer of each employee association.

[34 CFR § 106.8\(b\)\(2\), \(c\)](#)

Transgender Students

Definitions—

1. “Sex.” This is an individual’s biological sex, either male or female, at birth, according to distinct reproductive roles as manifested by: (a) sex and reproductive organ anatomy; (b) chromosomal makeup; and (c) endogenous hormone profiles.

[Utah Code § 53E-9-205\(1\)\(d\) \(2023\)](#)

[Utah Code § 68-3-12.5\(33\) \(20242025\)](#)

2. “Female” means the characteristic of an individual whose biological reproductive system is of the general type that functions in a way that could produce ova.

[Utah Code § 68-3-12.5\(12\) \(20242025\)](#)

3. “Male” means the characteristic of an individual whose biological reproductive system is of the general type that functions to fertilize the ova of a female.

[Utah Code § 68-3-12.5\(18\) \(20242025\)](#)

4. “Gender identity.” This is the individual’s internal sense of gender, and “identified gender” refers to the gender that matches this internal sense. Gender identity can be shown by information including but not limited to medical history, care or treatment of the gender identity, consistent and uniform assertion of the gender identity, or other evidence that the gender identity is sincerely held, part of a person’s core identity, and not being asserted for an improper purpose.

[Utah Code § 53E-9-205\(1\)\(b\) \(2023\)](#)

[Utah Code § 34A-5-102\(1\)\(o\) \(20242025\)](#)

5. “Gender expression” means the external cues or indications used to communicate gender to others, such as behavior, clothing, hairstyles, activities, voice, mannerisms, or body characteristics.
6. “Transgender” means that an individual’s sex differs from the individual’s gender identity.
7. “Transgender boy” (or “transgender man”) is an individual whose sex is female but whose gender identity is male.
8. “Transgender girl” (or “transgender woman”) is an individual whose sex is male but whose gender identity is female.

[In re Childers-Gray, 2021 UT 13, ¶ 5 & n.7, 487 P.3d 96](#)

Records and References—

The official records of the student shall reflect the student’s legal name and gender, which is the name and gender listed on the student’s birth certificate or as

changed by court order. Access to this portion of official student records shall be restricted with respect to persons other than the student's parent to maintain the confidentiality of a student's transgender status. Official records which reflect a student's sex, gender, or gender identity may not be changed to a gender or gender identity which does not conform with the student's sex without written permission of the student's parent.

[Utah Code § 26B-8-111 \(20232025\)](#)
[Utah Code § 42-1-1 \(~~1933~~2025\)](#)
[Utah Code § 53E-9-205 \(2023\)](#)

The unofficial records of the student shall reflect the preferred name and gender identity of the student. Students shall be addressed or referred to by the pronouns associated with the identified gender: transgender boys shall be referred to using "he" "his" and "him" and transgender girls shall be referred to using "she" and "her." Unofficial records which reflect a student's sex, gender, or gender identity may not be changed to a gender or gender identity which does not conform with the student's sex without written permission of the student's parent.

[Utah Code § 53E-9-205 \(2023\)](#)

A student's transgender status shall not be disclosed to individuals other than the student's parent without the student's consent except as expressly authorized by the superintendent following such legal consultation as the superintendent determines is appropriate.

[Utah Code § 53E-9-205 \(2023\)](#)

Classes and Activities—

Participation in athletic programs and activities is governed by Policy FABA rather than by this policy. When other types of classes or activities are segregated by gender, transgender students are to be grouped according to the student's gender identity. Where students are grouped according to qualities which may have some association with gender (such as vocal quality for singing groups), the pertinent quality shall be evaluated without regard to assigned gender or transgender status. Where school activities involve overnight travel, lodging arrangements for transgender students shall take into consideration the desires of the individual transgender student and of the student's parents as well as the privacy interests of other students. If the arrangement desired by the transgender student is in significant conflict with privacy interests of other students, the school administrator should consult with the superintendent and as appropriate with legal counsel.

UHSAA Extracurricular Activities—

Participation by students in non-athletic activities under the oversight of the Utah High School Activities Association is subject to UHSAA rules and policies. Therefore, participation of transgender students in such activities shall be governed by those rules and policies.

Bullying and Harassment—

Policy FGAD, which prohibits bullying, cyberbullying and harassment regardless of the motivation for such misconduct, applies to prohibit bullying, cyberbullying or harassment of students because of their transgender status or gender expression. When the parent of a student perpetrator is given the required notification of a bullying or harassment incident against a transgender student which is motivated by transgender status or gender expression, care should be taken to avoid disclosing the student's transgender status to the perpetrating student's parents if the student victim has not consented to such disclosure.

When a student has been bullied, cyberbullied, or harassed because of the student's transgender status or gender expression, consideration should be given to what support, counseling, or other assistance the student may need to prevent such mistreatment from adversely affecting the student's ability to learn and function in the school setting.

Use of Sex-Designated Facilities

Definitions—

1. “Sex” means an individual’s biological sex, either male or female, at birth, according to distinct reproductive roles as manifested by: (a) sex and reproductive organ anatomy; (b) chromosomal makeup; and (c) endogenous hormone profiles.
2. “Female” means the characteristic of an individual whose biological reproductive system is of the general type that functions in a way that could produce ova.
3. “Male” means the characteristic of an individual whose biological reproductive system is of the general type that functions to fertilize the ova of a female.
4. “Intersex individual” means the same as defined in Utah Code § 26B-8-101(15).
5. “Gender identity” means the individual’s internal sense of gender. Gender identity can be shown by information including but not limited to medical history, care or treatment of the gender identity, consistent and uniform assertion of the gender identity, or other evidence that the gender identity is sincerely held, part of a person’s core identity, and not being asserted for an improper purpose.
6. “Sex-designated” means a facility that is designated specifically for males or females and not the opposite sex.
7. “Unisex” means designated for the use of both sexes or not sex-designated.
8. “Privacy space” means a restroom or changing room.
9. “Restroom” means any space including a toilet.
10. “Men’s restroom” means a restroom that is designated for the exclusive use of males and not females.
11. “Women’s restroom” means a restroom that is designated for the exclusive use of females and not males.
12. “Changing room” means a space designated for multiple individuals to dress or undress within the same space. It includes a locker room, shower room, dressing room, or fitting room and includes a restroom when the changing room contains or is attached to the restroom.
13. “Single-occupant” means a privacy space that has floor-to-ceiling walls, an entirely encased and locking door, and is designated for single occupancy.

[Utah Code § 63G-31-101\(1\), \(4\), \(5\), \(7\), \(9\), \(10\), \(11\), \(1213\), \(1314\) \(20242025\)](#)

[Utah Code § 68-3-12.5\(12\), \(18\), \(33\) \(20242025\)](#)

[Utah Code § 26B-8-101\(~~15~~16\) \(20242025\)](#)

[Utah Code § 34A-5-102\(1\)\(o\) \(20242025\)](#)

Use of Sex-Designated Privacy Spaces—

Students may only access operational sex-designated privacy spaces designated for student use if the student's sex corresponds with the sex designation of the privacy space. This restriction does not apply to intersex students.

[Utah Code § 63G-31-301\(1\), \(5\)\(b\) \(20242025\)](#)

If a student requests use of a privacy space other than the sex-designated privacy space that corresponds with the student's sex, because of the student's gender identity or because of reasonable fear of bullying, the District shall coordinate with the student's parent to develop a privacy plan that provides the student with reasonable access to a unisex or single-occupant facility or reasonable access to a faculty or staff restroom. If such access is unavailable, the student shall be provided with reasonable access to private use of an otherwise sex-designated privacy space through staggered scheduling or other arrangement providing temporary private access.

[Utah Code § 63G-31-301\(2\) \(20242025\)](#)

[Utah Code § 63G-31-303 \(2024\)](#)

Students shall be given notice of the requirements of this policy and each school shall take administrative action to address violations and promote compliance with this policy.

[Utah Code § 63G-31-301\(3\) \(20242025\)](#)

Student Notifications

Non-electronic notices to students—

Except as otherwise provided in this policy, the District and each school shall establish procedures to provide to students, through non-electronic means, notice of and access by students to information about school activities and events (including schedule changes, extracurricular activities and sporting events), about the District's comprehensive emergency response plan, and about the District's emergency response plan for treating sports related injuries that occur during school sports practices and events.

[Utah Code § 53G-4-402\(22\)\(a\) \(20242025\)](#)
[Utah Admin. Rules R277-495-4\(1\)\(g\) \(October 8, 2024\)](#)

Exceptions to non-electronic notice requirement—

The District and District schools may provide students with electronic notice and access to information rather than through non-electronic means if an emergency, unforeseen circumstance, or other incident arises and the District or school cannot reasonably provide timely notification through non-electronic means.

A school may provide electronic notices and access to information instead of non-electronic notice and access if the school provides each student with an electronic device which is capable of receiving the electronic notice and access.

[Utah Code § 53G-4-402\(22\)\(b\) \(20242025\)](#)
[Utah Admin. Rules R277-495-4\(1\)\(g\) \(October 8, 2024\)](#)

Dual Enrollment

Dual Enrollment—

Any child who is enrolled in a regularly established private school or a home school may also enroll in a District school for dual enrollment purposes. Any dual enrollment student may participate in any academic activity in the schools of the District subject to compliance with the same rules and requirements that apply to a full-time student's participation in the activity. Dual enrollment students are required to attend school part-time as prescribed by the School Board. In addition, a student who attends a portion of the school day at a District school shall be subject to administrative scheduling and teacher discretion of the District's school. Dual enrollment students are subject to the school's tardy and truancy policies according to the school's pre-established time schedules.

A student enrolled in a dual enrollment program is considered a student of the District for purposes of state funding to the extent of the student's participation in the District school's programs.

A dual-enrollment student with a disability may participate as a dual enrollment student consistent with State Board rule and federal regulations. The school shall prepare an IEP for such a student prior to the student's participation in dual enrollment using comparable procedures to those required for identifying and evaluating public school students. A student with a disability seeking dual enrollment is entitled to services for the time, or the number of courses, that the student is enrolled in the public school, based on the decision of the IEP team.

[Utah Code § 53G-6-204 \(20242025\)](#)

[Utah Code § 53G-6-702 \(2020\)](#)

[Utah Admin. Rules R277-438 \(December 8, 2016\)](#)

[State Board of Education Special Education Rules VI.D.8](#)

Participation in Online Education

Information and Notices—

Information about online courses and programs available through the Statewide Online Education Program shall be provided in school registration materials, posted on the District's website, and posted on school websites. Information in registration materials shall be provided concurrent with the high school registration period for the upcoming school year.

[Utah Admin. Rules R277-726-5\(4\), \(5\) \(August 7, 2024\)](#)

Eligibility of District Students for Online Courses—

With the advice of a school counselor at the student's District school, a student enrolled in the District may enroll in a course offered through the Statewide Online Education Program to earn middle school or high school credit if the student meets the course prerequisites, the course is open for enrollment, and the course is aligned with the student's plan for college and career readiness. Unless the District allows an exception, the student may enroll for a maximum of six credits per school year.

[Utah Code § 53F-4-501\(4\) \(20242025\)](#)

[Utah Code § 53F-4-503\(1\), \(2\), \(3\) \(20242025\)](#)

Facilitating Enrollment in Online Courses—

District schools shall facilitate student enrollment with any eligible online course providers selected by an eligible student, consistent with course credit limits. If an eligible student has an IEP or a Section 504 accommodation plan, the student's District school shall forward a copy of the IEP or accommodation plan to an authorized online course provider in accordance with federal law and guidelines and shall ensure that the authorized online course provider is provided with an eligible student's updated IEP when revisions are made. The student's District school may ensure that the student's IEP team and the online course provider review a course enrollment to ensure that the student meets enrollment requirements and may as needed coordinate additional IEP team reviews with the online course provider to ensure that appropriate services, supports, and accommodations are in place for the student.

[Utah Admin. Rules R277-726-5\(1\) \(August 7, 2024\)](#)

[Utah Code § 53F-4-503\(1\), \(10\)\(a\) \(20242025\)](#)

Coordination With Online Course Provider—

For each student enrolled in an online course offered through the Statewide Online Education Program, the District shall enter into a course credit acknowledgment agreement in which the online course provider acknowledges that it is responsible for instruction of the student in the online course and in which the District and the online course provider agree on a process to provide the student's

District school with the ability to ensure the consistency of a course request with graduation requirements, the student's plan for college and career readiness, and (if applicable) the student's schedule. If a student has an IEP or Section 504 plan, the District shall forward a copy of the relevant portion of the student's existing IEP or Section 504 accommodation plan to the online course provider in accordance with federal law and regulations, ensure the student's IEP team and the online course provider review a course enrollment for compliance, coordinate additional IEP team reviews as necessary with the online course provider to ensure appropriate services, supports, and accommodations are in place for the student, and ensure that the online course provider is included in a student's IEP revision. These actions shall be completed within a timeline consistent with IDEA requirements. The agreement shall also meet the other requirements specified in Utah Code § 53F-4-508.

[Utah Code § 53F-4-508\(1\) \(2024\)](#)
[Utah Admin. Rules R277-726-3\(4\) \(August 7, 2024\)](#)
[Utah Admin. Rules R277-726-8\(6\) \(August 7, 2024\)](#)

Course Credit—

District schools shall include the online courses of students enrolled in the school in the student's enrollment records and, upon course completion, shall include online course grades and credits on the student's transcripts. Credits for high school courses completed before grade 9 will be recognized for purposes of high school graduation.

[Utah Admin. Rules R277-726-5\(6\), \(7\) \(August 7, 2024\)](#)

Yearly Credit Limitation and Exceptions—

A student enrolled in an online course may not earn more credits in a year than would be earned by taking a full course load during the regular school day at the student's District school which is the student's primary school of enrollment. However, this limitation does not apply if the Board of Education has adopted a policy which permits otherwise or if the student intends to complete high school graduation requirements early and exit high school early in accordance with the student's plan for college and career readiness.

[Utah Code § 53F-4-509\(1\), \(2\), \(3\) \(2024\)](#)
[Utah Admin. Rules R277-726-5\(1\), \(3\) \(August 7, 2024\)](#)

Inclusion in Daily Membership—

The online course credit hours of students enrolled in online courses whose primary enrollment is in a District school are included in calculating District daily enrollment except to the extent that doing so would result in the student being counted as more than one FTE. (This restriction does not apply if the student intends to complete high school graduation requirements early and exit high school early in accordance with the student's plan for college and career readiness.)

[Utah Code § 53F-4-509\(1\), \(2\), \(3\) \(2024\)](#)

Access to Facilities and Services—

District schools shall provide to enrolled students who are enrolled in online classes access to facilities for such students to participate in an online course during the regular school day. Where students access program courses using District owned and managed devices, the District shall configure the devices to participating students to form a separate user account or otherwise allow access to program provider materials using credentials supplied by a program provider. The District shall provide enrolled students who are enrolled in online classes with student leadership opportunities, sports, extracurricular and co-curricular activities, counseling, graduation, and other services offered to students generally without consideration of relative levels of participation in traditional courses versus online education courses.

[Utah Admin. Rules R277-726-5\(10\), \(11\) \(August 7, 2024\)](#)

Students Eligible for Fee Waiver—

If an enrolled student is eligible for fee waiver, District schools shall provide the student access to an online course by either allowing the student access to necessary technology to participate in the online course in a computer lab or other space within the school building during a school period or during the regular school day or by providing the student with the technology and wi-fi needed to participate in the online course outside of the school building.

[Utah Admin. Rules R277-726-5\(9\) \(August 7, 2024\)](#)

Health Requirements and Services Communicable Diseases

Reports

The Principal shall report to the local health authority or to the Utah Department of Health and Human Services those students attending school who are suspected of having a reportable disease or condition, as defined by state law and the Utah Department of Health and Human Services.

[Utah Code § 26B-7-206\(9\) \(2023\)](#)

[Utah Admin. Rules R386-702-4\(1\)\(j\) \(~~May-29~~November 8, 2024\)](#)

Exclusion

The Principal, at the direction of local health officers or an official of the Utah Department of Health and Human Services shall exclude from attendance any student suffering from a reportable disease, as defined by the Utah Department of Health and Human Services, until directed otherwise by the same officials.

[Utah Code § 26B-7-204 \(2023\)](#)

[Utah Code § 26A-1-114\(3\)\(b\) \(2025\)](#)

[Utah Admin. Rules R386-702-11\(2\)\(c\), \(d\), \(e\) \(~~May-29~~November 8, 2024\)](#)

Re-Admittance

Students excluded for reason of communicable disease shall be readmitted as determined by the local or state health authority or county attorney.

[Utah Code § 26B-7-204 \(2023\)](#)

[Utah Code § 26A-1-114\(3\)\(b\) \(2025\)](#)

[Utah Admin. Rules R386-702-11\(2\)\(c\), \(d\), \(e\) \(~~May-29~~November 8, 2024\)](#)

Communicable Disease and Event Reports

School personnel shall report diseases and health events in writing to the Utah Department of Health and Human Services or to the local health department as required by Utah Administrative Rules R386-702-3 and R386-702-6. Certain diseases and events must be reported by telephone immediately upon discovery, as well as in writing. Each report should include the name of the student afflicted, age, sex, address, date of onset, and such other information as prescribed by the Department of Health and Human Services. If available, the report form supplied by the Department of Health and Human Services should be used.

[Utah Admin. Rules R386-702-4\(1\)\(j\) \(~~May-29~~November 8, 2024\)](#)

[Utah Admin. Rules R386-702-3 \(~~May-29~~November 8, 2024\)](#)

[Utah Admin. Rules R386-702-6 \(~~May-29~~November 8, 2024\)](#)

Reports made by school personnel are confidential, but full assistance shall be given to attending physicians or public health workers.

Created:
Modified: ~~5-June-2024~~22 May 2025

FDAD

[Utah Admin. Rules R386-702-8\(1\), \(2\) \(~~May-29~~November 8, 2024\)](#)

Concussion and Head Injury

Introduction—

The District, in compliance with Utah State Board of Education Rule R277-614 and based on the model policy issued by the State Board of Education, has established this protocol to provide education about concussion for coaches, school personnel, parents, and students. This protocol outlines procedures for staff to follow in managing concussions, and outlines school policy as it pertains to return to play issues following a traumatic head injury or concussion.

[Utah Admin. Rules R277-614-4 \(November 7, 2022\)](#)

The District seeks to provide a safe return to activity for all students following any injury, but particularly after a traumatic head injury or concussion. In order to effectively and consistently manage these injuries, procedures have been developed to aid in ensuring that concussed students are identified, treated and referred appropriately, receive appropriate follow-up medical care during the school day, and are fully recovered prior to returning to activity.

District leadership shall review this protocol annually. Any changes or modifications will be reviewed and given to athletic department staff, including coaches and other appropriate school personnel in writing.

All appropriate staff shall attend a yearly in-service meeting in which procedures for managing sporting event-related traumatic head injuries and concussions are discussed.

All athletic coaches shall annually receive training on responding to concussions and head injuries as provided in this policy.

[Utah Admin. Rules R277-605-6\(2\) \(July 22, 2022\)](#)

Definitions—

1. "Traumatic head injury" means an injury to the head arising from blunt trauma, an acceleration force, or a deceleration force, with one of the following observed or self-reported conditions attributable to the injury:
 - a. Transient confusion, disorientation, or impaired consciousness;
 - b. dysfunction of memory;
 - c. loss of consciousness; or
 - d. signs of other neurological or neuropsychological dysfunction, including:
 - i. seizures;
 - ii. irritability;
 - iii. lethargy;
 - iv. vomiting;

- v. headache;
- vi. dizziness; or
- vii. fatigue.

[Utah Code § 26B-4-401\(2025\) \(20242025\)](#)

2. "Head injury" means any injury to the head that is NOT a "traumatic head injury" as defined above, including a mild bump.
[Utah Admin. Rules R277-614-2\(3\) \(November 7, 2022\)](#)
3. "Sporting event" means any of the following athletic activities that is organized, managed, or sponsored by a District school: a game, a practice, a sports camp, a physical education class, a competition, or a tryout. It does NOT include:
 - a. Free play or recess taking place during school hours; or
 - b. The District or a District school merely making available a District-owned or controlled field, facility, or other location to a child or to an amateur sports organization, regardless of whether a fee is being charged by the District for the use; or[Utah Code § 26B-4-401\(1823\) \(20242025\)](#)
4. "Physical education class" means a structured school class that includes an adult supervisor.
[Utah Admin. Rules R277-614-2\(6\) \(November 7, 2022\)](#)
5. "Free play" means unstructured student play, games, and field days during school hours.
[Utah Admin. Rules R277-614-2\(2\) \(November 7, 2022\)](#)
6. "Qualified health care provider" means a health care provider who:
 - a. is licensed under Utah Code Title 58, Occupations and Professions; and
 - b. may evaluate and manage a concussion within the health care provider's scope of practice.[Utah Code § 26B-4-401\(1621\) \(20242025\)](#)
7. "Written statement of a qualified health care provider" means a written statement from a qualified health care provider which states that:
 - a. The health care provider has, within three years before the date of the statement, successfully completed a continuing education course in the evaluation and management of a concussion; and
 - b. That the student to whom the statement relates is cleared to resume participation in the District sporting event.

[Utah Code § 26B-4-404\(1\)\(b\)\(ii\) \(2023\)](#)

8. "Agent of the District" means a coach, teacher, employee, representative, or volunteer of the District.

[Utah Code § 26B-4-401\(1\) \(2024/2025\)](#)

Requirements—

As described in more detail below, any student who is suspected to have sustained a concussion or traumatic head injury shall be immediately removed from participation in a District sporting event and may not resume participation until the student has been evaluated by a qualified health care provider who is trained in the management and evaluation of a concussion and the student provides the District with a written statement from the qualified health care provider. Notice of the concussion or traumatic head injury shall be provided to the student's parent. Each agent of the District shall be familiar with this policy and shall be provided a copy of this policy. Before a student may participate in any District sporting event, the student's parent must be provided a written copy of this policy and the student's parent must sign an acknowledgment that the parent has read, understands, and agrees to abide by this policy.

[Utah Code § 26B-4-403\(2\), \(3\) \(2023\)](#)

[Utah Code § 26B-4-404\(1\) \(2023\)](#)

Evaluation by School Nurse—

A school nurse may assess a child who is suspected of having sustained a concussion or traumatic head injury during school hours on school property regardless of whether the nurse has received specialized training in the evaluation and management of concussion or traumatic head injury. If the nurse evaluating the student has not been trained in the evaluation and management of concussion and has not completed a continuing education course in that area in the prior three years, the nurse shall refer the student to a qualified health care provider who is trained in the evaluation and management of a concussion and the nurse may not provide the written statement of a qualified health care provider for the student. School nurses shall be trained in the evaluation and management of a concussion as funding allows.

[Utah Code § 26B-4-405 \(2023\)](#)

Notice to Parent of Head Injury—

The District shall notify a parent if District staff become aware that a student is reported or suspected to have experienced a head injury during school hours or during a school-sanctioned activity, including free play.

[Utah Admin. Rules R277-614-4\(5\) \(November 7, 2022\)](#)

Documentation of Head Injury—

Any head injuries reported to District staff or agents should be documented in the student health record and entered on the [Student Injury Report](#) website.

Documentation of injury is important for determining treatment, initiating possible academic accommodations, and mitigating potential legal liability.

Annual Notice to Students and Parents —

Notice and a written copy of this policy shall be provided at least annually to parents of students who participate in District sporting events and students may not participate in such events until the District receives a signed written acknowledgement that the parent has read, understands, and agrees to abide by this policy.

[Utah Code § 26B-4-403\(3\) \(2023\)](#)

Posting of Policy on Website—

This policy shall be posted on the District's website in a location readily accessible to parents and members of the public.

[Utah Admin. Rules R277-614-4\(4\) \(November 7, 2022\)](#)

Recognition of Concussion—

A concussion is type of traumatic brain injury that interferes with normal function of the brain and is clinically referred to as mild Traumatic Brain Injury (mild TBI). It occurs when the brain is rocked back and forth or twisted inside the skull as a result of a blow to the head or body. What may appear to be only a mild jolt or blow to the head or body can result in a concussion. A concussion can occur even if a student does not lose consciousness from the head injury. (NFHS "Suggested Guidelines for Management of Concussion in Sports.")

Common signs and symptoms of a concussion

Signs (observed by others):

- Student appears dazed or stunned
- Confusion
- Forgets plays
- Unsure about game, score, opponent
- Moves clumsily (altered coordination)
- Balance problems
- Personality change
- Responds slowly to questions
- Forgets events prior to hit
- Forgets events after the hit
- Loss of consciousness (any duration)
- Vomiting

Symptoms (reported by student):

- Headache or pressure in the head
- Balance problems or dizziness
- Fatigue or feeling tired
- Does not “feel right”
- More emotional than usual
- Irritable or sad
- Nausea or vomiting
- Double vision, blurry vision
- Sensitive to light or noise
- Feels sluggish
- Feels “foggy”
- Problems concentrating
- Problems remembering

These signs and symptoms following a witnessed or suspected blow to the head or body are indicative of probable concussion. A student who has suffered a concussion (mild TBI) may have one or many of these signs/symptoms. Symptoms may progress or change in the days and weeks following an injury, including trouble sleeping, emotional distress, and academic difficulty. Any student is suspected of having sustained a concussion or traumatic brain injury shall be immediately removed from the District sporting event and shall not return to participation until cleared by an appropriate health care professional (provides the District with a written statement of a qualified health care provider as defined in this policy).

Management and Referral Guidelines for All Staff —

The following situations indicate a medical emergency and require activation of the Emergency Medical System:

1. Any student with a witnessed loss of consciousness of any duration shall be transported immediately to the nearest emergency department via emergency vehicle. Staff shall remain in contact with 911 and stabilize the student while waiting for EMS to arrive.
2. Any student who has symptoms of a concussion and who is not stable (i.e., whose condition is worsening) is to be transported immediately to the nearest emergency department via emergency vehicle.
3. A student who exhibits any of the following symptoms should be transported immediately to the nearest emergency department via emergency vehicle:

- a. Deterioration of neurological function (i.e., pupil changes or responses, muscle weakness, increased difficulty with response to questions)
- b. Decreasing level of consciousness
- c. Decrease or irregularity in respirations
- d. Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
- e. Mental status changes: lethargy, difficulty staying awake or alert, confusion or agitation
- f. Seizure activity

A student who is symptomatic but stable may be transported by his or her parent. The parent should be advised to contact the student's health care provider or seek care at the nearest emergency department on the day of the injury.

Guidelines and Procedures for Coaches and Teachers Supervising Physical Education Classes, Athletic Contests and Games—

1. Recognize concussion
 - a. All educators and agents of the District should become familiar with the signs and symptoms of concussion that are described above.
 - b. Educators and agents of District shall have appropriate training about recognizing and responding to traumatic head injuries consistent with the employees' responsibilities for supervising students and athletes.
 - c. Training can be found through the [CDC website](#).
2. Remove from activity
 - a. Any student who exhibits signs, symptoms, or behaviors consistent with a concussion shall be immediately removed from the activity and shall not return to play until cleared by an appropriate health care provider.
3. Refer the athlete/student for medical evaluation
 - a. The District agent is responsible for notifying the student's parent(s) of the injury. Contact the parent(s) to inform a parent of the injury. Depending on the injury, transport can be provided by either an emergency vehicle or parent(s).
 - b. A medical evaluation by and a written statement from an appropriate health care provider is required before returning to play.
 - c. In the event that a student's parent(s) cannot be reached, and the student is able to be sent home (rather than directly to a health care provider):
 - i. The District's agent should ensure that the student will be with a responsible individual capable of monitoring the student and

understanding the home care instructions before allowing the student to go home.

- ii. The District's agent should continue efforts to reach a parent.
- d. If there is any question about the status of the student, or if the student cannot be monitored appropriately, the student should be referred to an Emergency Department for evaluation. A District agent should accompany the student and remain with the student until a parent arrives.
- e. A District agent shall provide for supervision of other students for whom he or she is responsible when accompanying the injured student.
- f. Students with a suspected concussion should not be permitted to drive home.

A District agent should seek assistance from the host site's certified athletic trainer (ATC) or team physician, if available, if the injury occurs during an athletic event.

Free-Play Concussion and Head Injury Management—

While many head injuries that happen at school are minor, school staff shall follow these steps when a student has a bump, blow, or jolt to the head or body:

1. Observe the student for signs and symptoms of concussion for at least 30 minutes.
2. Ask people who saw the injury occur about how the injury happened and any concussion signs they observed.
3. Complete the [Concussion: Signs and Symptoms Checklist](#).
4. Notify the student's parent that their child had a head injury and give the parent the [Parent Notification of Head Injury During School Hours](#) document.

If the student has concussion signs or symptoms:

1. Tell the parent that the student needs to see a health care provider experienced in concussion management.
2. Give the parent a copy of the completed [Concussion: Signs and Symptoms Checklist](#) for the health care provider to review.
3. Ask for written guidance from the student's health care provider about when the student can return to school and physical activity.

If the student does not have concussion signs or symptoms:

1. Have the student return to class, but do not allow the student to return to sports or recreational activities on the same day of the injury.
2. Send a copy of the completed [Concussion: Signs and Symptoms Checklist](#) and the [Parent Notification of Head Injury During School Hours](#) document home with the student for the parent to review.

3. Ask the parent to continue to observe the student for any changes.
4. Tell the parent that if concussion signs or symptoms appear, the student should be seen right away by a health care provider with experience in concussion management.

Return to Learn (RTL) Procedures After Concussion—

Medical and school-based teams should counsel the student and family about the process of gradually increasing the duration and intensity of academic activities as tolerated, with the goal of increasing participation without significantly exacerbating symptoms.

The student, family, health care provider, and school teams should monitor symptoms and academic progress to decide together the modifications that are needed to maintain an academic workload without making symptoms worse.

School teams should monitor and adjust educational supports until the student's academic performance has returned to pre-injury levels.

Return to Play (RTP) Procedures After Concussion—

Return to activity and play is a medical decision. The student must meet all of the following criteria in order to progress to activity:

1. Asymptomatic at rest and with exertion (including mental exertion in school)
2. Have successfully returned to regular academic activities, AND
3. Have written clearance from an appropriate health care provider (a written statement from a qualified health care provider as defined above).

Once the above criteria are met, the student will be progressed to full activity while following the stepwise process detailed below. (This progression must be closely supervised by a District agent. If the school does not have an athletic trainer, then the coach must have a very specific plan to follow as directed by the appropriate health-care provider).

Progression is individualized, and will be determined on a case-by-case basis. Factors that may affect the rate of progression include: previous history of concussion, duration and type of symptoms, age of the student, and sport/activity in which the student participates. An athlete/student with a prior history of concussion, one who has had an extended duration of symptoms, or one who is participating in a collision or contact sport may progress more slowly.

Stepwise progression as described below:

1. Step 1. Cognitive rest, which may include staying home from school or limiting school hours (and studying) for a few days. Any period longer than this should be under the supervision of a qualified healthcare provider. Activities requiring concentration and attention immediately after the injury may worsen symptoms and delay recovery. Light activity including walks may

be encouraged at this level, provided the activity is tolerated by the student without significant exacerbation of the symptoms.

2. Step 2. Return to school, during which the District will follow the health care provider's protocol on return to learn.
3. Step 3. Light exercise. At this point the athlete may engage in brisk walking, riding an exercise bike or other light exertional exercises with supervision. No weight lifting.
4. Step 4. Running in the gym or on the field may be engaged in but with no helmet or other equipment.
5. Step 5. Non-contact training drills in full equipment or weight training can begin.
6. Step 6. Full contact practice or training may be engaged in.
7. Step 7. Play in game. Must be cleared by an appropriate health care provider before returning to play.

The student should spend at least 1 to 2 days at each step before advancing to the next unless prescribed differently by the health care provider. If post-concussion symptoms occur at any step, the student must stop the activity and the treating physician must be contacted. Depending upon the specific type and severity of the symptoms, the student may be told to rest for 24 hours and then resume activity at a level one step below where he or she was at when the symptoms occurred. This resumption of activity could be considerably simplified for a student injured during recess compared to a student injured at a game or formal practice.

If athletic staff or other school staff conclude that a student continues to display significant symptoms of concussion after being cleared to return to play based on a written statement from a qualified health care provider, the student may not return to play until the student's parents have obtained and provided to the school a written statement from a different qualified health care provider selected by the District. The District shall confirm that the health care provider is qualified (as defined above) and that the provider specializes in concussion evaluation and treatment. If the different qualified health care provider clears the student to return to play, then the student may return to play.

Positive Behaviors Plan

Definitions—

In this policy:

1. "Positive behaviors plan" means a plan to address the causes of student use of tobacco, alcohol, electronic cigarette products, and other controlled substances through promoting positive behaviors.
2. "Positive behaviors specialist" means an individual designated to administer a positive behaviors plan.

[Utah Code § 53G-10-407\(1\) \(20232025\)](#)

Creation of Positive Behaviors Plan for Each School—

The principal of each school in the District shall create a positive behaviors plan for that school. The plan shall be based on the input of students, parents, and staff and shall address issues including peer pressure, mental health, and creating meaningful relationships. It may include programs, clubs, service opportunities, and pro-social activities. The plan shall be submitted to the Board of Education for review and approval.

[Utah Code § 53G-10-407\(2\) \(20232025\)](#)

Designation of School Positive Behaviors Specialist—

The District shall identify one or more positive behavior specialist for each school. The specialist or specialists shall receive an additional stipend from funds provided by the State Board of Education.

[Utah Code § 53G-10-407\(3\). \(4\) \(20232025\)](#)

Reports—

The positive behaviors specialist (or specialists) for each school shall annually submit a written report to the Board of Education detailing how the school's positive behaviors plan was implemented in the prior year.

The Board of Education shall submit an annual assurance to the State Superintendent of Education confirming that each school in the District has an approved positive behaviors plan as prescribed by the State Superintendent.

[Utah Code § 53G-10-407\(5\) \(20232025\)](#)
[Utah Admin. Rules R277-910-5 \(April 9, 2024\)](#)

Student Activities

Extracurricular Activities—

There is no constitutional right to participate in extracurricular activities and student government, and this policy does not create such a right.

Students who participate in student government and extracurricular activities become role models for others in the school and community. These individuals often play major roles in establishing standards of acceptable behavior in the school and community and establishing and maintaining the reputation of the school and the level of community confidence and support afforded the school. It is of the utmost importance that those involved in student government, whether as officers or advisors, and those involved in competitive athletics and related activities, whether students or staff, comply with all applicable laws and standards of behavior and conduct themselves at all times in a manner befitting their positions and responsibilities.

[Utah Code § 53G-8-209 \(20202025\)](#)

Participation Eligibility—

A student in grades 7-12 may participate in extracurricular activities on or off campus at the beginning of the school year.

In order to be eligible to participate in an extracurricular activity event for a grade report period following the initial grade report period of a school year, a student shall not have a recorded grade average lower than 2.0 on a scale of 4.0 in 6 course(s) at the high school or 7 at the middle school for the preceding grade report period or have any failing or incomplete courses for the preceding grade report period.

Prohibited Conduct—

The following prohibited conduct may render a student ineligible for and/or unable to continue participation in student government and/or extracurricular activities, if occurring while the student is in the classroom, on school property, or during school-sponsored activities, regardless of location or circumstances:

1. Use of foul, abusive, or profane language while engaged in school-related activities;
2. Illicit use, possession, or distribution of a controlled substance, drug paraphernalia, a tobacco product, an electronic cigarette product, or an alcoholic beverage; or
3. Hazing, demeaning, or assaultive behavior, whether consensual or not, including behavior involving physical violence, restraint, improper touching, or

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inappropriate exposure of body parts not normally exposed in public settings, forced ingestion of any substance, or any act which would constitute a crime against a person or public order under state law.

[Utah Code § 53G-8-209 \(20202025\)](#)

Suspension from Extracurricular Activities—

A student whose recorded grade point average in any course is lower than a 2.0 or has one or more failing grades or incompletes at the end of a grade check shall be suspended from participation in any extracurricular activity event during succeeding grade check until the end of a grade check period during which the student achieves a course grade point average for that grade report period of at least a 2.0 GPA with no failing or incomplete grades in each course. This suspension shall become effective immediately following the grade check and will continue until the student achieves the appropriate GPA with no failing or incomplete grades. During the suspension, students may still practice with their program but may not represent their program in games, matches, events, etc.

Students with Disabilities—

Suspension of a student with disabilities whose disability significantly interferes with the student's ability to meet regular academic standards shall be based on the student's failure to meet the requirements of the student's Individual Education Program, as determined by the Special Education Committee.

Out-of-School Practice—

A student who has been suspended from extracurricular activity events shall also be suspended from out-of-school practice in extracurricular activities until suspension from participation has been lifted.

Limit on Suspension—

A student may not be suspended under this provision during the period in which school is recessed for the summer or during the initial grade reporting period of a regular school term on the basis of grades received in the final grade report period of the preceding regular school term.

Reinstatement to Extracurricular Activities—

After an initial activity has been missed, the student's grades will be checked again. If a student attains a course grade point average for that period of 2.0 or more in each course taken with no failing or incomplete grades, any suspension from participation in extracurricular activities shall be removed. This only holds after initial eligibility has been achieved from the previous course grades at the end of a grading period such as our trimester period.

Practice and Performance—

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Schools shall comply with the rules and regulations of the Utah High School Activities Association in scheduling and conducting practices and performances of competitive play.

[Utah High Schools Activities Association Handbook 2023~~4~~-24~~5~~, Bylaws Art. 2](#)

Classes—

Schools shall not schedule full-year physical education or athletic fitness and movement classes for specific school teams. In schools where in-season fitness and movement classes are scheduled, the classes shall not be used to violate the starting and stopping dates for practice and competitive play as prescribed by the UHSAA. High school competitive extracurricular programs shall be supplementary to the high school curriculum.

[Utah Admin. Rules R277-605-3 \(July 22, 2022\)](#)

Athletic classes conducted for specific school teams shall not be scheduled throughout the regular school day. First and last period athletic assignments may not preclude a coach from teaching a full load of classes during the school day.

Off-Season Clinics—

Required or voluntary participation in summer or other off-season clinics, workshops, and leagues may not be used as criteria for team membership or for the opportunity to try out for team membership. School personnel, activity leaders, coaches, advisory and other personnel shall not require students to attend out-of-school camps, clinics or workshops for which the personnel, activity leaders, coaches or advisory personnel receive remuneration from a source other than the school or district in which they are employed.

A summer workshop or clinic conducted by a school for any sport or activity shall be scheduled and held consistent with UHSAA bylaws and policies.

[Utah Admin. Rules R277-605-5 \(July 22, 2022\)](#)

[Utah High Schools Activities Association Handbook 2023~~4~~-24~~5~~, Bylaws Art. 2, Sec. 3](#)

Supervision—

Coaches and other designated school leaders shall diligently supervise students at all times while on school-sponsored activities, including during the activity itself, in locker rooms, seating areas, eating establishments, lodging facilities and during travel. Coaches and designated school leaders are responsible for a student as long as the student remains on school grounds following a school-sponsored activity unless the student has been turned over to the personal custody and supervision of the student's parent. Coaches and school leaders accompanying school players and teams shall at no time leave them unsupervised. Coaches, assistants, and advisers shall not permit hazing, demeaning, or assaultive behavior

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(whether consensual or not), including behavior involving physical violence, restraint, improper touching, inappropriate exposure of body parts not normally exposed in public settings, forced ingestion of any substance, or any act which would constitute a crime against a person or public order under Utah law.

[Utah Admin. Rules R277-605-4\(1\), \(2\), \(4\) \(July 22, 2022\)](#)

Training—

Coaches shall complete required training relating to child sexual abuse prevention as provided for in Policy DDAA and bullying, cyber-bullying, hazing and retaliation as provided for in Policy DLA and Policy FGAD. Athletic coaches shall also complete required training relating to concussions as provided for in Policy FDAF. In addition, athletic coaches shall maintain high-quality hands-on cardiopulmonary resuscitation and first aid certification through an approved provider. (Approved providers are the American Heart Association, the American Red Cross, the American Safety and Health Institute, the National Safety Provider, or another provider approved by the State Superintendent.)

[Utah Admin. Rules R277-605-2\(1\) \(July 22, 2022\)](#)

[Utah Admin. Rule R277-605-6 \(July 22, 2022\)](#)

Example—

A coach or other designated school leader shall not participate in the use of alcoholic beverages, tobacco products, electronic cigarette products, controlled substances, or promiscuous sexual relationships while on school-sponsored activities.

[Utah Admin. Rules R277-605-4\(3\) \(July 22, 2022\)](#)

[Utah Code § 53G-8-209\(2\) \(2020, 2025\)](#)

Definitions—

Definitions of curricular, co-curricular, and extracurricular activities shall be as follows:

1. Curricular activities occur within the regular school day and constitute the delivery of instruction to students in the District.
2. Co-curricular activities are an extension of classroom instruction in which participation is by the entire class or a significant portion thereof. They relate directly to, and enhance student learning of, essential elements through participation, demonstration, illustration, and observation. Co-curricular activities are included in the teacher's instructional plan and are conducted by or supervised by a classroom teacher or other educational professional such as a librarian, school nurse, counselor, or administrator. Students suspended from extracurricular activities because of a grade(s) below a 2.0 GPA or

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having any failed or incomplete courses shall not be prevented from participating in after-school co-curricular activities.

3. Extracurricular activities are school-sponsored activities that are not directly related to instruction of the essential elements, but that may have an indirect relation to some areas of the curriculum. They offer worthwhile and significant contributions to a student's personal, physical, and social development. Participation in extracurricular activities is a privilege and not a right, and students must meet specific requirements in order to participate. Activities may include, but are not limited to, performances, contests, demonstrations, displays, and club activities.

STUDENT ACTIVITIES:

Non-enrolled District Students' Participation in Extracurricular Activities

Definitions—

The following definitions apply for purposes of this policy:

1. "Academic Eligibility Panel" means a three-person panel selected by the District's superintendent from nominees submitted by national, state, or regional organizations whose members are home school students and parents. The three panel members will include:
 - a. one member with experience teaching in a public school as a licensed teacher and in home-schooling high school-age students;
 - b. one member with experience teaching in a higher education institution and in-home schooling; and
 - c. one member with experience in home schooling high school-age students.

[Utah Code § 53G-6-703\(10\) \(2023\)](#)
2. "Association" means an organization that governs or regulates a student's participation in an athletic interscholastic activity.

[Utah Code § 53G-6-703\(1\)\(b\) \(2023\)](#)
[Utah Code § 53G-7-1101\(3\) \(2019\)](#)
3. "Extracurricular activity" has the same meaning as set out in Policy FI.

[Utah Code § 53G-6-703\(1\)\(c\) \(2023\)](#)
[Utah Code § 53G-7-501\(6\) \(20242025\)](#)
4. "Initial establishment of eligibility requirements" means meeting an association's eligibility requirements, policies, procedures, and transfer rules to participate on a high school sports team as required in grade 9 or 10 when the student is selected for membership on a high school sports team.

[Utah Code § 53G-6-703\(1\)\(d\) \(2023\)](#)
5. "Online education" means the use of information and communication technologies to deliver educational opportunities to a student in a location other than a school.

[Utah Code § 53G-6-705\(1\)\(d\) \(2023\)](#)
6. "Online student" means a student who participates in an online education program sponsored or supported by the State Board of Education, a school district, or a charter school and who generates funding for the school district or school under Utah Code § 53F-2-102(4) and State Board of Education Rules.

[Utah Code § 53G-6-705\(1\)\(e\) \(2023\)](#)

7. "Qualifying online student" means an online student seeking to participate in an extracurricular activity at a district school:
- within the attendance boundaries of which the student's custodial parent resides (and, for interscholastic competition of athletic teams, the student did not have a prior initial establishment of eligibility requirements); or
 - from which the on-line student withdrew for the purpose of participating in an on-line education program.

[Utah Code § 53G-6-705\(2\) \(2023\)](#)

8. "Qualifying charter school student" means a charter school student seeking to participate in an extracurricular activity which is not offered at the student's charter school, at a district school:
- within the attendance boundaries of which the student's custodial parent resides (and, for interscholastic competition of athletic teams, the student did not have a prior initial establishment of eligibility requirements); or
 - from which the charter school student withdrew to attend charter school; or
 - if the student's charter school is located on or has Board approval to locate on the campus of that district school; or
 - as may be provided for in rules established by the Utah State Board of Education.

[Utah Code § 53G-6-704\(2\), \(3\) \(2023\)](#)

9. "Qualifying private school student" means a private school student who did not have a prior initial establishment of eligibility requirements who is seeking to participate in an extracurricular activity at a district school:
- within the attendance boundaries of which the student's custodial parent resides; or
 - from which the private school student withdrew to attend private school.

[Utah Code § 53G-6-703\(2\)\(c\) \(2023\)](#)

10. "Qualifying home school student" means a home school student who did not have a prior initial establishment of eligibility requirements who is seeking to participate in an extracurricular activity at a district school:
- within the attendance boundaries of which the student's custodial parent resides; or
 - from which the home school student withdrew to attend home school.

[Utah Code § 53G-6-703\(2\)\(c\) \(2023\)](#)

11. "Qualifying student" means a qualifying home school, private school, charter school, or online student as defined above.
12. "Non-qualifying student" is a student who is not enrolled in a District school who is not a qualifying student as defined above.

Qualifying Student Participation in Extracurricular Activities—

A qualifying student who is not enrolled in a District school is eligible to participate in extracurricular activities.

[Utah Code § 53G-6-703\(2\)\(a\) \(2023\)](#)
[Utah Code § 53G-6-704\(2\) \(2023\)](#)
[Utah Code § 53G-6-705\(2\) \(2023\)](#)
[Utah Admin. Rules R277-494-3 \(October 11, 2023\)](#)
[Utah Admin. Rules R277-494-5 \(October 11, 2023\)](#)

Non-Qualifying Student Participation in Extracurricular Activities—

A school may allow a non-qualifying student to participate in an extracurricular activity that the school sponsors and supports if (a) the student satisfies the general eligibility requirements set forth below and (b) the student meets the open enrollment requirements of Policy FBA, subject to the following additional requirements:

1. For an interscholastic competition of athletic teams, a private school student, home school student, charter school student, or online student meets the initial establishment of eligibility requirements.
2. For an interscholastic contest or competition for music, drama, or forensic groups or teams, the private school student's private school does not offer the activity and the private school meets the entry requirements for participation.
3. For an interscholastic contest or competition for music, drama, or forensic groups or teams, the home school student, charter school student, or online student meets the entry requirements for participation.

[Utah Code § 53G-6-703\(2\)\(d\) \(2023\)](#)
[Utah Code § 53G-6-704\(4\) \(2023\)](#)
[Utah Code § 53G-6-705\(3\) \(2023\)](#)

Eligibility Requirements for Non-Enrolled Student Participation in Extracurricular Activities—

Non-enrolled students who are allowed to participate in an extracurricular activity as provided for above shall be subject to all eligibility standards:

1. applied to a fully enrolled District school student;
2. of the District school where the student participates in an extracurricular activity; and
3. for the extracurricular activity in which the student participates.

Apart from the basic eligibility requirements outlined above, District schools may not impose additional requirements on non-enrolled students to participate in an extracurricular activity that are not imposed on fully enrolled students at the District school.

[Utah Code § 53G-6-703\(3\)\(a\), \(b\) \(2023\)](#)

[Utah Code § 53G-6-704\(5\), \(6\) \(2023\)](#)

[Utah Code § 53G-6-705\(4\), \(5\) \(2023\)](#)

Specific Eligibility Requirements for Participation in Extracurricular Activities for Home School Students—

Eligibility requirements based on school attendance are not applicable to a home school student.

A home school student meets academic eligibility requirements to participate in an extracurricular activity if:

1. the student is mastering the material in each course or subject being taught; and
2. the student is maintaining satisfactory progress towards achievement or promotion.

To establish a home school student's academic eligibility, a parent, teacher, or organization providing instruction to the student shall submit an academic eligibility affidavit to the principal indicating the student meets academic eligibility requirements. Upon submission of this affidavit, a home school student shall:

1. be considered to meet academic eligibility requirements; and
2. retain academic eligibility for all extracurricular activities during the activity season for which the affidavit is submitted, until:
 - a. an academic eligibility panel determines the home school student does not meet academic eligibility requirements; or
 - b. the person who submitted the academic eligibility affidavit provides written notice to the school principal that the student no longer meets academic eligibility requirements.

A home school student who loses academic eligibility pursuant to Subsection (2)(b) above may not participate in an extracurricular activity until the person who submitted the affidavit under Subsection (2)(b) provides written notice to the school principal that the home school student has reestablished academic eligibility. If a home school student reestablishes academic eligibility as described above, the home school student may participate in extracurricular activities for the remainder of the activity season.

A person who has probable cause to believe a home school student does not meet academic eligibility requirements may submit an affidavit to the principal:

1. asserting the home student does not meet academic eligibility requirements; and
2. providing information indicating that the home school student does not meet the academic eligibility requirements.

A principal shall review the affidavit, and if the principal determines it contains information which constitutes probable cause to believe a home school student may not meet academic eligibility requirements, the principal shall request an academic eligibility panel to verify the student's compliance with academic eligibility requirements.

The District Superintendent shall appoint an academic eligibility panel to verify a home school student's compliance with academic eligibility requirements when requested by a principal. A panel shall:

1. review the affidavit and may confer with the person who submitted the affidavit;
2. request the home school student to submit test scores or a portfolio of work documenting the student's academic achievement to the panel;
3. review the test scores or portfolio of work; and
4. determine whether the home school student meets academic eligibility requirements.

If the panel determines that the home school student meets academic eligibility requirements, the student will retain academic eligibility for all extracurricular activities during the activity season for which an affidavit was submitted. A panel's determination that a home school student does not comply with academic eligibility requirements is effective for an activity season and all extracurricular activities that have academic eligibility requirements.

[Utah Code § 53G-6-703\(4\) to \(14\) \(2023\)](#)

Extracurricular Activities Fees—

Non-enrolled students who participate in an extracurricular activity at a District school shall pay the same fees as required of fully enrolled District school students to participate in an extracurricular activity.

If the District imposes a mandatory student activity fee for a student enrolled in a District school, the fee may be imposed on a non-enrolled student who participates in an extracurricular activity at a District school if the same benefits of paying the mandatory student activity fee that are available to a fully enrolled District school student are available to a non-enrolled student who participates in an extracurricular activity at the District school.

[Utah Code § 53G-6-703\(3\)\(c\) \(2023\)](#)

All fees, including school participation fees, student participation fees and activity fees shall be paid prior to student participation. School participation fees are

paid by the charter school or online school to the District school for a student to be able to participate at the District school as provided by Utah State Board of Education rule. Student participation fees are the specific fees charged to all students who participate in the activity. School fees for non-enrolled students shall be waived by the District if required under Utah law and state board of education policy. However, the student's on-line or charter school shall be responsible for payment of the school participation fee for students qualifying for fee waivers and shall also pay the student participation fee to the District.

[Utah Admin. Rules R277-438-4 \(December 8, 2016\)](#)
[Utah Admin. Rules R277-494-2\(8\), \(9\) \(October 11, 2023\)](#)
[Utah Admin. Rules R277-494-3\(7\) \(October 11, 2023\)](#)

Student Rights and Responsibilities

Bullying, Cyber-bullying, Hazing, and Abusive Conduct

Note--

[Utah Code § 53G-9-605](#) requires that this policy be developed with input from students, parents, teachers, school administrators, school staff, or law enforcement agencies. Therefore, seek input from one or more of these groups prior to adopting this policy. There is a corresponding policy applicable to employee conduct, Policy DLA, and the policies should be considered together as part of the District's bullying and hazing policy. The statutory deadline for updating the policy, including revision to include "abusive conduct," is September 1, 2018.

Definitions—

1. "Abusive conduct" means verbal, nonverbal, or physical conduct of a parent or student directed toward a school employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress.

[Utah Code § 53G-9-601\(1\) \(20242025\)](#)

2. "Action plan" means a process to address an "incident."

[Utah Code § 53G-9-601\(2\) \(20242025\)](#)

- ~~3. "Bullying" means intentionally committing a written, physical, or verbal act against a school employee or student that a reasonable person under the circumstances should know or reasonably foresee will have one of the following effects:~~
 - ~~a. causing physical or emotional harm to the school employee or student;~~
 - ~~b. causing damage to the school employee or student's property;~~
 - ~~c. placing the school employee or student in reasonable fear of:~~
 - ~~i. harm to the school employee's or student's physical or emotional well-being; or~~
 - ~~ii. damage to the school employee's or student's property.~~
 - ~~d. creating a hostile, threatening, humiliating, or abusive educational environment due to:~~
 - ~~i. the pervasiveness, persistence, or severity of the actions; or~~
 - ~~ii. a power differential between the bully and the target; or~~

~~e. substantially interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities, or benefits.~~

- ~~3. The foregoing conduct constitutes bullying regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in the conduct.~~
~~staff bullying or student bullying.~~

[Utah Code § 53G-9-601\(3\) \(20242025\)](#)

[Utah Admin. Rules R277-613-2\(2\)\(b\) \(August 8, 2023\)](#)

4. "Communication" means the conveyance of a message, whether verbal, written, or electronic.

[Utah Code § 53G-9-601\(4\) \(20242025\)](#)

5. "Cyber-bullying" means:

- a. Using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.
- b. In addition, any communication of this form that is generated off-campus but causes or threatens to cause a material and substantial disruption at school or interference with the rights of students to be secure may also be considered cyber-bullying.

[Utah Code § 53G-9-601\(5\) \(20242025\)](#)

6. "Hazing" means a student intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act toward a school employee or student that:

- a. meets one of the following:
 - i. endangers the mental or physical health or safety of a school employee or student; or
 - ii. involves any brutality of a physical nature, including whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
 - iii. involves consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a school employee or student; or
 - iv. involves any activity that would subject a school employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a school employee or student to extreme embarrassment, shame, or humiliation; and either

- b. is committed for the purpose of initiation into, admission into, affiliation with, holding office in, or as a condition for membership in a school or school sponsored team, organization, program, club or event; or
- c. is directed toward a school employee or student whom the student knows, at the time the act is committed, is a member of, or candidate for membership in, a school or school sponsored team, organization, program, club, or event in which the student also participates.

The conduct described above constitutes hazing, regardless of whether the school employee or student against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.

~~Utah Admin. Rules R277-613-2(6) (August 8, 2023)~~
~~Utah Code § 76-5-107.5 (2022)~~
~~Utah Code § 53G-9-601(6) (20242025)~~

- ~~7. “Incident” means an incident of bullying, cyber-bullying, hazing, or retaliation which has been substantiated through a formal investigative process as described in this policy. An incident occurs at the same time and in the same place and may involve one or more students to whom the incident is directed, one or more students as causes of the incident, or a student as both a subject and a cause of the incident.~~

~~Utah Code § 53G-9-601(7) (2025)~~
~~7.—Utah Admin. Rules R277-613-2(8), (16) (October 8, 2024)-~~

- ~~8. Utah Code § 53G-9-601(7) (2024)~~

- ~~9. “Infraction” means an act of prohibited behavior.~~

~~Utah Admin. Rules R277-613-2(8) (August 8, 2023)~~

- ~~10-8.~~ “Retaliate” means an act or communication intended:

- a. as retribution against a person for reporting bullying, cyberbullying, abusive conduct, or hazing; or
- b. to improperly influence the investigation of, or the response to, a report of bullying, cyberbullying, abusive conduct, or hazing.

~~Utah Code § 53G-9-601(11) (20242025)~~

- ~~11-9.~~ “School employee” means:

- a. school administrators, teachers, and staff members, as well as others employed or authorized as volunteers, directly or indirectly, by the school, school board, or school district ~~and or~~ who works on a school campus.

~~Utah Code § 53G-9-601(13) (20242025)~~

- ~~10. “Staff bullying” means a school employee, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against a student or another school employee, or engaging in a single egregious act toward another employee involving an imbalance of power, that:~~

- a. Creates an environment that a reasonable person would find hostile, threatening, or humiliating and
- b. Substantially interferes with a student or employee's educational or professional performance, opportunities, or benefits.

It does not mean instances of (1) ordinary teasing, horseplay, argument, or peer conflict, (2) reasonable correction of behavior by a school employee, or (3) reasonable coaching strategies and techniques by a school employee who is a coach.

Utah Code § 53G-9-601(14) (2025)

11. "Student bullying" means one or more students, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against another student, or engaging in a single egregious act toward another student involving an imbalance of power, that:

- a. Creates an environment that a reasonable person would find hostile and
- b. Interferes with a student's educational performance, opportunities, or benefits.

It does not mean instances of (1) ordinary teasing, horseplay, argument, or peer conflict, (2) reasonable correction of behavior by a school employee, or (3) reasonable coaching strategies and techniques by a school employee who is a coach.

Utah Code § 53G-9-601(15) (2025)

- ~~10-12.~~ "Volunteer" means a non-employee with significant, unsupervised access to students in connection with a school assignment.

Utah Admin. Rules R277-613-2(~~1617~~) (August 8, 2023October 8, 2024)

Bullying and Abusive Conduct Prohibited—

No student may engage in bullying of a student or school employee on school property, at a school related or sponsored event, on a school bus, at a school bus stop, or while the student is traveling to or from a school location or school related or sponsored event. No student may engage in abusive conduct.

Students who engage in bullying or abusive conduct are in violation of this policy and ~~verified infractions~~an incident of bullying shall result in disciplinary action up to and including expulsion, consistent with the District's Safe Schools policy (FHA).

Anonymous reports of bullying or abusive conduct alone cannot constitute the basis for formal disciplinary action.

The school or District may also report ~~infractions~~an incident of bullying to law enforcement if that is permitted by Utah Code § 53G-8-211.

Utah Code § 53G-9-602(1) (2024)

Utah Code § 53G-9-605(3)(b) (2024)

[Utah Admin. Rules R277-613-4\(1\)\(a\) \(August 8, 2023October 8, 2024\)](#)
[Utah Admin. Rules R277-613-7 \(August 8, 2023\)](#)

Hazing and Cyber-bullying Prohibited—

No student may engage in hazing or cyber-bullying of a student or employee at any time or at any location.

Students who engage in hazing or cyber-bullying are in violation of this policy and ~~verified infractions~~ an incident of hazing or cyber-bullying shall result in disciplinary action up to and including expulsion, as well as suspension or removal from a school-sponsored team or activity, including school sponsored transportation, consistent with the District's Safe Schools policy (FHA).

The school may also determine to break up or dissolve a team, organization, or other school-sponsored group for hazing violations by its members.

Anonymous reports of hazing or cyber-bullying alone cannot constitute the basis for formal disciplinary action.

The school or District may also report ~~infractions~~ an incident of hazing or cyber-bullying to law enforcement if that is permitted by [Utah Code § 53G-8-211](#).

[Utah Code § 53G-9-602\(2\) \(2024\)](#)
[Utah Code § 53G-9-605\(3\)\(b\) \(2024\)](#)
[Utah Admin. Rules R277-613-4\(1\)\(a\) \(August 8, 2023October 8, 2024\)](#)

Retaliation Prohibited—

No student may engage in retaliation against a school employee, a student, or an investigator for, or witness of, an alleged ~~incident occurrence of bullying, cyber-bullying, hazing, retaliation, or an alleged occurrence of~~ abusive conduct.

Students who engage in such retaliation are in violation of this policy and for ~~verified infractions~~ an incident of retaliation are subject to disciplinary action up to and including expulsion, consistent with the District's Safe Schools policy (FHA).

Anonymous reports of retaliation alone cannot constitute the basis for formal disciplinary action.

The school shall inform students who have reported being subject to bullying, cyber-bullying, or hazing and these students' parents that retaliation is prohibited and shall encourage the students and parents to be aware of and to report any subsequent problems or new ~~incidents~~ occurrences.

[Utah Code § 53G-9-603\(1\) \(2024\)](#)
[Utah Code § 53G-9-605\(3\)\(c\) \(2024\)](#)
[Utah Admin. Rules R277-613-4\(1\)\(a\), \(5\) \(August 8, 2023October 8, 2024\)](#)

Making a False Report Prohibited—

No student may make a false allegation of bullying, abusive conduct, cyber-bullying, hazing, or retaliation against a school employee or student.

Students who engage in making such false allegations are in violation of this policy and for verified ~~infractions~~ instances of false allegations are subject to disciplinary action up to and including expulsion, consistent with the District's Safe Schools policy (FHA).

[Utah Code § 53G-9-603\(2\) \(2024\)](#)

[Utah Code § 53G-9-605\(3\)\(d\) \(2019\)](#)

[Utah Admin. Rules R277-613-4\(1\)\(a\) \(~~August 8, 2023~~ October 8, 2024\)](#)

Improper Sharing of Recording of Incident Prohibited—

No student may share a recording of an incident or of abusive conduct in a way which would impact or encourage future incidents or abusive conduct or intending to impact or encourage future incidents or abusive conduct. Students who violate this prohibition are in violation of this policy and for verified infractions are subject to disciplinary action up to and including expulsion, consistent with the District's Safe Schools policy (FHA). This restriction does not prevent a student from sharing a recording of an incident or of abusive conduct with a teacher or administrator as part of reporting the incident or abusive conduct or in response to a request from a teacher or administrator for the recording.

[Utah Code § 53G-9-605\(3\)\(e\) \(2024\)](#)

[Utah Admin. Rules R277-613-4\(1\)\(f\) \(October 8, 2024\)](#)

Investigation and Action Plan—

Upon receipt of a reported incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation, the school principal or designee shall promptly review and investigate the allegations. This investigation shall include interviewing the ~~alleged targeted~~ individual students subjected to the incident, the individual alleged to have engaged in prohibited conduct, the parents of the ~~alleged target~~ students subjected to the incident and alleged perpetrator, any witnesses to the conduct, school staff familiar with the ~~alleged victim~~ student subjected to the incident, and school staff familiar with the alleged perpetrator. The principal or designee may also review physical evidence, including but not limited to video or audio recordings, notes, email, text messages, social media, and graffiti. The principal or designee shall inform any person being interviewed that the principal or designee is required to keep the details of the interview confidential to the extent allowed by law and that further reports of bullying will become part of the investigation.

[Utah Admin. Rules R277-613-5\(2\), \(3\), \(4\) \(~~August 8, 2023~~ October 8, 2024\)](#)

When the available information indicates that an infraction may also constitute a civil rights violation, the principal or designee shall also investigate that possible violation and take such disciplinary or other action as may be warranted.

[Utah Admin. Rules R277-613-5\(6\) \(~~August 8, 2023~~ October 8, 2024\)](#)

When it is determined that an incident has occurred, the school shall create and implement an action plan. While parents should be involved in the development and implementation of the action plan, the school may develop and implement the

plan without parent involvement when the parent chooses not to participate in the process.

The action plan shall include a communication plan designed to keep each parent updated on the implementation of the plan. The communication plan shall provide for regular updates and communication shall include explaining the process for addressing the incident, informing the parent about the outcome of the investigation, and discussing safety considerations for the student at whom the incident was directed.

For the student at whom the incident was directed and in direct coordination with that student's parent, the plan shall include (1) a tailored response to the incident that addresses the student's needs, (2) a mechanism to consider consequences or accommodations the student may need regarding decreased exposure or interactions with the student who caused the incident, (3) notification of the consequences and plan to address the behavior of the student who caused the incident, (4) supportive measures designed to preserve the student's access to educational services and opportunities, and (5) to the extent available, access to other resources the parent requests for the student. The action plan may not include a requirement that the student at whom the incident was directed change the student's education schedule or placement or participation in a school-sponsored sport, club, or activity.

For the student who caused the incident and in direct coordination with that student's parent, the plan shall include (1) a range of tailored and appropriate consequences, making reasonable effort to preserve the student's access to educational services and activities, (2) a process to determine and provide any needed resources related to the underlying cause of the incident, (3) supportive measures designed to preserve the student's access to educational services and opportunities while protecting the safety and well-being of other students, and (4) a process to remove the student from school in an emergency situation, including a description of what constitutes an emergency.

[Utah Code § 53G-9-605.5 \(2024\)](#)

[Utah Code § 53G-9-605\(3\)\(f\), \(h\), \(i\) \(2024\)](#)

[Utah Admin. Rules R277-613-6\(1\), \(2\), \(4\) \(October 8, 2024\)](#)

The student who caused the incident (or the student's parent) may appeal one or more of the consequences to that student which are included in the action plan through the same processes and procedures provided for appeal of other student disciplinary actions.

[Utah Code § 53G-9-605.5\(4\) \(2024\)](#)

[Utah Admin. Rules R277-613-6\(3\) \(October 8, 2024\)](#)

The action plan may include supporting involved students through trauma-informed care practices, if appropriate, as defined in [Utah Admin. Rules R277-613-2\(15\)](#).

[Utah Admin. Rules R277-613-5\(78\)\(b\) \(August 8, 2023October 8, 2024\)](#)

The action plan may also include positive restorative justice practice action, if permitted. Restorative justice practice is a discipline practice that brings together students, school personnel, school families, and community members to resolve conflicts, address disruptive behaviors, promote positive relationships, and promote healing. The student at whom the incident was directed is *not* required to participate in a restorative justice practice with the student who caused the incident. If the principal or designee desires to have a student participate, the principal or designee shall first inform that student's parent about the restorative justice practice and obtain the parent's consent prior to such participation.

[Utah Admin. Rules R277-613-2\(12\) \(~~August 8, 2023~~ October 8, 2024\)](#)
[Utah Admin. Rules R277-613-5\(7\), \(8\), \(9\) \(~~August 8, 2023~~ October 8, 2024\)](#)

If any retaliation occurs, the principal or designee shall take strong responsive action against it, including but not limited to providing assistance to any ~~targeted individual~~ student subjected to the incident and his or her parent in reporting subsequent problems and new incidents.

[Utah Admin. Rules R277-613-4\(5\) \(~~August 8, 2023~~ October 8, 2024\)](#)

The principal or designee shall follow up with parents of all students involved (victim or perpetrator), informing parents when an investigation is concluded, what safety measures will be in place for their child as determined by the investigation, of additional information about the investigation to the extent consistent with the Family Educational Rights and Privacy Act of 1974 ("FERPA"), and of any available appeal options if a parent disagrees with the resolution of the investigation.

[Utah Admin. Rules R277-613-5\(~~1011~~\) \(~~August 8, 2023~~ October 8, 2024\)](#)

Training and Education—

Each school shall establish procedures for training school employees, coaches, volunteers and students on bullying, cyber-bullying, hazing, retaliation, or abusive conduct. The principal or designee shall be the point person to assist, direct, and supervise training on these matters.

Training to students, staff, and volunteers shall:

1. Include information on:
 - a. Bullying, cyber-bullying, hazing, retaliation, and abusive conduct;
 - b. Discrimination under Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;
 - c. How bullying, cyber-bullying, hazing, retaliation, and abusive conduct are different from discrimination and may occur separately from each other or in combination,
 - d. How bullying, cyber-bullying, hazing, retaliation, and abusive conduct are prohibited based on the students' or employees' actual or perceived characteristics, including race, color, national origin, sex, disability,

religion, gender identity, sexual orientation, or other physical or mental attributes, or conformance or failure to conform with stereotypes, and

- e. The right of free speech and how it differs for students, employees, and parents;
2. Complement the suicide prevention program required for students and the suicide prevention training required for licensed educators; and
3. Include information on when issues relating to these standards may lead to employee or student discipline.

[Utah Code § 53G-9-607\(1\), \(2\) \(2024\)](#)

[Utah Admin. Rules R277-613-4\(6\) \(~~August 8, 2023~~ October 8, 2024\)](#)

[Utah Admin. Rules R277-613-5\(1\)\(c\) \(~~August 8, 2023~~ October 8, 2024\)](#)

[Utah Admin. Rules R277-605-6\(4\) \(July 22, 2022\)](#)

This training shall be provided to all new employees, coaches, and volunteers within the first year of service and shall be provided to all employees, coaches, and volunteers at least once every three years after the initial training.

[Utah Admin. Rules R277-613-4\(7\) \(~~August 8, 2023~~ October 8, 2024\)](#)

[Utah Admin. Rules R277-605-6\(4\) \(July 22, 2022\)](#)

In addition to training school employees and educating students mentioned above, all volunteer coaches, employees, and students involved in any curricular athletic program or any extra-curricular club or activity shall:

1. Complete bullying, cyber-bullying, harassment, hazing, and abusive conduct prevention training prior to participation;
2. Repeat bullying, cyber-bullying, harassment and hazing prevention training at least every three years;
3. Be informed annually of the prohibited activities list provided previously in this Policy and the potential consequences for violation of this Policy.

The content of this activity training shall be developed in collaboration with the Utah High School Activities Association (UHSAA) and the training shall also be provided in collaboration with UHSAA. The school shall obtain and keep signature lists of the participants in the activity training.

[Utah Admin. Rules R277-613-67 \(~~August 8, 2023~~ October 8, 2024\)](#)

[Utah Admin. Rules R277-605-6\(4\) \(July 22, 2022\)](#)

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying, harassment, hazing, or cyber-bullying.

[Utah Code § 53G-9-605\(3\)\(i\)\(iii\), \(4\) \(2024\)](#)

The District may also offer voluntary training to parents and students regarding bullying, cyber-bullying, hazing, abusive conduct, and retaliation.

[Utah Code § 53G-9-607\(2\)\(c\) \(2024\)](#)

The principal or designee responsible for reviewing and investigating allegations of bullying, cyber-bullying, hazing, retaliation, and abusive conduct shall receive training on conducting a review and investigation as provided for in this policy.

[Utah Admin. Rules R277-613-5\(1\)\(b\) \(August 8, 2023\)](#)

District Coordinator—

The District shall designate at least one individual who can provide training to each school principal or designee responsible for school training and oversight. This individual also oversees implementation of action plans, monitors implementation of this policy regarding communication plans, acts as the District's liaison to the State Board of Education regarding bullying, cyber-bullying, hazing, abusive conduct, and retaliation, and assists with school case-specific needs.

[Utah Admin. Rules R277-613-5\(1\)\(c\) \(October 8, 2024\)](#)

Assessment—

Subject to the requirements of [Utah Code § 53E-9-203](#) regarding parental consent for certain types of inquiries of students, each school shall regularly (and at least once per year) conduct assessment through student input (surveys, reports, or other methods) of the prevalence of bullying, cyber-bullying, and hazing in the school, and specifically in locations where students may be unsafe and adult supervision may be required such as playgrounds, hallways, and lunch areas.

[Utah Admin. Rules R277-613-4\(4\) \(August 8, 2023October 8, 2024\)](#)
[Utah Code § 53E-9-203 \(2024\)](#)

Publication and Acknowledgment—

A copy of this policy shall be included in student conduct handbooks, employee handbooks, shall be provided to the parent of each student enrolled in the District, and shall be available on the District website.

Each student 8 years of age and older and a parent of each student enrolled in the District shall annually provide a signed statement stating that the student and parent has received a copy of this policy; however, such a statement is not a substitute for having met the training requirements of this policy.

[Utah Code § 53G-9-605\(3\)\(j\), \(4\) \(2024\)](#)
[Utah Admin. Rules R277-613-4\(1\)\(d\), \(2\) \(August 8, 2023October 8, 2024\)](#)

Parental Notification of Incidents and Suicide Threats—

The school shall promptly notify a student's parent when the student is involved in an incident (whether as a target or as a perpetrator) or when a student threatens suicide. When the student is involved in an incident, the parent shall also be notified of the action plan. In addition to giving notice of the incident or threat, the school shall also provide the parent with (1) suicide prevention materials and information as recommended by the State Superintendent, (2) information on ways to limit a student's access to fatal means (including firearms and medication), and

(3) information and resources on the healthy use of social media and online practices. (See Policy FDACE.)

The school shall produce and maintain a record that verifies that the parent was notified of the threats or incidents listed above and provided the required information. If applicable, the record shall also track implementation of the action plan. The record is a private record for purposes of the Government Records Access and Management Act.

The process for notifying a parent shall consist of:

1. The school principal or designee shall attempt to make personal contact with a parent when the school has notice of a threat or incident listed above. It is recommended that the parent be informed of the threat or incident with two school people present. If personal contact is not possible, the parent may be contacted by phone. A second school person should witness the phone call.
2. Contact with the parent must be documented in a "Verification of Parent Contact Regarding Threat or Incident." When there is an action plan, the documentation shall be supplemented to track implementation of the action plan.

(A copy of the "Verification of Parent Contact Regarding Threat or Incident" is attached below.) Subject to laws regarding confidentiality of student educational records, at the request of a parent, a school may provide information and make recommendations related to an incident or threat.

[Utah Code § 53G-9-604 \(2024\)](#)

[Utah Admin. Rules R277-613-4\(3\) \(~~August 8, 2023~~ October 8, 2024\)](#)

The record of parental notification shall be maintained in accordance with Policy FE, Policy FEA, [Title 53E, Chapter 9, Part 3](#), Student Data Protection, [Title 53E, Chapter 9, Part 2, Student Privacy](#), and the Federal Family Educational Rights and Privacy Act ("FERPA"). A copy of the record of parental notification shall upon request be provided to the student to whom the record relates. After the student has graduated, the District shall expunge the record of parental notification upon request of the student.

[Utah Code § 53G-9-604\(2\)\(a\)\(iii\), \(4\) \(2024\)](#)

Report to State Superintendent—

Each year, on or before June 30, the District shall submit a report to the State Superintendent which includes (1) a copy of the District's bullying policy; (2) confirmation of compliance with the requirement to obtain a signed acknowledgment of the policy from students, parents, and employees; (3) verification of required training regarding bullying, cyber-bullying, hazing, retaliation, and abusive conduct; (4) the number of verified ~~and alleged~~ incidents of bullying, cyber-bullying, hazing, and retaliation; and (5) the number and type of those incidents that ~~either~~ included a student or employee who ~~is part of a federally protected class or was allegedly~~ bullied, cyber-bullied, hazed, or retaliated against because of the student's or

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employee's actual or perceived disability, race, national origin, religion, sex, gender identity, sexual orientation, or other characteristic, including the federal reporting requirements for civil rights violations.

[Utah Admin. Rules R277-613-5\(112\) \(August 8, 2023October 8, 2024\)](#)

VERIFICATION OF PARENT OR GUARDIAN CONTACT REGARDING THREAT OR INCIDENT

I, [Name] _____, principal or principal's designee, contacted [Name of parent or guardian] _____ on [Date] _____ and notified him or her that [Name of student] _____ has made suicidal threats or was involved in an incident of bullying, hazing, cyber-bullying, abusive conduct, or retaliation. Contact was made:

[__] in person

[__] by telephone (number used: _____)

[__] by email (email address used: _____)

[__] by other method (specify): _____

Notice was given of:

[__] suicide threat [__] bullying [__] cyber-bullying [__] abusive conduct [__] hazing [__] retaliation

If notice was given of a suicide threat, information was provided as required regarding suicide prevention, ways to limit student access to lethal means, and healthy use of social media and online practices.

If notice was given of an incident, the parent was informed of the process for addressing the incident, was updated on the progress of the process, was informed of the action plan, and was informed of the result of the process as follows:

Date: _____ Nature of contact: _____

Date: _____ Nature of contact: _____

Date: _____ Nature of contact: _____

[Attach additional pages as needed to document communication with parent][Name of school staff member] _____, witnessed the contact and confirmed that information was provided.

Principal or Principal's Designee

Title

Date

School Staff Member

Title

Date

Student Rights and Responsibilities

Interrogations and Searches

[Note that Utah Admin. Rules R277-615-4(2) requires that schools develop a policy for searching students for controlled substances, weapons, and electronic cigarettes and requires the school to include parents, school employees, and licensed school employees in that process. This policy is meant to provide a general framework for that process. The State Board of Education has developed a model search and seizure policy which should also be consulted in developing a school or District policy (see the policy [here](#)).]

Search and Seizure—

Students shall be free from unreasonable search and seizure by school officials. School officials may search a student or a student's property with reasonable suspicion or with the student's consent. A search must be reasonable both in the reason for the search and the scope of the search.

*New Jersey v. T.L.O., 469 U.S. 325 (1985)
Jones v. Latexo, 499 F. Supp. 223 (E.D. Tex. 1980)
Bellnier v. Lund, 438 F. Supp. 47 (N.D.N.Y. 1977)*

Reasonable Suspicion—

"Reasonable suspicion" is a particularized and objective basis, supported by specific articulable facts, for suspecting a person of violating law or policy.

Searches of Places—

Students have a limited expectation of privacy of areas such as lockers, which are owned and jointly controlled by the school. While students may lock or otherwise secure lockers from access by other students, this does not give the student an expectation of privacy with regard to school access, nor may a student lock or secure a locker with means that are not approved by the school. These areas may be searched on a school-wide or individual basis when the school determines there is cause to conduct such a search. In addition, the school district has a reasonable and valid interest in insuring that the lockers are properly maintained. For this reason, periodic inspection of lockers is permissible to check for cleanliness and vandalism. Any illegal items or contraband discovered during such searches (including electronic cigarette products) shall be confiscated by school officials and may be turned over to law enforcement officials. Student privacy regarding contents of the locker which are not contraband or in violation of law or policy will be respected.

*Zamora v. Pomeroy, 639 F. 662 (10th Cir. 1981)
Singleton v. Board of Educ. USD 500, 894 F. Supp. 386 (D. Kan. 1995)*

Searches of Students—

Searches of students' outer clothing and pockets may be conducted if reasonable cause exists.

Singleton v. Board of Educ. USD 500, 894 F. Supp. 386 (D. Kan. 1995)
Doe v. Renfrow, 475 F. Supp. 1012 (N.D. Ind. 1979)

Highly intrusive invasions of a student's privacy, such as searches of the student's person or strip searches, shall be conducted only if individualized reasonable cause exists to believe that there is a legitimate safety concern due to a student's possession of weapons. These searches must be designed to be minimally intrusive, taking into account the item for which the search is conducted. Strip searches are seldom warranted and shall not be conducted without prior consultation with District administration and if possible legal counsel.

Singleton v. Board of Educ. USD 500, 894 F. Supp. 386 (D. Kan. 1995)
Doe v. Renfrow, 631 F.2d 91 (7th Cir. 1980)
Konop v. Northwestern School Dist., 26 F. Supp. 2d 1189 (D. S.D. 1998)

Electronic Cigarette Products—

Based on reasonable suspicion, a student may be searched for electronic cigarette products (as those are defined under Policy FHAG). Electronic cigarette products are contraband and shall be confiscated and disposed of as provided for in Policy FHAG.

[Utah Code § 53G-8-203\(3\) \(20242025\)](#)
[Utah Code § 53G-8-508\(2\) \(2020\)](#)
[Utah Admin. Rules R277-615-4\(1\) \(August 12, 2020\)](#)

Police Involvement—

Where school officials initiate a search and police involvement is minimal, the reasonableness standard is applicable. The ordinary warrant requirement and probable cause standard will apply where "outside" police officers initiate, or are predominantly involved in, a school search of a student or student property for police investigative purposes.

Myers v. State, 839 N.E.2d 1154 (Ind. 2005)
F.S.E. v. State, 993 P.2d 771 (Ok. Crim. App. 1999)
In Re Josue T., 989 P.2d 431 (N.M. Ct. App. 1999)

Student Consent—

If the District does not have reasonable cause to search a student or his property, the District may search with the student's free and voluntary consent. However, coercion, whether express or implied, invalidates the apparent consent.

Jones v. Latexo, 499 F. Supp. 223 (E.D. Tex. 1980)

Distribution of Policy—

A copy of this policy in electronic and printed form shall be made available to parents and students upon enrollment.

[Utah Admin. Rules R277-615-4\(4\) \(August 12, 2020\)](#)

Safe Schools Sexual Harassment

Board Policy—

The Board of Education of the _____ School District does not discriminate on the basis of sex in its programs and activities and is required by Title IX and 34 CFR Part 106 not to discriminate on the basis of sex, including but not limited to such discrimination in admission and employment. The Board adopts this policy in order to meet its obligations under Title IX to provide appropriate treatment of and response to complaints or reports of sexual harassment and to seek to provide a learning environment free from sexual harassment and discrimination on the basis of sex. Therefore, the District will promptly respond to notice of sexual harassment or allegations of sexual harassment and take appropriate action.

This policy addresses sex discrimination in the form of sexual harassment by students. Policy DKB addresses sex discrimination in the form of sexual harassment by employees and against employees as to their employment. Other forms of sex discrimination are addressed in Policy FA and Policy DAA. It is a violation of this policy and of Policy FHA for any student to sexually harass any other student or employee.

The District encourages all victims of sexual harassment and persons with knowledge of sexual harassment to immediately report that to the Title IX Coordinator or an administrator. Employees with knowledge of sexual harassment or possible sexual harassment are required to report that information to their supervisor and/or the Title IX Coordinator. (Failure to make such reports may result in disciplinary action according to District policy.) All complainants have the right to be free from retaliation of any kind.

Notice of this policy shall be given to all students seeking admission and their parents and shall be included in student handbooks. Questions about rights under Title IX and about the application of Title IX to the District can be directed to the Title IX Coordinator identified in this policy or to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

[34 CFR § 106.8\(b\)\(1\)](#)
[34 CFR § 106.45\(a\)](#)

No Expansion or Reduction of Other Legal Rights—

Nothing in this policy shall be construed to give any right, claim or action beyond the specific process provided in this policy. Nothing in this policy restricts rights which may be available under other District policies or under applicable laws or regulations.

Prohibition of False Statements—

Students and employees are prohibited from knowingly making false statements or knowingly submitting false information in connection with allegations of sexual harassment or a sexual harassment investigation or a sexual harassment grievance procedure. Any student or employee doing so is subject to disciplinary action.

Definitions—

1. “Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to any employee of the District.
2. “Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
3. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment. (The complainant must be participating or attempting to participate in a District program or activity at the time of filing.) Although the Title IX Coordinator may sign a formal complaint, the Title IX Coordinator does not thereby become the complainant or a party to the grievance proceeding.
4. A “program or activity” of the District includes all locations, events, or circumstances over which the District exercised substantial control over both the respondent and the context in which the sexual harassment occurs
[34 CFR § 106.44\(a\)](#)
5. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
6. “Sexual Harassment” means conduct on the basis of sex that satisfies one or more of the following:
 - a. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual’s participation in unwelcome sexual conduct; or
 - b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to a program or activity of the District; or
 - c. “Sexual assault” as defined in [20 U.S.C. § 1092\(f\)\(6\)\(A\)\(v\)](#), “dating violence” as defined in [34 U.S.C. § 12291\(a\)\(10\)](#), “domestic violence” as defined in [34 U.S.C. § 12291\(a\)\(8\)](#), or “stalking” as defined in [34 U.S.C. § 12291\(a\)\(30\)](#).

“Sexual harassment” for purposes of this policy does not include all improper conduct based on sex. Conduct which is not sexual harassment may violate other District policies and be subject to disciplinary action, including under Policy DAI, DHA, DKBA, DLA, FA, FGAD, and FHA, among others.

7. “Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to any District program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

[34 CFR § 106.30\(a\)](#)

Title IX Coordinator—

The District shall designate one or more employees to serve as Title IX Coordinator. The Title IX Coordinator is responsible and has authority to coordinate the District’s compliance with Title IX, including but not limited to responding to sexual harassment. The designated Title IX Coordinator for the District is:

_____. The contact information for the Title IX Coordinator is:

Name _____ Title/Position _____

Mailing Address _____

Office Email _____ Telephone _____

Reports about any form of sex discrimination (including sexual harassment) may be made to the Title IX Coordinator by any person (whether or not the discrimination was directed at that person) using any of the contact methods listed above or by any other means and at any time (including during non-business hours).

[34 CFR § 106.8\(a\)](#)

District Response to Sexual Harassment—

As directed and coordinated by the Title IX Coordinator, the District shall, after receiving “actual knowledge” of “sexual harassment” in a District “program or activity” (as each of those terms are defined in this policy, respond promptly and reasonably to fulfill its obligations under Title IX. The District shall treat the complainant and respondent equitably and may not impose disciplinary actions or sanctions on a respondent before a determination of responsibility is made through the grievance procedure set out below. The response shall include prompt contact by the Title IX Coordinator with the complainant to:

1. Discuss the availability of supportive measures;
2. Consider the complainant’s wishes with respect to supportive measures;

3. Inform the complainant that supportive measures are available with or without filing a formal complaint; and
4. Explain the process for filing a formal complaint.

Regardless of whether a formal complaint is filed, the District shall respond appropriately, including implementing appropriate supportive measures as determined by the Title IX Coordinator.

In response to a formal complaint, the District shall follow the grievance procedure set out below. In appropriate circumstances, the District's response to actual knowledge of sexual harassment may include the Title IX Coordinator signing a formal complaint to initiate the grievance procedure even when the complainant does not wish to do so.

The District may remove a respondent from a District program or activity on an emergency basis if following an individualized safety and risk analysis the District determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. (However, such actions are subject to restrictions relating to change in placement under IDEA and restrictions under Section 504.)

The District may place a non-student employee respondent on administrative leave during the pendency of a grievance proceeding following a formal complaint, consistent with the District policy relating to leave relating to possible employment action.

[34 CFR § 106.44\(a\)](#)

Sexual Harassment Grievance Procedure—

The sexual harassment grievance procedure is initiated by the filing of a formal complaint with the Title IX Coordinator. The parties to the procedure are the complainant and the respondent. The complaint may be filed in person, by mail, or by email. A formal complaint can be in the form of a document or electronic submission and must either contain the physical or electronic signature of the complainant or the Title IX Coordinator or otherwise indicate that the complainant is the person filing the formal complaint.

[34 CFR § 106.30\(a\)](#)

Generally Applicable Requirements

The following standards and requirements apply generally throughout the grievance and appeal process:

1. The respondent is presumed to be *not* responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

[34 CFR § 106.45\(b\)\(1\)\(iv\)](#)

2. The District is to shoulder the burden of gathering evidence sufficient to reach a determination regarding responsibility and is not to place that burden on the parties.

[34 CFR § 106.45\(b\)\(5\)\(i\)](#)

3. Legal evidentiary privileges are to be respected: The District will not require, allow, rely on, seek disclosure of, or otherwise use information protected under a legally recognized privilege unless the person holding the privilege has waived it.

[34 CFR § 106.45\(b\)\(1\)\(x\)](#)

4. The parties will be given equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

[34 CFR § 106.45\(b\)\(5\)\(ii\)](#)

5. The District will not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence within the procedural framework.

[34 CFR § 106.45\(b\)\(5\)\(iii\)](#)

6. The parties will have the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding.

[34 CFR § 106.45\(b\)\(5\)\(iv\)](#)

7. For any investigative interviews or other meetings at which a party's participation is expected or invited, the party will be given written notice of the date, time, location, participants, and purpose of the interview or meeting at a time sufficiently in advance to enable the party to prepare to participate.

[34 CFR § 106.45\(b\)\(5\)\(v\)](#)

8. The time frames provided in this policy are intended to provide reasonably prompt resolution of complaints. However, the District may, for good cause and with written notice to the complainant and respondent explaining the reasons, temporarily delay the grievance process or extend a time frame for a limited time. Good cause may include (but is not limited to) considerations such as the absence of a party, a party's advisor, or a witness, concurrent law enforcement activity, or the need for language assistance or accommodation of disabilities.

[34 CFR § 106.45\(b\)\(1\)\(v\)](#)

Supportive Measures During the Grievance Process

During the pendency of the grievance process, either party may request or the Title IX Coordinator may offer supportive measures as defined above, and such measures shall be provided as the Title IX Coordinator determines is appropriate.

[34 CFR § 106.45\(b\)\(1\)\(ix\)](#)

Potential Disciplinary Sanctions for Responsible Respondents

A respondent who is found responsible following the conclusion of the grievance procedure may be subject to disciplinary action in the form of remedies that are in the nature of supportive measures for the complainant but which impose a burden on the respondent and are punitive in nature. A responsible respondent may be sanctioned by the loss of participation privileges in a District activity, including extracurricular activities. A responsible respondent may also be subject to any of the disciplinary sanctions set out in Policy FHA. The same sanctions may be imposed on a respondent who admits to being responsible for sexual harassment without challenging the charge through the formal grievance process.

[34 CFR § 106.45\(b\)\(1\)\(vi\)](#)

Consolidation of Complaints

Where the allegations of sexual harassment arise out of the same facts or circumstances, the Title IX Coordinator may consolidate formal complaints made against more than one respondent, or made by more than one complainant against one or more respondents, or made by one party against another party. When complaints are consolidated, singular references in this policy (for example, “complainant”) also include the plural as is applicable.

[34 CFR § 106.45\(b\)\(4\)](#)

Summary Dismissal of Complaint

After receiving the formal complaint, the Title IX Coordinator shall review the allegations in the complaint and make a determination whether, accepting the allegations as true, any of the following circumstances are present:

1. The conduct alleged does not constitute sexual harassment as defined in this policy.
2. The conduct alleged did not occur in a District program or activity.
3. The conduct alleged did not occur against a person in the United States.

If any of these circumstances are present, the Title IX Coordinator shall dismiss the complaint for purposes of sexual harassment and this policy and shall promptly send simultaneous written notice of the dismissal and the reason(s) for dismissal to the parties. If the alleged conduct constitutes misconduct under other District policies regulating student or employee conduct, the Title IX Coordinator shall refer the complaint to the appropriate administrator for consideration for investigation and possible disciplinary action.

[34 CFR § 106.45\(b\)\(3\)\(i\)](#)

Permissive Dismissal of Complaint

At any time during the investigation of a formal complaint or the determination process, the Title IX Coordinator may dismiss a complaint or particular allegations in the complaint if:

1. The complainant gives written notice to the Title IX Coordinator that the complainant wants to withdraw the formal complaint or particular allegations in the complaint;
2. The respondent is a student and is no longer enrolled in the District or is an employee and is no longer employed by the District; or
3. Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the complaint or the allegations in the complaint.

If the Title IX Coordinator determines to dismiss the complaint on any of these grounds, then the coordinator shall promptly send simultaneous written notice of the dismissal and the reason(s) for dismissal to the parties.

[34 CFR § 106.45\(b\)\(3\)\(ii\)](#)

Appointment of Investigator and Decision Maker

Upon receipt of a formal complaint, the Title IX Coordinator shall either determine that the Title IX Coordinator will investigate the complaint or shall appoint a qualified and trained District employee to investigate the complaint.

The Title IX Coordinator shall also appoint one, three, or five qualified and trained District employees to render the decision on the complaint as provided below. Neither the Title IX Coordinator nor any investigator on a complaint may serve as a decision maker.

[34 CFR § 106.45\(b\)\(7\)\(i\)](#)

Written Notice of Complaint

Within 7 days of receipt of a formal complaint, the Title IX Coordinator shall provide to all known parties a written notice which includes:

1. Notice of the grievance procedures, including the availability of voluntary mediation as provided in this policy;
2. Notice of the allegations potentially constituting sexual harassment. This notice shall include, as known at the time of the notice, the identities of the parties involved, a description of the conduct allegedly constituting sexual harassment, and the date(s) and location(s) of the alleged incident(s). This information must be provided with sufficient time for a party to prepare a response before an initial interview;
3. The statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;

4. Notice that each party may have the assistance of an advisor of their choice (who may be an attorney but is not required to be an attorney);
5. Notice that each party may inspect and review evidence;
6. Notice that under this policy parties are prohibited from knowingly making false statements or knowingly submitting false information during the grievance process.

If during the course of the investigation the District decides to investigate allegations (about the complainant or the respondent) which are not included in the initial written notice, then the District will provide notice of the additional allegations to all known parties.

[34 CFR § 106.45\(b\)\(1\)\(v\). \(2\)](#)

Investigation, Initial Response to Evidence, and Investigative Report

The investigation will be completed as soon as reasonably possible, and generally not more than 30 days after the investigator is assigned.

[34 CFR § 106.45\(b\)\(1\)\(v\)](#)

The investigation should be conducted so as to obtain the evidence necessary to make a determination regarding responsibility. Typically, this would include interviewing and/or obtaining written or recorded statements from the complainant and the respondent as well as any witnesses to the alleged conduct. It would also include gathering relevant physical and documentary evidence, including but not limited to video or audio recordings, notes, email, text messages, and social media. However, the District may not obtain, access, or use a party's treatment records in any way unless the party has given voluntary written consent for those records to be used in the grievance process. (If the party is under 18 years old and is not attending an institution of postsecondary education, the consent must be given by the student's parent.) For purposes of this restriction, "treatment records" means records made or maintained in connection with providing treatment to a party by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity.

[34 CFR § 106.45\(b\)\(5\)\(i\)](#)

Prior to the conclusion of the investigation and the completion of the investigative report, the District will provide to the parties copies of all evidence obtained in the investigation which is directly related to the allegations in the complaint, including any inculpatory or exculpatory investigation and even if the District does not intend to rely on the evidence in making a responsibility determination. The copies will be provided in either electronic format or a hard copy. Each party may, within 10 days of being provided the evidence, submit a written response to the investigator regarding the evidence.

[34 CFR § 106.45\(b\)\(1\)\(v\), \(5\)\(vi\)](#)

After considering the evidence and any written response by the parties to the evidence, the investigator will complete an investigative report which fairly summarizes the relevant evidence. The completed report will be provided to each party and the party's advisor (if any) in electronic format or hard copy for review and written response. The report shall be provided at least 15 days before the time when the decision maker begins consideration of the evidence.

[34 CFR § 106.45\(b\)\(1\)\(v\), \(5\)\(vii\)](#)

Determination by Decision Maker

Upon the completion of the investigative report, the Title IX Coordinator shall notify the parties of the date when the decision maker will begin consideration of the evidence.

Position statement

On or before the date the decision maker begins consideration of the evidence, a party may submit a written statement which outlines the party's position regarding the allegations and evidence and states the party's requested determination regarding responsibility.

Written questions

Each party may, no later than 5 days before the time the decision maker begins consideration of the evidence, submit written, relevant questions that the party wants asked of any party or witness. Proposed questions may refer to or rely on any of the evidence disclosed to the parties by the investigator.

The decision maker shall determine whether each question is relevant to the allegations and to the issue of whether respondent is responsible for sexual harassment. However, questions and evidence regarding the complainant's sexual predisposition or prior sexual behavior are not relevant unless the questions and evidence either:

1. Are being offered to show that someone other than the respondent committed the alleged conduct, or
2. Are being offered to show consent and concern specific instances of the complainant's prior sexual behavior with respect to the respondent.

For any question excluded as not relevant, the decision maker must explain the decision to the party proposing the question.

The decision maker shall submit the approved questions and shall provide copies of the answers to all parties. Each party may, within 2 days of being provided answers, submit limited additional follow-up questions.

The decision maker shall determine whether follow-up questions are relevant and may also impose reasonable limitations on the number of follow-up questions allowed. The decision maker must explain to the party proposing the question any decision to exclude a follow-up question based on relevance.

The decision maker shall submit the approved follow-up questions and shall provide copies of the answers to all parties.

[34 CFR § 106.45\(b\)\(5\)\(vi\), \(6\)\(ii\)](#)

Written determination

After weighing the evidence and considering the materials submitted (including the investigative report and the parties' written submissions), the decision maker shall make a determination regarding responsibility. In so doing, the decision maker shall apply a preponderance of the evidence standard. Evidence must be evaluated objectively and credibility determinations may not be based on a person's status as a complainant, respondent, or witness.

[34 CFR § 106.45\(b\)\(1\)\(ii\), \(vii\), \(b\)\(7\), \(b\)\(7\)\(i\)](#)

If the decision maker consists of a panel of three or five individuals, the decision will be based on majority vote.

The decision maker will issue a written statement setting forth the determination, which must include the following elements:

1. Identification of the allegations potentially constituting sexual harassment as defined above;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the District's conduct policies (including this policy and student and employee discipline policies) to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility.
 - a. When a respondent is found responsible for sexual harassment against the complainant, the determination shall provide appropriate remedies to the complainant, which shall be designed to restore or preserve the complainant's equal access to the District's program or activity.
 - b. Such remedies may include the kinds of services which are included in "supportive measures" as defined above, but need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.
6. A description of the appeal procedures and the permissible grounds for appeal by the complainant or respondent (as set forth below).

[34 CFR § 106.45\(b\)\(1\)\(i\), \(b\)\(7\)\(ii\)](#)

The written determination shall be provided promptly and generally within 14 days after the date the decision maker begins consideration of the evidence. The written determination must be provided simultaneously to the parties.

[34 CFR § 106.45\(b\)\(1\)\(v\), \(b\)\(7\)\(iii\)](#)

The decision maker's determination becomes final on the date when the time to appeal expires (if no appeal is timely filed) or on the date that the District provides the written determination on a timely appeal.

[34 CFR § 106.45\(b\)\(7\)\(iii\)](#)

The Title IX Coordinator is responsible for the effective implementation of any remedies.

Appeal

Grounds for appeal

A complainant or a respondent may appeal a dismissal decision or the determination of the decision maker based on the following grounds:

1. A procedural irregularity which affected the outcome;
2. New evidence that could affect the outcome which was not reasonably available at the time the dismissal was made or the decision maker made the determination; or
3. There was a conflict of interest or bias on the part of the Title IX Coordinator, an investigator, or a decision maker (either for or against complainants or respondents generally or for or against the individual complainant or respondent) that affected the outcome.

[34 CFR § 106.45\(b\)\(8\)](#)

Time for appeal

An appeal must be submitted within 14 days after the decision (the notice of dismissal or the decision maker's written determination) is provided to the party. Appeals submitted after that date will not be considered and the decision will be final.

[34 CFR § 106.45\(b\)\(1\)\(v\)](#)

Appeal process

The appeal must be delivered to the Title IX Coordinator, must be in writing and must identify each ground for appeal, together with supporting evidence and argument.

Upon receipt of a timely appeal, the following process will be implemented:

1. The Title IX Coordinator will appoint a qualified and trained District employee as the appeal officer. This person must be someone other than a decision maker on the complaint appealed from, the Title IX Coordinator or any investigator on the complaint.

2. The Title IX Coordinator will give the other party written notice of the appeal, including a copy of the appeal.
3. The other party may provide a written response to the appeal within 14 days of being provided the appeal, including supporting evidence and argument.
4. After the time for response has expired, the appeal officer shall consider the appeal and any response and within 14 days issue a written decision describing the result of the appeal and the rationale for that result.
5. The appeal officer considers only whether the appealing party has shown that one or more of the grounds for appeal have been demonstrated. The appeal officer must not reweigh the evidence considered by the decision maker and may consider new evidence only as it is relevant to the particular ground of appeal.
6. If the appeal officer determines that a ground for appeal has been established, then the appeal officer will determine what remedy is appropriate.
7. The appeal officer shall provide the appeal decision simultaneously to both parties.

[34 CFR § 106.45\(b\)\(1\)\(v\), \(viii\)](#)

Mediation

Except for complaints that an employee has sexually harassed a student, after a formal complaint has been filed, the parties may engage in mediation facilitated by the District as follows. Mediation may occur at any time before the decision maker issues the written determination.

The mediator will keep all information or evidence shared with the mediator strictly confidential and will not disclose that information outside the mediation process. In the complaint proceeding, the parties may not refer to or use any statements or information received only through the mediation process. (This does not include a written agreement by the parties resolving the complaint.) Either party may withdraw from mediation for any reason at any time before the party has agreed to a resolution of the complaint.

Once mediation is initiated, the complaint process will be suspended until the mediation ends (either with signing of a written agreement by the parties or by one or both parties withdrawing from the mediation). However, if mediation is not completed within 30 days of being initiated, the complaint process will resume.

If one or both parties express interest in mediation the Title IX Coordinator will provide both parties with a written notice which describes the allegations of the complaint and which explains the requirements and conditions of the mediation process. Before mediation may proceed, both parties must have been provided the written notice above and must give voluntary written consent to participate in mediation. (If a party is a student under 18 who is not attending a postsecondary

institution, this consent must be provided by the student's parent.)

If the parties agree to mediation, the Title IX Coordinator will appoint a District employee with appropriate training to serve as the mediator. The mediator may not be the Title IX Coordinator and may not participate in the complaint resolution in any other way (may not serve as an investigator, decision maker, or appeal officer).

If the parties reach an agreement to resolve the complaint through mediation, the mediator will reduce that agreement to writing and upon signing of the agreement by the parties will provide a copy of the agreement to the Title IX Coordinator. The Title IX Coordinator will implement the agreement, subject to the coordinator's authority to reject the agreement or request the parties to modify the agreement as needed for the District to meet its obligations under Title IX or to avoid unreasonable burdens on the District.

[34 CFR § 106.45\(b\)\(1\)\(v\), \(b\)\(9\)](#)

Qualification and Training—

To be qualified to serve as a Title IX Coordinator, investigator, decision maker, appeal officer, or mediator, an individual must not have a conflict of interest or bias for or against complainants or respondents generally or against a specific complainant or respondent.

The District will provide training on the following issues to Title IX coordinators, investigators, decision makers, appeal officers, and mediators:

1. The definition of sexual harassment;
2. The scope of the District's programs and activities;
3. How to conduct an investigation and grievance process including hearings, appeals, and mediations, as applicable;
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
5. Issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant;
6. For investigators, training on issues of relevance relating to creating an investigative report that fairly summarizes relevant evidence;

Training materials must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment. Records of training materials shall be kept for 7 years by the Title IX Coordinator and shall be made available to the public on the District's website.

[34 CFR § 106.45\(b\)\(1\)\(iii\), \(10\)\(i\)\(D\)](#)

Retaliation Prohibited—

It is prohibited to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or implementing regulations or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing relating to sexual harassment or other types of sex discrimination. Prohibited retaliation includes acting with the purpose of interfering with any right or privilege secured by Title IX or implementing regulations or this policy by intimidation, threats, coercion, or discrimination. If brought for the purpose of interfering with these rights, prohibited retaliation includes charges against an individual for violations that do not involve sex discrimination or sexual harassment but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment. Reports of retaliation should be made as another form of sex discrimination under Policy FA (for students) or Policy DAA (for employees). Complaints regarding retaliation against a student may be raised under Policy FGE or as applicable under Policy FGAD or regarding retaliation against an employee under Policy DHC or as applicable under Policy DLA or Policy DLB.

[34 CFR § 106.71\(a\)](#)

Confidentiality—

Except to the extent required to carry out the required response to sexual harassment under this policy or other forms of sex discrimination under other policies, or as required by law, the District shall keep confidential the identity of (a) any individual who reports or complains of sexual harassment or other types of sex discrimination (including filing a formal complaint), (b) any respondent or other individual reported to have perpetrated another form of sex discrimination, and (c) any witness regarding sexual harassment or other form of sex discrimination. Except to the extent that maintaining confidentiality would impair the District's ability to provide supportive measures, the District shall keep confidential any supportive measures provided to a complainant or respondent. (In appropriately responding to sexual harassment, the District may need to disclose the identity of individuals for purposes of an appropriate investigation and following the grievance process or for purposes of appropriate supportive measures.) Disclosure is also allowed to the extent permitted by FERPA and its implementing regulations.

[34 CFR § 106.71\(a\)](#)

[34 CFR § 106.30\(a\)](#)

Where a complaint involves allegations of child abuse, the complaint shall be immediately reported to appropriate authorities and the confidentiality of the information will be maintained as required by [Utah Code § 80-2-1005](#). (See Policy DDA.)

[Utah Code § 80-2-602 \(2022\)](#)

[Utah Code § 80-2-1005 \(20232025\)](#)

Records—

Records relating to sexual harassment shall be maintained by the Title IX Coordinator in a confidential manner and shall be kept for a period of at least 7 years.

The Title IX Coordinator shall create a record regarding each instance when the District has actual knowledge of sexual harassment (that is, when the District is required to respond in some way). This record shall include any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, shall document the basis for the conclusion that the District's response was not deliberately indifferent, and shall document that the District has taken measures designed to restore or preserve equal access to the District's education program or activity. If a complainant was not provided with supportive measures, then the Title IX Coordinator must document the reasons why that was not clearly unreasonable in light of the known circumstances.

In addition to the records in the prior paragraph, the Title IX Coordinator shall maintain records regarding each sexual harassment investigation, any disciplinary sanctions imposed, any remedies provided to the complainant designed to restore or preserve equal access to the District's program or activity, and regarding any appeal (including the result).

[34 CFR § 106.45\(b\)\(10\)](#)

Dissemination of Policy—

Notice of this policy and of the name and contact information of the Title IX Coordinator shall be provided to applicants for admission or for employment, students, parents of students, employees, and employee associations. The contact information for the Title IX Coordinator shall be prominently displayed on the District's website and in student admission materials and employment application materials. In addition, a copy of this policy shall be published on the District website and included in student admission materials, in employment application materials, in student handbooks, and in materials provided to employees. A copy of this policy shall also be provided to the appropriate officer of each employee association.

[34 CFR § 106.8\(b\)\(2\), \(c\)](#)

Safe Schools

Disruptive Student Behavior

Disruptive Student Behavior—

It is a violation of District policy for a student to engage in disruptive student behavior. Disruptive student behavior includes:

1. Frequent or flagrant willful disobedience, defiance of proper authority, or disruptive behavior, including the use of foul, profane, vulgar, or abusive language;
2. Willful destruction or defacing of school property;
3. Behavior or threatened behavior which poses an immediate and significant threat to the welfare, safety, or morals of other students or school personnel or to the operation of the school;
4. Illicit use, possession, or distribution of a controlled substance, drug paraphernalia, a tobacco product, an electronic cigarette product, or an alcoholic beverage;
5. The commission of an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor.
6. Behavior listed below which threatens harm or does harm to the school or school property, or to a person associated with the school, or property associated with that person, regardless of where it occurs; as well as violation listed below that affect another student or staff member, or any serious violation occurring in a school building, in or on school property, or in conjunction with any school activity, including:
 - a. the possession, control, or actual or threatened use of a real weapon, explosive, or noxious or flammable material;
 - b. the actual or threatened use of a look-alike weapon with intent to intimidate another person or to disrupt normal school activities; or
 - c. the sale, control, or distribution of a drug or controlled substance as defined in [Utah Code § 58-37-2](#), an imitation controlled substance defined in [Utah Code § 58-37b-2](#), or drug paraphernalia as defined in [Utah Code § 58-37a-3](#).
7. Hazing, demeaning, or assaultive behavior, whether consensual or not, including behavior involving physical violence, restraint, improper touching, or inappropriate exposure of body parts not normally exposed in public settings, forced ingestion of any substance, or any act which would constitute a crime against a person or public order under Utah law.

[Utah Code § 53G-8-210 \(2020\)](#)
[Utah Code § 53G-8-209 \(20202025\)](#)

Notice of Disruptive Student Behavior—

A school principal or the principal's designee shall issue a Notice of Disruptive Student Behavior to a student, nine years of age or older, who:

1. Engages in disruptive student behavior, which does not result in suspension or expulsion, three times during the school year; or
2. Engages in disruptive student behavior, which results in suspension or expulsion, once during the school year.

The Notice of Disruptive Student Behavior shall:

1. Include a list of available resources, including a school counselor or other school representative designated to work with the student, to assist the parent in resolving the student's disruptive behavior problem before the student becomes subject to the jurisdiction of the juvenile court as discussed below;
2. Require the student and a parent of the student to meet with school authorities to discuss the student's disruptive behavior and cooperate in correcting the disruptive student behavior;
3. Outline the procedure the parent can follow to contest the notice of disruptive student behavior; and
4. Shall be mailed by certified mail to, or served on, the parent of the student.

[Utah Code § 53G-8-210 \(2020\)](#)
[Utah Admin. Rules R277-609-10 \(June 13, 2023\)](#)

A copy of the Notice of Disruptive Student Behavior and any related documentation shall be retained by the school as documentation regarding the notice.

Habitual Disruptive Student Behavior Notice—

A habitual disruptive student behavior notice may only be issued by the school principal, a designee of the school principal, or a truancy specialist, to a student, nine years of age or older, who:

1. Engages in disruptive student behavior, that does not result in suspension or expulsion, at least six times during the school year;
2. Engages in disruptive student behavior, that (A) does not result in suspension or expulsion, at least three times during the school year; and (B) that results in suspension or expulsion, at least once during the school year; or
3. Engages in disruptive student behavior that results in suspension or expulsion at least twice during the school year.

Within five days after the day on which a habitual disruptive student behavior notice is issued, a representative of the school district shall provide documentation,

to a parent of the student who receives the notice, of the efforts to attempt to resolve the minor's disruptive student behavior problems made by the designated school counselor or representative identified in the notice of disruptive student behavior.

[Utah Code § 53G-8-210 \(2020\)](#)

Safe Schools Tobacco and Electronic Cigarettes

Definitions—

1. “Electronic cigarette” means ~~any~~ an electronic oral device that provides an aerosol or a vapor of nicotine or other substance and ~~which~~ that simulates smoking through its use or through inhalation of the device, including but not limited to an oral device that is composed of a heating element, battery, or electronic circuit and marketed, manufactured, distributed as an e-cigarette, e-cigar, e-pipe, or any other name or description if the function of the product meets this definition. It also includes a component of such a device or an accessory sold in the same package as the device. It does not include a medical cannabis device as defined by [Utah Code § 26B-4-201](#).

[Utah Code § 76-10-10176-9-1101\(4\) \(20232025\)](#)

2. “Electronic cigarette substance” means any substance, including liquid containing nicotine, used or intended for use in an electronic cigarette.

[Utah Code § 76-10-10176-9-1101\(6\) \(20232025\)](#)

3. “Electronic cigarette product” means an electronic cigarette, an electronic cigarette substance, or a prefilled electronic cigarette.

[Utah Code § 53G-1-103 \(20202025\)](#)

[Utah Code § 76-10-10176-9-1101\(5\) \(20232025\)](#)

4. “Prefilled electronic cigarette” means an electronic cigarette that is sold prefilled with an electronic cigarette substance.

[Utah Code § 76-10-10176-9-1101\(14\) \(20232025\)](#)

5. “Nicotine product” means an alternative nicotine product or a nontherapeutic nicotine product as defined by Utah Code § ~~76-10-10176-9-1101~~.

[Utah Code § 76-10-10176-9-1101\(9\) \(20232025\)](#)

Tobacco—

Students may not possess, use, or distribute tobacco or tobacco products on school property or during any school activity (whether or not it takes place on school property).

[Utah Code § 53G-8-209\(2\)\(b\)\(ii\)\(B\) \(20202025\)](#)

[Utah Code § 53G-8-210\(1\)\(a\)\(ii\) \(2020\)](#)

Nicotine Products—

Students may not possess, use, or distribute any nicotine product on school property or during any school activity (whether or not it takes place on school property).

[Utah Code § 53G-8-209\(2\)\(b\)\(ii\)\(B\) \(20202025\)](#)

[Utah Code § 53G-8-210\(1\)\(a\)\(ii\) \(2020\)](#)

Electronic Cigarette Products—

Students may not possess, use, or distribute any electronic cigarette product on school property or during any school activity (whether or not the activity takes place on school property). Students violating this prohibition are subject to discipline under Policy FHA and to action under Policy FF Student Activities and under Policy FHA-E Safe Schools: Disruptive Student Behavior.

[Utah Code § 53G-8-203\(3\)\(b\) \(20242025\)](#)

[Utah Code § 53G-8-209\(2\)\(b\)\(iii\)\(B\) \(20202025\)](#)

[Utah Code § 53G-8-210\(1\)\(a\)\(ii\) \(2020\)](#)

Confiscation and Disposal of Electronic Cigarette Products—

Any electronic cigarette product found in the possession or control of a student on school property or at a school activity (including such products found in student lockers, desks, or similar locations) shall be confiscated by staff and shall be destroyed or otherwise disposed of. However, if the electronic cigarette product is suspected to contain illegal controlled substances or to be used to consume illegal controlled substances, a school administrator may release the product to law enforcement upon request of law enforcement as part of an investigation or action rather than destroying or destroying the confiscated product. (For purposes of this exception, nicotine or other tobacco derivatives are not considered illegal controlled substances.)

[Utah Code § 53G-8-203\(3\)\(b\), \(c\) \(20242025\)](#)

[Utah Code § 53G-8-508\(2\) \(2020\)](#)

Public Complaints

Presentation in hearings procedure—

In most circumstances, citizens shall be entitled to administrative conferences and informal presentations of the complaint to the Board. Citizen complaints shall be handled as follows:

1. Complaints shall initially be discussed with the appropriate administrator within 15 calendar days of the event or action that is the subject of the complaint.
2. If the complaint is not resolved, the citizen may request a conference with the Superintendent or Superintendent's designee. Prior to the conference with the Superintendent or designee, the citizen shall submit a written complaint that includes a description of the complaint, the solution sought, and the date of the conference(s) with the administrator.
3. If the outcome of the conference with the Superintendent or designee is not to the citizen's satisfaction, the citizen may present the complaint to the Board at the next regular meeting.

The Board shall designate a portion of its regular monthly meeting to hear citizen complaints. The Board may set reasonable time limits on complaint presentation. The Board shall listen to the complaint but is not required to respond or take action on the matter unless the complaint is from an aggrieved party, as defined below.

Aggrieved parties—

An "aggrieved party" is a citizen who has allegedly suffered a violation of a constitutional, statutory, or common law right, or a violation of a rule adopted by the State Board of Education or public complaint policy adopted by the Board.

Notice—

An aggrieved citizen shall make a written request for a hearing, identifying specifically the claimed violation and the relief requested. The written request shall be deemed filed upon receipt by the Superintendent's office. Failure of the citizen to file such a request within 30 days of the claimed violation shall be deemed a waiver by the citizen of his or her rights to contest the alleged violation.

The hearing—

Aggrieved parties shall, upon proper request, be afforded a hearing before the Board in accordance with applicable law. However, this provision shall not be construed to create an independent right to a hearing before the Board in addition to hearings required by law. The Board shall conduct a hearing for aggrieved parties within 30 days of receipt of a written request for a Board hearing, unless the hearing is postponed by mutual consent. The Board shall notify the aggrieved citizen in writing of the time and place of the hearing.

Closed meeting—

If the complaint involves complaints or charges about an employee of the school district, the complaint shall be heard by the Board in a closed meeting unless the employee allegedly involved in the complaint requests a public meeting to review the complaint.

[Utah Code § 52-4-205\(1\)\(a\) \(20242025\)](#)

Notice of decision—

The Board shall notify the aggrieved citizen of its decision in writing within 15 days after the hearing.

Exceptions—

Complaints for which other resolution procedures are provided shall be directed through those channels.

Parent Access to District Instructional Material

Definitions—

“Learning material” means textbooks, reading materials, videos, digital materials, websites, online applications or any other material or resource used to deliver or support a student’s learning.

“Instructional material” means learning material that is adopted and approved by the Board of Education for use in the District. It does not include learning material that is not subject to selection by the Board of Education, such as learning material used in a concurrent enrollment, advanced placement, or international baccalaureate program or class or used in another class with required instructional material that is not subject to selection by the Board of Education.

[Utah Code § 53G-4-402\(2627\)\(a\)\(i\), \(ii\) \(20242025\)](#)

Access to Instructional Material—

The instructional material used by the District and the schools in the District shall be made readily accessible and available for parents to view. Parents of students enrolled in the District shall be given notice each year of how they may access and view the District’s instructional material. The information on how to access and view the instructional material shall also be posted on the District’s website.

[Utah Code § 53G-4-402\(27\)\(b\) \(20242025\)](#)

Parent Access to Online Course Learning Management Systems—

For purposes of this policy, the following definitions apply:

1. A “learning management system” is a software application for the administration, documentation, tracking, reporting, automation, or delivery of an online course.
2. An “online course” is a course that the District provides to a student over the Internet.

[Utah Code § 53G-6-804\(1\) \(2021\)](#)

The District shall provide to a parent of any student enrolled in an online course access to the learning management system for the course. The materials and information that the parent shall have access to shall include, at a minimum, the curriculum used for the course and information about the progress and learning of the parent’s student, including assessment results. The District shall also provide the student and a student’s parent with training or orientation to help them understand how to access the online management system, the online course, and any online tools used to deliver the online course or instruction.

[Utah Code § 53G-6-804\(2\) \(2021\)](#)

Fundraising and Donations

Scope of Fundraising and Donations Policies—

This policy applies to all District administrators, licensed educators, staff members, students, organizations, volunteers and individuals who initiate, authorize, or participate in fundraising events or activities for events or activities which are provided, sponsored, or supported by a school; or receive, authorize, accept, value, or record donations, gifts, or sponsorships for the District or individual schools. It is expected that in all dealings, District and school employees will act ethically, consistent with the District's ethics training, the Utah Educator Standards ([R277-217](#)), the Public Officers' and Employees' Ethics Act ([Utah Code § 67-16-1 et seq.](#)), and State procurement law ([Utah Code § 63G-6a-101 et seq.](#)).

District Foundation—

The District Foundation (the "Foundation") is an entity established to receive donations and gifts for the benefit of the District and the District's schools. Any organization or individual wishing to donate cash, materials, equipment, other property or programs to a school is encouraged to make such donations through the Foundation.

Definitions—

"Public funds" for purposes of this policy are defined as money, funds, and accounts, regardless of the source from which the funds are derived, that are owned, held, or administered by the state or any of its political subdivisions, including Districts or other public bodies.

[Utah Code § 51-7-3\(26\) \(2023\)](#)

"Provided, sponsored, or supported by a school" means activities, clubs, camps, clinics, or other events or activities that are either authorized by the District or individual school(s) or that satisfy one or more of the following criteria. The activity:

1. Is managed or supervised by the District or a District school, or District or District school employee in the capacity of the employee's District employment.
2. Uses the District's or a District school's facilities, equipment, or other school resources.
3. Is supported or subsidized, more than inconsequentially, by public funds, including the District's activity funds or minimum school program dollars.
4. Does not include non-curricular clubs specifically authorized and meeting all criteria of [Utah Code § 53G-7-704 through -707](#).

[Utah Admin. Rules R277-113-2\(1513\) \(August 7, 2024 July 8, 2025\)](#)

[Utah Admin. Rules R277-407-2\(1116\) \(August 7, 2024 July 8, 2025\)](#)

General Policy—

All funds, property, or goods donated or collected through fundraisers become public funds and the property of the District and should be used for the purpose for which they were donated and in accordance with State and District policies. Donations, whether in-kind, cash, or otherwise, shall be complete transfers of ownership, rights, privileges, and/or title in or to the donated goods or services and become exclusive property of the District upon delivery. The District and individual schools are ultimately responsible for the expenditure and allocation of all monies collected and expended through student, school organized fundraising.

The District recognizes that fundraising efforts, donations, gifts, sponsorships, and public support vary among schools. The District is committed to appropriate distribution of unrestricted funds and the management of donations and gifts to ensure that the educational opportunities for all students are equal and fair. If the District accepts a donation, it shall prevent potential inequities in schools within the District in distributing the donation.

The District is committed to principles of gender equity and compliance with Title IX guidance. The District commits to use all facilities, unrestricted donations and gifts, and other available funds in harmony with these principles. The District reserves the right to decline or restrict donations, gifts, and fundraising proceeds, including those that might result in gender inequity or a violation of Title IX. The benefits derived from donations and gifts should be equitable for all students, comply with Title IX, and be in harmony with Article X of the Utah Constitution.

[Utah Admin. Rules R277-113-10\(2\) \(August 7, 2024 July 8, 2025\)](#)

The collection of money or assets associated with fundraisers for school-sponsored activities, donations, gifts or sponsorships will comply with the District cash receipting policies. The expenditure of any public funds associated with fundraisers for school-sponsored activities, donations, gifts, or sponsorships will comply with the District cash disbursement policies

Fundraising is permitted within the District to allow the District and schools to raise additional funds to supplement events or activities which are provided, sponsored, or supported by a school, as specified in this policy and in accordance with State law and regulations. The District may through its Foundation raise money to offset the cost to the District attributed to fee waivers.

[Utah Admin. Rules R277-407-7-8 \(August 7, 2024 July 8, 2025\)](#)

[Utah Admin. Rules R277-408-3\(1\) \(August 7, 2024\)](#)

The District and individual schools will comply with all applicable state and federal laws; the State procurement code (Utah Code 63G-6a); State Board of Education rules, including construction and improvements; IRS Publication 526 "Charitable Contributions"; and other applicable IRS regulations.

Fund raising activities should not be approved which involve high-pressure sales tactics, yield profits in excess of usual wholesale margins to suppliers of goods

sold, would expose students and other participants in the fund-raising activity to risk of personal injury, would expose the school or District to risk of financial loss if the fund raising activity is not successful, or would violate law or district policies.

District employees may not direct operating expenditures to outside funding sources to avoid District procurement rules (operating expenditures include equipment, uniforms, salaries or stipends, improvements or maintenance for facilities, etc.).

District employees must comply with District procurement policies and procedures, including complying with obtaining competitive quotes and avoiding bid splitting.

Donations and gifts should be accounted for at an individual contribution level.

Donations, gifts, and sponsorships shall be directed to the District, District program(s), school, or school program(s). Donations, gifts, and sponsorships shall not be directed at specific District employees, individual students, vendors, or brand name goods or services.

Donated funds shall not compensate public employees, directly or indirectly.

If donations or gifts are offered in exchange for advertising or other services, an objective valuation will be performed and a charitable receipt will be issued by the foundation or the business administrator.

Donations will not be solicited or accepted in lieu of a fee from a student or parent unless the activity, class, or program for which the donation is solicited will otherwise (without the donation) be fully funded by the District and receipt of the donation will not affect participation by an individual student.

[Utah Admin. Rules R277-407-78\(1\)\(a\) \(August 7, 2024 July 8, 2025\)](#)

Donations or gifts shall not be accepted that advertise or depict products that are prohibited by law for sale or use by minors, such as alcohol, tobacco, or other substances that are known to endanger the health and well-being of students; or, in the opinion of the District, may cause a substantial disruption to the education environment.

As required by state law, donations will only be accepted where there is no expectation or promise, expressed or implied, of remuneration or any undue influence or special consideration. District employees are not permitted to accept personal payment or gratuities in any form from a vendor or potential vendor as a precondition for purchase of any product or service.

Donations and gifts over \$250 will be provided with an acknowledgment of the contribution from the District for IRS purposes. The acknowledgment will be in the form of a written disclosure in accordance with IRS regulations issued by the foundation or business administrator. These receipts will be generated from the information provided on the "Donations, Gifts, and Sponsorships" form.

Gifts to specific school programs of equipment, such as computers and audio-visual equipment, must be approved in advance to assure that the District is not compelled by a gift to undertake expenses in support of the donated equipment or make other management decisions in order to use the gift, such as allocating space to donated equipment, that the District deems to be unwise.

[Utah Admin. Rules R277-113-5\(9\)\(e\), \(f\) \(August 7, 2024 July 8, 2025\)](#)

Fees for School-Sponsored Activities—

Fees for events or activities which are provided, sponsored, or supported by a school are governed by Policy FI.

Such events or activities, when properly approved, may:

1. Use the school's name, facilities, and equipment.
2. Utilize District employees and other resources to supervise, promote, and otherwise staff the activity or fundraiser.
3. Be insured under the District's risk management policy (pending approval by the District risk manager) or general liability insurance policy.
4. Provide additional compensation or stipends for District employees with the approval of the principal or immediate supervisor and under District payroll policies.

All fees for school-sponsored events or activities which are provided, sponsored, or supported by a school must be properly established according to Policy FI. Districts may be responsible for providing student transportation for these activities.

Principals, consistent with District policy, have the responsibility to waive fees, if appropriate. Individual teachers, coaches, advisors, etc. do not have the authority to waive fees.

Annually, each District division, department, or program and individual school will review all planned camps, clinics, activities, and fundraisers and determine those which are provided, sponsored, or supported by a school.

Annual Review of Fundraising Activities—

The District shall annually review all fundraising activities that support or subsidize District or public-school authorized clubs, activities, sports, classes, or programs to determine if the activities are provided, sponsored, or supported by a District school. This review shall be documented.

[Utah Admin. Rules R277-113-9\(5\) \(August 7, 2024 July 8, 2025\)](#)

Authorization and Supervision of Fundraising—

Authorization and supervision of fundraising for events or activities which are provided, sponsored, or supported by a school:

1. Fundraising at the District level shall be approved in writing, prior to the activity, by the superintendent or applicable assistant superintendent/director and supervised by District employee(s) designated by the approver. The approver shall ensure that the activity is appropriately classified as provided, sponsored, or supported by a school.
2. Fundraising at individual schools shall be approved in writing, prior to the activity, by the principal and supervised by a member of the faculty or other District employee designated by the principal. The approver shall ensure that the activity has been appropriately classified as provided, sponsored, or supported by a school. Principals may approve fundraisers or activities where the expectation is to earn up to \$10,000. Fundraisers expected to earn more than \$10,000 and up to \$50,000 must be approved in writing by the superintendent. Fundraisers expected to earn more than \$50,000 must be approved by the Board of Education.
3. The sale of banners, advertising, signs, or other promotional material that will be displayed on school property must be approved by the principal before the items are initiated or printed and must meet community standards. Partisan or political advertising and advertising for products that are prohibited by law for sale or use by minors, such as alcohol, tobacco, or other substances that are known to endanger the health and well-being of students, are prohibited.
4. All fundraising projects for construction, maintenance, facilities renovation or improvement and other capital equipment purchases must be approved in writing by the business administrator, the superintendent, and the Board of Education. (See "Capital Fundraising" below.)

Student Fundraising—

"Student fundraising" means an activity or event provided, sponsored, or supported by a school that uses students to generate funds to provide financial support to a school or any of the school's classes, groups, teams, or programs or to benefit a particular charity or for other charitable purposes. It may include the sale of goods or services, the solicitation of monetary contributions from individuals or businesses, or other lawful means or methods that use students to generate funds.

Utah Admin. Rules R277-408-2(2) (August 7, 2024)

A "student individual fundraiser" is student fundraising where money is raised by an individual student to pay the individual student's fees.

Utah Admin. Rules R277-408-2(4) (August 7, 2024)

A "student group fundraiser" is student fundraising where the money raised is used for the benefit of the group, team, or organization.

Utah Admin. Rules R277-408-2(3) (August 7, 2024)

Students may be allowed to participate in optional student individual fundraisers to raise money to offset the cost of the student's fees. However, they

may not be required to do so. Required student individual fundraisers are not allowed for any purpose.

[Utah Admin. Rules R277-407-910\(6\) \(August 7, 2024 July 8, 2025\)](#)
[Utah Admin. Rules R277-408-4\(2\) \(August 7, 2024\)](#)

Required student group fundraisers are permitted if approved and conducted according to the requirements of this policy.

[Utah Admin. Rules R277-408-4\(2\)\(c\) \(August 7, 2024\)](#)

Funds Handling and Recordkeeping—

All revenues raised from or during activities provided, sponsored, or supported by a District school shall be classified, recorded, and deposited as public funds in compliance with the District's cash handling, program accounting, and expenditure of funds policies. The District shall maintain records in sufficient detail to track individual contributions and expenditures, track overall financial outcomes, and verify compliance with relevant regulations. The District shall make records available to parents, students, and donors except as restricted by state or federal law.

[Utah Admin. Rules R277-113-9\(2\), \(3\) \(August 7, 2024 July 8, 2025\)](#)

Capital Fundraising and Large Donations—

All fundraising projects donations or gifts for construction, maintenance, facilities renovation or improvement, and other capital equipment purchases must be approved in writing by the business administrator, the superintendent, and the Board of Education. Prior to the initiation of a large capital drive or specific fundraising drive, the following will be provided to the business administrator for evaluation and recommendation to the superintendent:

1. Prospective construction, maintenance or renovation plans and estimated costs
2. Proposed naming opportunities
3. Proposed fundraising timeline
4. Loans or financing agreements
5. Maintenance or upkeep requirements and costs

Assurances of compliance with Title IX (e.g., available for use by both male and female students and/or for several purposes or activities).

[Utah Admin. Rules R277-113-10\(2\) \(August 7, 2024 July 8, 2025\)](#)

The superintendent will make a recommendation to the Board of Education. The Board reserves the right to tentatively approve plans, pending fundraising, donations, equity, or other conditions.

All physical facilities are owned and operated by the District. No part of any school facility or capital equipment may be named for a donor without the express written consent of the Board of Education.

The District shall only grant naming opportunities that are consistent with the mission and educational objectives of the District. Decisions regarding naming opportunities are within the sole discretion of the Board of Education.

Advertising—

To avoid disruption of students' instructional activities, schools shall not be used for distribution of partisan, religious, or commercial advertisements, fliers, bulletins, newspapers, etc.; nor shall such items be placed on vehicles parked on school grounds.

Principals may permit the school distribution of fliers, bulletins, newspapers, etc. with information regarding nonprofit community youth programs such as Boy Scouts of America, Girl Scouts of America, county and municipal programs, and Little League-type recreation programs.

Students and employees of the District, including teachers and administrators, shall not act as agents for commercial agents during school hours or contract time.

A District employee's participation in a private, but education-related, activity must be separate and distinguishable from the employee's public employment. District employees may purchase advertising space to promote private or non-school-sponsored events in the same manner as the general public. The District employee's employment and experience can be used to demonstrate qualifications. The advertisement must clearly state that the activity is not school sponsored. See [R277-107](#) for specific direction.

Types of Donations, Gifts, and Sponsorships—

Cash Donations. Cash donations are welcomed and may be accepted from private individuals, companies, organizations, clubs, foundations, and other appropriate entities. All cash donations will be received in compliance with the District's cash receipting policies. Cash donations may be used to fund or enhance programs, facilities, equipment, supplies, services, etc.

Cash donations may not be used to hire regular classroom teachers, thereby altering the staffing ratios. However, classroom assistants, coaching assistants, or specialists of any kind, including individuals who may hold educator licenses, may be hired using the funds received. Donations to fund such positions shall be made to a program, school, division, or department—not directly to individuals—and employment will be processed through the District's Human Resources Department and Payroll Department. The District or school administration reserves the right to decline or restrict these types of donations if they create inequitable environments in the school or inequities that violate Title IX or other laws, are not economically in the best interest of the District, interfere with educational goals, or for any other reason determined by the District or school.

[Utah Admin. Rules R277-113-10\(2\) \(August 7, 2024 July 8, 2025\)](#)

Cash donations shall not be used to augment an employee's remuneration beyond the remuneration associated with the salary schedule of the employee's position.

Products. The District or individual schools may accept donated products which carry the donor company's name, trademark, logo, or limited advertising on the product (e.g., cups, T-shirts, hats, instructional materials, furniture, office equipment, etc.). These items shall be valued at fair market value at the time of the contribution. If advertising or other services are offered in exchange for the donation or gift, this may alter the contribution amount.

Equipment, Supplies, or Goods. The District or individual schools may accept donated equipment, supplies, or goods for use in the District or individual schools or school programs. These items shall be valued at the fair market value at the time of the contribution. If advertising or other services are offered in exchange for the donation or gift, this may alter the valuation amount.

Donor and Business Partner Recognition. Donor and business partner recognitions may be placed on equipment, furniture, and other donated gifts that are not considered capital or fixed assets. Non-permanent recognitions may be placed on District buildings or structures with written approval from the superintendent. The board may grant approval for the naming of buildings, structures, rooms, or other district facilities; see "Capital Fundraising" above). Principals may authorize banners, flyers, posters, signs, or other notices recognizing a donor or school business partner. Such materials shall feature the school-business partnership and not promote or endorse the business named.

Approval and Acceptance of Donations, Gifts, and Sponsorships—

Donations, gifts, and sponsorships valued at more than \$250 must be documented on the District "Donation, Contribution, or Sponsorship" form. This form must be completed prior to the acceptance of money or goods and must be retained in the District or school accounting records. A copy of the completed form will be sent to the foundation or business administrator, and a receipt for charitable contribution purposes will be issued to the donor.

Approval levels are as follows:

1. Money, goods, supplies, or in-kind donations, gifts, or sponsorships valued at \$250–\$10,000 must be documented on the District "Donation, Contribution, or Sponsorship" form and be approved by an individual school principal or applicable District department or division supervisor prior to acceptance.
2. Money, goods, supplies or in-kind donations, gifts, or sponsorships valued at \$10,000–\$50,000 must be documented on the District "Donation, Contribution, or Sponsorship" form and be approved by the business administrator and superintendent prior to acceptance.
3. Money, goods, supplies or in-kind donations, gifts, or sponsorships valued at more than \$50,000 must be documented on the District "Donation,

Contribution, or Sponsorship” form and be approved by the Board of Education prior to acceptance.

General Fundraising Standards—

The District reserves the right to prohibit, restrict or limit any fundraising activities associated with the District or individual schools. Faculty and student participation in fundraisers is typically voluntary. However, employees may be directed to supervise specific activities as an employment assignment.

Participation in fundraising shall not affect a student’s grade. Students shall not be required to participate in fundraising activities as a condition of belonging to a team, club or group; however, a student’s participation in a program or activity may be reduced if the student does not participate in a required group fundraiser for the activity or program. A request for approval of a required group fundraiser shall describe the nature of the fundraiser and the estimated required participation time for the student and/or parent. Parents and students shall be notified of required group fundraising and how and when the details about the fundraising will be provided to parents and students.

[Utah Admin. Rules R277-408-4\(2\), \(3\), \(4\) \(August 7, 2024\)](#)

Competitive enticements for participation in fundraisers are discouraged. If prizes or rewards are offered by a selected fundraising vendor, they should only be awarded to groups, classes or students, and must be disclosed and approved prior to the fundraiser. Rewards, prizes, commissions, or other direct or indirect compensation shall not be received by any teacher, activity, club or group director, or any other District employee or volunteer.

Schools may not impose a sales quota (or the like) as part of fundraising efforts, and students or parents shall not be required to pay for any unsold items or pay for goals not met.

Door-to-door sales are prohibited for all students in elementary and middle schools. High school students may participate in one door-to-door campaign per sport, club, or group per year. Suitable procedures must be used by the schools, administrators and supervising faculty to safeguard students and funds collected. Procedures must be clearly communicated to parents.

Approval may be denied for fundraising activities that would expose the school or District to risk of financial loss or liability if the activity is not successful.

Fundraising activities shall be age appropriate and shall maintain the highest standards of ethical responsibility and integrity.

Fundraising revenues should be accounted for at an individual contribution level or participation level. Participation logs should be retained and turned into the accounting office to be included with the deposit detail.

Employees who approve, manage, or oversee fundraising activities are required to disclose if they have a financial or controlling interest or access to bank accounts in a fundraising organization or company.

Records of all fundraising efforts shall be open to the parents, students and donors, including accurate reporting on participation levels and financial outcomes. This policy does not require the release of students' personally identifiable information protected by FERPA.

Fundraising and Donations

Private and Non-School-Sponsored Activities and Fundraising

Scope of Policy—

This policy applies to all District administrators, licensed educators, staff members, students, organizations, volunteers and individuals who initiate, authorize, or participate in fundraising events or activities for events or activities which are provided, sponsored, or supported by a school; or receive, authorize, accept, value, or record donations, gifts, or sponsorships for the District or individual schools. It is expected that in all dealings, District and school employees will act ethically, consistent with the District's ethics training, the Utah Educator Standards ([R277-217](#)), the Public Officers' and Employees' Ethics Act ([Utah Code § 67-16-1 et seq.](#)), and State procurement law ([Utah Code § 63G-6a-101 et seq.](#)).

Definitions—

"Provided, sponsored, or supported by a school" means activities, clubs, camps, clinics, or other events or activities that are authorized by the District or individual school(s) that also satisfy one or more of the following criteria. The activity:

1. Is managed or supervised by the District or a District school, or District or District school employee.
2. Uses the District's or a District school's facilities, equipment, or other school resources.
3. Is supported or subsidized, more than inconsequently, by public funds, including the District's activity funds or minimum school program dollars.
4. Does not include non-curricular clubs specifically authorized and meeting all criteria of [Utah Code §§ 53G-7-704 through 707](#).

[Utah Admin. Rules R277-113-2\(1513\) \(August 7, 2024 July 8, 2025\)](#)

[Utah Admin. Rules R277-407-2\(1116\) \(August 7, 2024 July 8, 2025\)](#)

District Interaction with Non-School-Sponsored Activities—

In interacting with any activity which is not provided, sponsored, or supported by a school, the District shall conduct all transactions at arm's length and may not co-mingle revenue or expenditures of such activities with public (District) funds.

[Utah Admin. Rules R277-113-9\(7\) \(August 7, 2024 July 8, 2025\)](#)

Non-School-Sponsored Activities & Fundraisers—

Activities, clubs, groups and their associated fundraisers or other activities, sports, or programs that are not provided, sponsored, or supported by a school MAY NOT:

1. use the school's or District's name without express District permission.
2. use the District's facilities, equipment, and other assets or staff unless a facilities use agreement is initiated and approved. These agreements should follow District policy for other facilities use agreements.
3. utilize District employees (in their official capacity) and other resources to supervise, promote, and otherwise staff the activity or fundraiser.
4. be insured under a District risk management or insurance policy. Non-school-sponsored activities must provide their own insurance through a third-party insurer.
5. provide additional compensation or stipends for District employees, if the activity is not substantially different from a District employee's regular job functions and duties and outside of employee's contract hours. (See District employee disclosure agreement below.)
6. co-mingle public funds and private fundraising proceeds or expenditures.
7. use school records to contact parents or students.

Parental notification by a District employee is required if District employees are involved in the planning, administration, advertising, or serving as staff for a non-school-sponsored activity and if District students are involved. This notification shall occur using the "Non-School-Sponsored Parent Notification" form. A copy of this form shall be submitted to the principal by the District employee prior to the event.

Funds, donations, or gifts generated through non-school-sponsored activities or events may be donated to the District or to an individual school to support specific programs, teams, groups, clubs, etc. All donations or gifts shall follow the guidance established in the District's donations and gifts policy.

Non-school-sponsored activities may work in conjunction with the District or an individual school to raise funds. The District may allow these groups to use District facilities at little or no charge in exchange for contributions or percentages of proceeds. The District may choose to provide some level of support or pay for portions of these activities. These arrangements shall be set forth in a written agreement or contract, and all transactions will be conducted as "arm's-length transactions." These agreements shall take into consideration the District's fiduciary responsibility for the management and use of public funds and assets. The terms of these contracts will be approved by the principal, the facilities use agreement approver, and the business administrator. The District will consult with its insurer or legal counsel to ensure risks are adequately considered and managed.

[Utah Admin. Rules R277-113-9\(6\), \(7\) \(August 7, 2024 July 8, 2025\)](#)

Non-curricular clubs specifically authorized under [Utah Code §§ 53G-7-704 through -707](#) are not considered school-sponsored.

Participation in Private or Non-School-Sponsored Events—

District employees:

1. May participate in a private but public education-related activity, such as LDS seminary graduation and firesides, extracurricular travel, etc.
2. Must ensure that personal participation in activities is separate and distinguishable from the employee's public employment, official job title, or job duties.
3. May not contact students in the District using education records or information obtained through public employment unless the records or information are available to the general public.
4. May not use school time to discuss, promote, or prepare for a private or non-school-sponsored activity.
5. May offer public education-related services, programs or activities to students, provided they are not advertised or promoted during school time or using any type or amount of school resources.
6. May use school or student publications available to the general public to advertise and promote the private or non-school-sponsored activity.
7. May not require private or non-school-sponsored activities for credit or participation in school programs.
8. Must satisfy all requirements of [Utah Code § 53E-3-512](#), regarding ethical conduct standards, and [R277-107](#), regarding educational services outside of the educator's regular employment.

District employees may purchase advertising space to promote private or non-school-sponsored events in the same manner as the general public. The District employee's employment and experience can be used to demonstrate qualifications. The advertisement must specifically state that the activity is not school-sponsored. (See [R277-107-4](#).)

District employees may engage in outside employment with a private entity or other separate organizations that does not interfere with District duties or job functions. Employees must complete the District disclosure agreement annually when engaging in outside employment that is similar to the employee's official job duties or functions.

Parental notification is required if District students are recruited to participate in these activities.

District employees may not set up bank accounts for activities or fundraisers associated with District responsibilities or job functions.

District employees may not direct fees or fundraiser proceeds from school-sponsored activities to outside entities.

District employees may not direct operating expenditures to outside funding sources or groups to avoid District procurement rules (such as equipment, uniforms, salaries or stipends, improvements, maintenance for facilities, etc.).

District employees must comply with District procurement policies and procedures, including complying with competitive quotes; bid splitting; and not accepting gifts, gratuities, or kickbacks from vendors or other interested parties.

Educational Authority of Separated Parents

Divorce decree governs—

Where a student's parents are divorced or legally separated, parental authority with regard to educational decisions for the student shall be governed by the most recent court order on the matter (divorce decree, custody order, or similar document signed and entered by the court). A motion or petition by a party is not binding, only an order entered by the court (signed by a judge or other judicial officer having authority). If a parent believes that the terms of the order no longer apply (because of changed circumstances or because of failure by the other parent or another person to comply with the order), it is the parent's obligation to obtain an updated order from the court. Unless doing so is specifically prohibited by the order, the school may recognize parental decision making authority other than as set out in the order if both parents (or all persons who have authority over the child under the order) consent. (Parental access to education records is addressed in Policy FEC.)

Authority where order does not specify—

If no court order specifies parental authority over educational decisions, or provides otherwise than set out below, the District will recognize parental authority over educational decisions of divorced or legally separated parents as follows:

1. Sole physical custody: A parent who has sole physical custody of a child shall have authority:
 - a. To determine the child's home residence for school attendance purposes or the school where the child will attend;
 - b. To make educational decisions for the child if the parents disagree; and
 - c. To determine who is allowed to have access to the child during school hours and to check the child out of school.
2. Joint physical custody with unequal time: Where parents have joint physical custody, the following apply:
 - a. The parent who has physical custody the majority of the time shall have authority to determine the child's home residence for school attendance purposes or the school where the child will attend;
 - b. The parent who has physical custody the majority of the time shall have authority to make educational decisions for the child if the parents disagree; and
 - c. Both parents shall have access to the child during school hours and authority to check the child out of school.
3. Joint physical custody with equal time: Where parents have joint physical custody for equal time, the following apply:

- a. Both parents have equal authority to determine the child's home residence for school attendance purposes or the school where the child will attend (and any disagreements must be resolved by the parents, either by agreement or by seeking court intervention);
- b. Both parents shall have authority to make educational decisions (and any disagreements must be resolved by the parents, either by agreement or by seeking court intervention); and
- c. Both parents shall have access to the child during school hours and authority to check the child out of school.

[Utah Code § 81-9-203\(11\)\(e\) \(20242025\)](#)



November 2025 Board Report

Special Education and Preschool Report

2025-2026 SY CIP

- **Alignment to District Goals:** By June 2026, GPS will increase proficiency levels from PEEP Entry Assessment in numeracy by 30% and literacy by 55% in PEEP Exit Assessment through targeted interventions.
- **Alignment with CIP:** By December 1, 2025, GPS will conduct a survey of students and parents to measure the school's climate, providing baseline data for improvement throughout the remainder of the 2025-2026 school year.
- **Alignment to CIP:** By October 1, 2025, teachers will contact at least 10% of students' parents for positive calls home, with 100% student/parent contact by November 1, 2025.

Enrollment for 2025-2026 SY

25-26 SY Enrollment by Grade

PK4 36 Students
PK3 12 (14 by the end of December)

24-25 SY Enrollment by Grade

PK4 29 Students
PK3 28 Students

23-24 SY Enrollment by Grade

PK4 23 Students
PK3 21 Students

25-26 SY Enrollment by Population

Asian (2) .4%
Hispanic (12) 25%
American Indian (8) 18%
White (22) 50%

24-25 SY Enrollment by Population

Asian (2) .4%
Hispanic (15) 25%
American Indian (10) 18%
White (30) 54%

23-24 SY Enrollment by Population

Asian (1) .2%
Hispanic. (6) 14%
American Indian. (7) 16%
White. (30) 68%

PLC Information:

- GPS has a PLC/Staff meeting every other Friday since we are a small campus. The agenda includes discussing all students, their needs and concerns, and how we will move forward to address them. Additionally, it covers new students attending the school who have been identified through the Child Find or Early Intervention process.
- Other items are also discussed, including observations, calendar items, schedules, and any preschool updates from the state level.

Behavioral: GPS does not have discipline issues; GPS has age-appropriate behavioral problems and is teaching the State Standards for preschool-age children. GPS has challenging behaviors due to developmental delays and other disabilities.

Instructional: Working on preschool standards to meet goals for the end of the school year and developing a curriculum for both ages that aligns with HMK Kindergarten.

Decrease the gap between students from low socioeconomic status and those from non-low socioeconomic status. By opening the three-year-old class to typically developing students, GPS provides education to more three-year-olds, improves outcomes, and prepares children for Kindergarten.

The CIP plan and goals align with the district's goals to improve student outcomes and to increase efforts to remove our schools from any state lists for targeted student populations, specifically language learners and students with disabilities.

Climate Survey

- We are working on adjusting *our goals and campus improvement plan to align with the HRS initiative.*
- *Increased positive communication with parents.*
- *Meet one-on-one with each staff member on a quarterly basis.*
- *Bi-Weekly staff/PLC meetings*
- *Regular “walk-thru” with constructive feedback*

GPS Calendar

- Social Stories each Wednesday for small groups
- Halloween Activities –Walked to the Library and City Hall–part of community participation
- Fire and Police Safety events are happening –Community Helpers

Director of Student Services Calendar Items

- Completing several grants in Utah Grants
- November 4-Title IX Athletics Meeting
- November 10-Title III Site Visit
- November 13-Utah Special Education Administrators Meeting (monthly)
- November 13-Clinical Safety
- November 13-APD Meeting (Annual Performance Determination for SpEd)
- November 18-Administration Meeting
- November 19-Title IX Meeting
- November 20-Assessment Director's Meeting
- November 24-Title IX Meeting
- December 1-DMI Due (desktop monitoring Inventory for Title I-Title I audit in January)
- December 12-File Review for SpEd

Weekly IEPs are conducted at all schools, and weekly MDT meetings are held at each school.

HMK Board Report

BOY for SY25-26



Holly Harris - Principal
harrish@grandschools.org

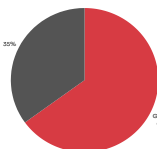
Libby Bailey - Assistant Principal
baileyl@grandschools.org

HMK GOALS for SY 2025-2026



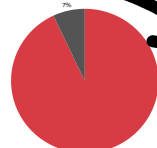
1 Academic Goal (see page 2-3)

The School Wide Goal this year is that **65%** of students will make typical, above typical or well above typical growth in both ELA & Math from BOY to EOY



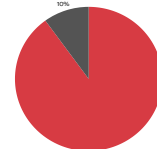
2 Attendance Goal

Our school-wide attendance goal is to achieve a **93%** attendance rate for all students by the end of the school year.



3 Parent Engagement

Our school's goal & expectation is to meet with **90%** of parents or guardians for Parent-Teacher Conferences (PTC) each session. ****No data to report until March**



Enrollment

Metric	Value		
Total Enrollment 2025-26	Current Enrollment = 689 October 10th, 2025 = 685		
2025-26 Grade-Level Enrollment	GRADE	Oct.	Nov.
	Kinder	82	81
	1st	81	83
	2nd	88	92
	3rd	96	97
	4th	118	117
	5th	107	109
	6th	113	110

Monthly Attendance

Grade	%
Aug.	93%
Sept.	94%
Oct.	92%
TOTAL AVG	93%

MONTHLY GOAL 93%

Why the drop in attendance?

Although our average is still meeting our attendance goal, we unfortunately fell below our goal for the month of October. Our theory as to why our attendance may have dropped is:

1. No Fall Break - Many of our families take time off in October for many things, but mostly we have families that tend to travel or go hunting and will pull their students out during October.
2. PTC - With our parent-teacher conferences also falling in October we had many families who did not send their students on the half day or took off that week.

October Attendance Recovery Strategies

The drop from 94% to 92% in October, while keeping the overall average above goal, indicates a strong need to address specific seasonal pressures, namely, the lack of a formal Fall Break and the scheduling impact of Parent-Teacher Conferences (PTC).

Here are two targeted strategies we are doing that are designed to stabilize attendance during this typically challenging period:

1. Implementation of the "Perfect Attendance Award"
 - To directly counter the incentive for families to pull students out for travel or non-sick days, we will be sending home awards to students that had perfect attendance for Quarter 1.
2. Communication:
 - Attendance is communicated via a colorful, centralized "Attendance Meter" posted in the main hallway, creating a sense of collective progress. Attendance will also continue to be communicated clearly and repeatedly through parent newsletters, social media, and direct messaging.

HMK Board Report BOY for SY25-26



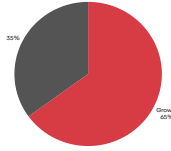
Academic Report

HMK GOALS for SY 2025-2026



1 Academic Goal

The School Wide Goal this year is that **65%** of students will make typical, above typical or well above typical growth in both ELA & Math from BOY to EOY



What have we been working on to address this goal?

• Tier 2 Restructuring for Growth in ELA – Reading Team Time

This report details the restructuring of our Tier 2 instructional model and how these strategic changes are aimed at achieving our school-wide goal: 65% of students will demonstrate typical, above typical, or well above typical growth in both ELA and Math from Beginning-of-Year (BOY) to End-of-Year (EOY).

Key Strategy: Restructuring of Tier 2 Instruction

We have implemented a significantly revised Tier 2 instructional model to provide targeted support and enrichment, moving away from a traditional pull-out system to a more integrated, data-driven approach, especially in the primary grades.

Primary Grades (K-3) Focus: Universal Targeted Instruction

For all students in Kindergarten, 1st Grade, 2nd Grade, and 3rd Grade (approximately 350 students), we have adopted a universal intervention/enrichment model.

- **Model:** Every student in these grades is served in a small-group setting, structured as either an intervention or enrichment group.
- **Staffing:** This extensive service is delivered collaboratively by our specialists and educational support professionals (ESPs), ensuring a low student-to-adult ratio as much as we have the staffing to do so.
- **Data-Driven Grouping:** Groups are fluidly created and adjusted based on the most current screener and diagnostic data in ELA. This ensures that instruction is highly differentiated and directly addresses specific student needs (Tier 2/Strategic) or extends learning for those at or above benchmark (Enrichment/Tier 1+).

Intermediate Grades (4-6) Focus: Targeted & Specialized Support

Our model in the intermediate grades prioritizes intensive intervention for those with the greatest need while empowering classroom teachers and specialists to deliver targeted, grade-appropriate support.

- 4th & 5th Grade
 - **Intensive Intervention (Tier 2/3):** Specialists are focusing their direct service on students identified as needing intensive reading support (typically Red/Intensive). These students require the highest level of specialized intervention.
 - **Strategic & Benchmark Support (Tier 2 & 1):** Classroom teachers are responsible for directly supporting students identified as Strategic (Yellow) and those who are at Benchmark. This allows Tier 2 instruction to be integrated into core curriculum differentiation and small-group instruction guided by formative data.
- 6th Grade
 - **Above Benchmark/Enrichment:** 6th-grade teachers are working with students who are identified as above benchmark, providing advanced instruction and enrichment activities.
 - **On Benchmark/Targeted Literacy:** Our Literacy Specialist is serving the students who are on benchmark. This group is engaged in highly specific, high-leverage instruction focused on morphology work (prefixes, suffixes, roots) to deepen vocabulary and reading comprehension, a targeted need identified through diagnostic data for this specific student population.

Alignment with School-Wide Goal

The restructured Tier 2 model directly addresses the school-wide goal by:

- **Increasing Dosage and Specificity (K-3):** By serving all K-3 students in targeted groups, we maximize the instructional minutes and ensure every student receives instruction perfectly aligned with their readiness level, significantly increasing the likelihood of achieving typical or above-typical growth.
- **Prioritizing Greatest Need (4-5):** By reserving specialist time for the most intensive needs in grades 4-5, we ensure Tier 3 students receive the focused intervention necessary to close significant gaps and demonstrate appropriate growth.
- **Strengthening Foundational Skills (6):** The targeted morphology work in 6th grade provides a crucial, evidence-based instructional component that supports advanced comprehension, directly impacting ELA growth for our on-benchmark students.

We are actively monitoring student growth data using both iReady Reading & Acadience Progress Monitoring to ensure the effectiveness of this restructured model and are prepared to make necessary adjustments mid-year to maintain momentum toward achieving our 65% growth goal. We are excited to get our MOY data and dive in to see the growth v our trajectory towards this goal.

HMK Board Report BOY for SY25-26



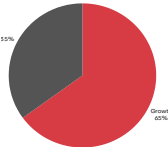
Academic Report

HMK GOALS for SY 2025-2026



1 Academic Goal

The School Wide Goal this year is that **65%** of students will make typical, above typical or well above typical growth in both ELA & Math from BOY to EOY



What have we been working on to address this goal?

• Strategic Restructuring of Tier 2 Math Instruction - Math Team Time

Restructured Math Tier 2 Model: Implementation by Grade Level

Our updated Tier 2 Math model utilizes a hybrid approach, combining targeted small-group, teacher-led instruction with individualized, adaptive digital learning pathways.

Kindergarten: Targeted Foundational Skills Instruction

In Kindergarten, our model mirrors the effective approach used in early literacy:

- Grouping: Students are grouped flexibly based on their specific foundational math skills and ability deficits identified through screener and diagnostic data.
- Instruction: Specialists and teachers deliver highly concentrated Tier 2 instruction designed to work on these specific deficits (e.g., number sense, subitizing, basic cardinality). This ensures every minute of intervention addresses the precise skills needed for future growth.

Grades 1-6: Hybrid Push-In and Adaptive Digital Learning

For students in Grades 1 through 6, we have implemented a structured hybrid model that maximizes instructional efficiency and personalization:

1. Educational Support Professional (ESP) Push-In:

- a. **Role:** Our Educational Support Professionals (ESPs) are no longer simply supervising groups; they are actively pushing into classrooms to support teachers in differentiated instruction.
- b. **Action:** The ESPs collaborate directly with classroom teachers to formulate and facilitate small-group instruction. This allows the classroom teacher to run one targeted small group while the ESP manages or co-manages a second, high-leverage group. This significantly increases the available time for differentiated, small-group work within the dedicated Tier 2 math team time block.

2. iReady My Path Individualized Learning:

- a. **Model:** While the teacher and ESP lead the intensive small-group work (Tier 2 and Tier 3), other students are independently working on individualized pathways using the iReady My Path online program.
- b. **Adaptive Nature:** My Path is an adaptive software program that continually adjusts the content and difficulty based on student performance, ensuring the material is always at their Instructional Zone, a key component of effective Tier 2 support. This ensures benchmark students are receiving appropriate challenge and reinforcement, while strategic students are filling foundational gaps identified in their diagnostic profile.

Assessment and Verification of Mastery

A critical component of this restructured model is the use of real-time data to confirm instructional effectiveness:

- **iReady Comprehension Checks:** We are strategically utilizing iReady's Comprehension Checks immediately following periods of skills practice.
- **Purpose:** These checks serve as quick, non-summative assessments to confirm whether specific mathematical skills practiced within the small groups or on the adaptive pathway have since been mastered.
- **Impact:** This immediate feedback loop allows teachers and specialists to rapidly adjust groups and instructional content, ensuring students do not continue practicing skills they have already mastered or fall behind without targeted intervention.

Conclusion and Alignment with Growth Goal

The restructuring of our Tier 2 Math model represents a decisive shift toward highly personalized, intensive, and responsive instruction. By implementing skills-based grouping in Kindergarten, and a hybrid model of ESP-supported small groups combined with adaptive software in Grades 1-6, we are:

- Increasing instructional time spent in the student's Zone of Proximal Development using iReady software.
- Leveraging specialized personnel (ESPs and teachers) to maximize small-group differentiation.
- Using real-time data (Comprehension Checks) to accelerate the mastery cycle.

These strategic changes in our math delivery are expected to significantly accelerate learning trajectories and provide the necessary support structure to achieve our school-wide goal. We will continue to monitor the implementation quarterly growth reports to ensure our actions are directly impacting student outcomes.

HMK Board Report BOY for SY25-26



Students of the Month



Conner Smith



**Maria Leon-
Montes**



**Dylaine
Cly**



**Harper
Davis**



**Porter
Hall**



Ryatt Shumway



Oliver Smith

Celebrations!

- We are currently serving 53 students in our Skills Building Program, working on specific behavioral, social-emotional, and functional skills based on individual needs.
- We have finished working through all of the 8 indicators for Level 1 of HRS in our GPS Team and began to gather evidence.
 - We also reviewed our survey data in GPS and as a team felt overall HMK is in a pretty good place statically speaking, and the areas of growth are minimal and doable.
- We have a new hire in Title 1 to help us with our strategic plan around improving literacy and numeracy scores. As well as an additional person hired to fill the vacant position in SpEd to support our moderate program. This addressed one of our concerns from last months board report.
- Our annual Halloween Parade at HMK was a huge success. Many parents and community members noted both the organization of the parade as well as that it felt more safe in the selected location. We had several families join us that day in the fun and it is truly a cherished tradition.
- We recently held "Choose Your Own Adventure" PD, where teachers had the opportunity to self-select PD sessions that they wanted to attend to meet their need. Each session was delivered by either the principal, assistant principal, specialists, or veteran teachers. This was a experience for teachers to learn from each other.

Challenges & Struggles

- A continual challenge we are still facing is the amount of educational support professionals (ESP's) we have in ratio to the amount of students that we have in need of intervention. As previously mentioned we have "small" groups of 8-10 students, and more recently a group of 20 students, which is not best practice for significant impact on student learning.
 - ★ A solution to this would be to allocate more funding to bring our support staff numbers back up to 10 (we currently only have 6 ESP's + 2 Specialists). This would allow us to not only provide smaller instructional intervention groups, but also increase our supervision during lunchtime as part of our duty schedule.
 - Ideally, if we could get all of our intensive and strategic students (red and yellows) in a group of not more than 5 students it would significantly impact the ability to improve outcomes.
 - A student-to-staff ratio of 5:1 (five students to one instructor) in intervention groups is widely supported as a highly effective structure for enhancing student achievement, particularly in Tier 2 settings. This small group size maximizes the intensity of instruction, allowing the instructor to provide frequent, individualized feedback and immediate correction, which are critical components for accelerating the learning of struggling students and closing achievement gaps



HMK Elementary PBIS Report

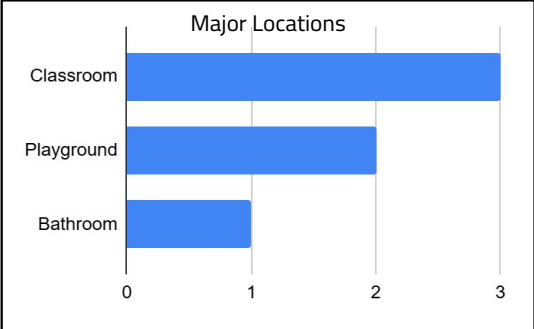
October 2025



Major Infractions
6

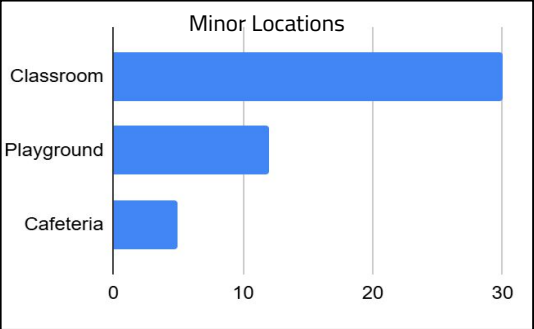
Average Daily Attendance		
October	September	August
92%	94%	94%

Minor Infractions
49



In School Suspensions
2

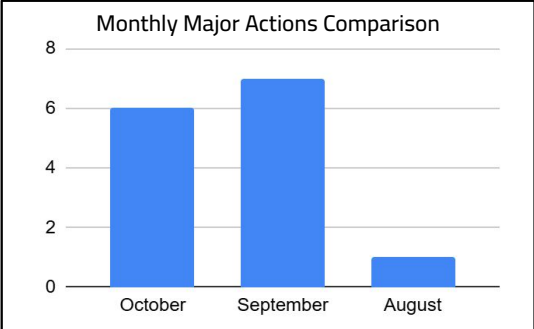
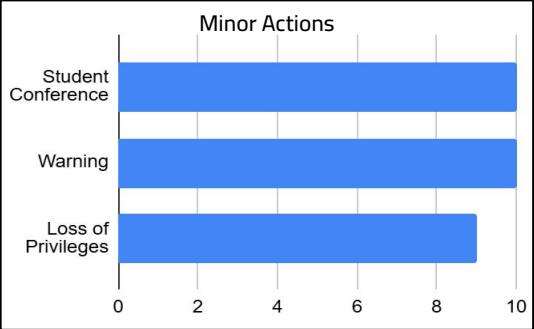
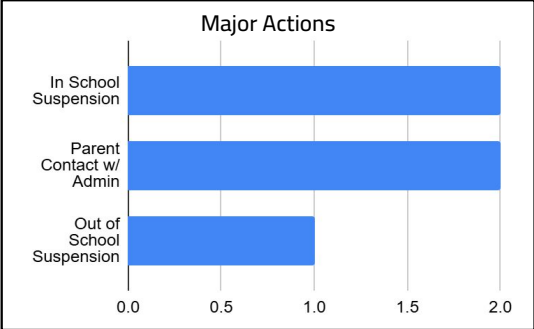
Out of School Suspensions
1



Safe School Violations
0

Attendance Visits
3

Gryffins of Excellence
193



Skills Building - Quarter 1

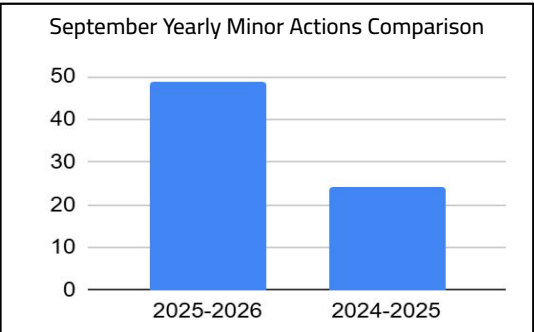
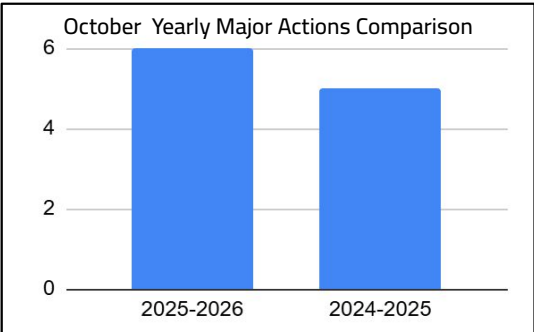
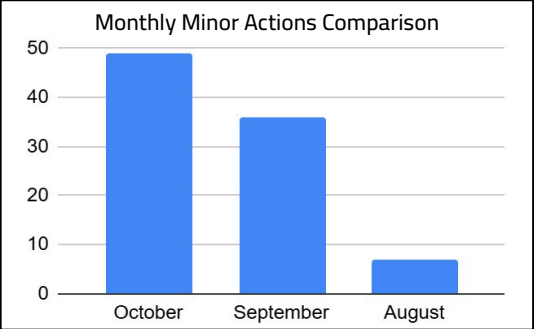
BIT2 Students
22

SELT2 Students
26

FST3 Students
5

Students Graduated
0

Total Students Served
53





HMK Elementary PBIS Report

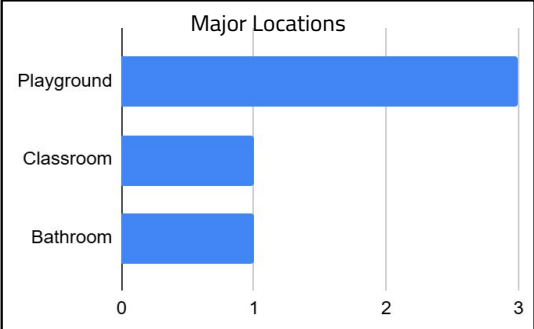
September 2025



Major Infractions
7

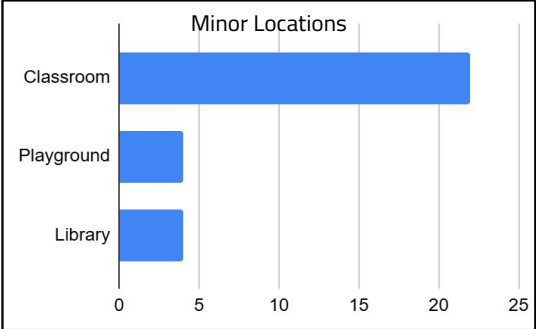
Average Daily Attendance
September 94% August 94%

Minor Infractions
36

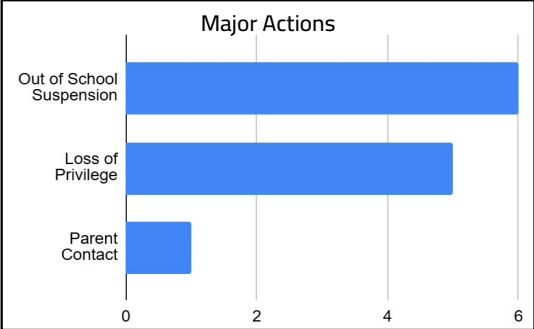


In School Suspensions
0

Out of School Suspensions
6



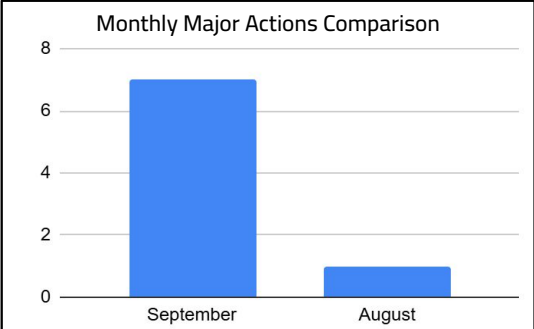
Safe School Violations
3



Attendance Visits
0



Gryffins of Excellence
355



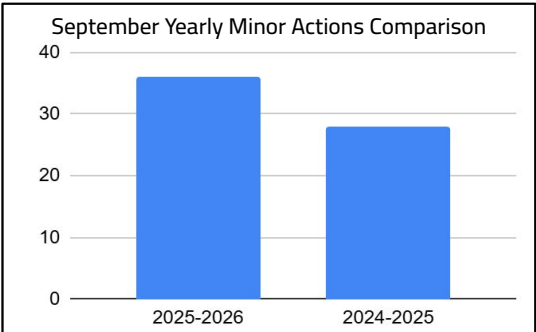
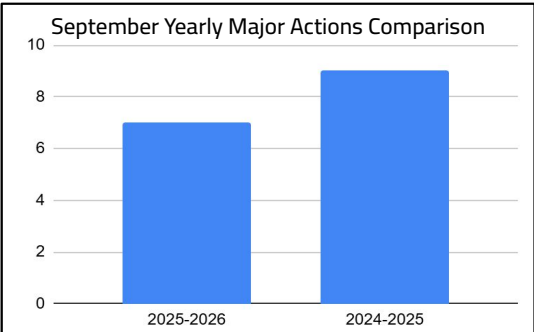
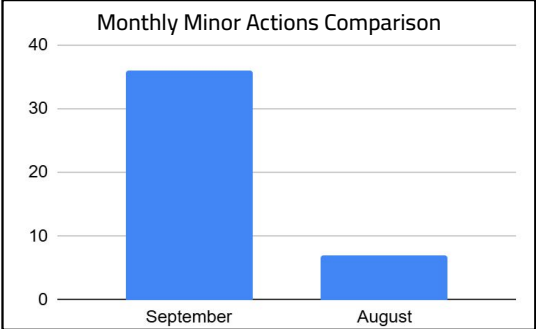
Skills Building - Quarter 1

BIT2 Students
22

SELT2 Students
26

FST3 Students
5

Total Students Served
53



November 2025 Community Coordinator Updates

TITLE VI:

- November is Native American Heritage Month - see information about our events and spirit days below
- The Office of Indian Education (OIE) has moved from the department of education to the department of the interior and its staff has been cut dramatically. We are under the impression that the Title VI grant, which funds our native american program, is funded for the next two years, however, because of the shift to a new department and the reduction in force, as well as the resignation of the director, there is a feeling of discomfort and insecurity within the program. The grant should be made available in January or February, therefore if we do not see the grant reports become available by then we will have more cause for concern.
- Parent Ribbon Dress Workshop - Ricky hosted a parent ribbon dress event to help continue work they had started during the Indigenous People's Day workshop. They will do one more final meet up to finish their dresses soon
- Sheep Butchering - Ricky hosted a sheep butchering event for families at the YGP last week. Many families came and we saw participation from elders, students, and parents.

Attendance Campaigns - I am working on December's prizes for MS and keeping up to date our documents for attendance. We are still doing decently well across the schools.

Native American Heritage Month Events - November is Native American Heritage Month and to celebrate we hosted a spirit week at the HS, trivia at the MS and HS, and a week of events - [see the poster here](#).

This Week in Moab - Conversations this month included SCSC team members, Ethan Carotti, Sue Winkler and Alyssa Sherman talking about the history, impact and changes to the program; With Malcom Campbell-Taylor about MVMC's day of the dead festival; and with Julie Nieman about the trunk or treat event for halloween.

4th Grade Field Trip to USU - The annual 4th grade field trip to USU took place on October 30th and was a great success. The students had fun learning about how to plumb a toilet with Aaron Lindberg, ate chocolate with 4H and did two awesome hands-on rotations with USU nursing program. They also got to meet Smoky the bear!

Stand4Kindness Assembly and Training - On October 23rd we hosted assemblies at HMK and the MLHMS where Ben Kjar presented about his childhood experiences with bullying and about overcoming physical disability to find success as an olympic level wrestler. We also hosted 10 leaders from MS and HS for a leadership workshop with Stand4Kind at the Middle school.

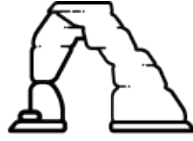
Calendar - To ensure maximum transparency and time for planning I have scheduled nearly all the dates for ongoing events I facilitate or run for the year. Please consider taking time to come to as many of these events as possible. I would love more board presence at these events.

Upcoming Events:

- YVSO Kickoff - 1st week of December
- Dec 6th - Light Parade w/ Native American Club

- Dec 18th - MS Homeroom Attendance Prize (llamas?)
- Dec 19th MS End of Term AttenDANCE

Attended: Title VI Coordinator Meeting; Board Working Group, Clinical Safety,



Grand County School District

EACH STUDENT, EVERY DAY.

Grand County School District Board of Education

Regular Board Meeting - Oct 15 2025

Wednesday, October 15, 2025

5:15 PM

In Attendance: Melissa Byrd, Kathy Williams, Dave Bierschied, Lauralee Green, Jenna Woodbury, Matthew Keyes (Superintendent ad interim), Jeri Hamilton (Acting Business Administrator), NaShay Lange (Administrative Assistant - zoom)

Also in attendance: Sarah Henderson, Cari Caylor, Jordan Roblyer, Holly Harris, Jill Tatton, Mikalyn Steinbrueck, Melissa Roy, Jeremy Spaulding, Lindsay Dowd, Jim Keyes, Linda Keyes, Hudson Keyes

Melissa Byrd called the meeting to order at 5:17 PM

Pledge of Allegiance led by Oakley Ricks.

Mission Statement read by Lauralee Green.

1. **Approval of Agenda**

Move to approve the agenda.

Moved by: Dave Bierschied

Seconded by: Lauralee Green

Passed 5-0

2. **Public Comments**

None.

3. **Interim Superintendent Oath of Office**

Matthew Keyes will take the Oath of Office as Superintendent ad interim.

Melissa read the oath and Matthew repeated the oath.

4. Student Body President Report

Not here.

5. Board Recognitions

a. Students of the Month

HMK

- Naomi Villaseñor Sanchez (Kindergarten)
- Everett Mason (1st)
- Bernie Houghton (2nd)
- Bayron Lopez-Gonzalez (3rd)
- Macaria Black (4th)
- Rowan Black (5th)
- Conner Brienan (6th)

MLHMS

- Aylah Stocks-Dalton (7th)
- Estelle Surkes (8th)

GCHS

- Kelvin Rawson (10th)
- Oakley Ricks (10th)

6. Items for Discussion

a. SRO Presentation

SRO Jordan Roblyer will present to the Board.

Detective Roblyer with MPD, appointed in July, started this school year. Focus is three areas: building relationships between himself with the student body as well as with the staff; education is key - can help in building success for the future and hoping to decrease crime now and in the future; improving on the curriculum and building upon the curriculum left from the last SRO. Certified with DARE and

NOVA.

Decision of the new Security Chief was made today with the Sheriffs Office, but he is not in a position that he can disclose that yet.

Wants great communication between schools and himself. He has zero tolerance on anything that would be a criminal situation, and he refers students to the juvenile court for help.

At schools Monday-Friday 7:30-3:30 and then works for the police department otherwise. Tries to spread his time evenly among the schools, but some schools require more time.

Was in the Navy prior to this job. Wanted to rejoin the Navy as an Officer, but life had other plans.

- b. Mill Creek Bank Protection Drop Structure - Temporary Easement

[Mill Creek Drawings](#) 

[Temporary Construction Agreement](#) 

The city is doing work near Mill Creek. We are granting them a temporary easement. This will allow them to complete their project more easily. It is a 210 day project, with many different sites. The City will let Matthew know before they start working on the project.

We will want to look into if and how this affects the Safe Schools Route and make adjustments if necessary.

- c. Board of Education - Key Performance Indicators & Continuing Education

[Five Areas of Achievement & Key Performance Indicators](#)

[USBA Annual Conference](#)

[NSBA Annual Conference](#)

Part of what USBA provides is Key Performance Indicators (KPI). It is a evaluation. The Board evaluates the person and the person completes a self evaluation. A Work Session will be set up to talk about the results of the evaluation, where there

is alignment and where there is disconnect.

When we talk about KPI, we can discuss our next Retreat and Leadership Conference.

Serves also as a reminder to have Master Boards completed by December 1st.

USBA Annual Conference - everyone is already signed up for it.

The National School Board Association is in San Antonio - there is an advanced early bird special prior to December 5th. As we talk about improving as a Board, this is truly a conference that will help the Board in making those strides. Add it to November discussion - board members can look at their schedules between now and then to see if it is a conference they can attend.

- d. Board Meeting & Public Comment(s)
[Free Speech & Fair Rights Presentation](#)
[Public Comment Guidance](#) 

Conversations on public comment. Agendas need to state a period of time that will be dedicated to public comments. Hopeful to utilize public comments within Diligent Community.

We cannot discuss the public comment during the meetings, but is some sort of acknowledgement possible - letter, email, having the Superintendent (or appropriate personnel) follow up.

- e. 2025 USBA Model Policies (New)
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[FDD School Meal Payments redline.docx](#) 

[FDEB Prohibited Food Additives redline.docx](#) 

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[2025 USBA & GCSD Model Policies Chart](#)

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FDD - we do still have reduced cost lunch, students and families are not paying for those lunches, but the district still has to track those meals and is getting reimbursement for those lunches.

- f. Bank of American Response to RFP for Underwriting Services

7. Staff & Community Reports

- a. Board Committee Reports
 - Prevention met yesterday (10/14) continuing to move forward and tightening up the Communities that Care program. Getting more organized and creating a mission statement. Evaluating the different programs.
 - Negotiations met - there was talk about changing PTC in November. Having it as an early release for secondary levels. Discussion about no fall break. Discussion about 4th grade

classes getting very large. Currently 30 4th graders per class. Other grades are averaging about 25 per class.

Community Counsel at HMK - question of whether we are still committed to HRS, and Dave gave the answer that yes, we are still working with and committed to HRS.

- b. Business Administrator Report
Hybrid process with Jeri and Matt at the moment. We are doing everything in our power to continue moving in the right directions in our various projects.
- c. Community Coordinator Report
Jeremy emailed the report.
- d. Superintendent Report
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[Grand Preschool](#) 
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Updates on how cell phone usage is going at the high school. Would also like to see attendance updates for the high school.

8. Consent Agenda

- a. Minutes
[Board Work Session - Oct 08 2025 - Minutes - Html](#) 
[Regular Board Meeting - Sep 17 2025 - Minutes - Html](#) 

[Regular Board Meeting - Aug 20 2025 - Minutes - Html](#) 

- b. Personnel
[October Personnel List](#) 
- c. Financial Reports
[Detailed Check Register - August 25.pdf](#) 
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- d. Out of State Travel
[Superintendent OOST.pdf](#) 

Focusing on onboarding and offboarding.
Move to approve the consent agenda.

Moved by: Jenna Woodbury
Seconded by: Lauralee Green

Passed 5-0

9. Possible Action Items

- a. 2025 USBA Model Policies (New)
Move to post the 2025 USBA New Model Policies for public comment.

Moved by: Kathy Williams
Seconded by: Dave Bierschied

Passed 5-0

- b. Bank of American Response to RFP for Underwriting Services
Move to ratify the selection of Bank of America for

Underwriting Services related to potential Bond Refunding.

Moved by: Dave Bierschied

Seconded by: Kathy Williams

Passed 5-0

10. Communications

Lauralee - part of the Suicide Prevention walk that we had two weeks ago. This is the first walk we have had here in Moab. Found it hugely successful. Would like to build a team with the Board for next year.

Dave - Slowly moving along and approached every candidate to attend Rotary.

Melissa - talked about being a liaison/bridge between the city and county to remind that the students are the top priority.

11. Advanced Planning

[Advanced Planning - October 2025.pdf](#) 

Sadie Hawkins on the 17th.

Next Wednesday, 23rd, is wear orange day for anti-bullying and bullying awareness.

Vision Clinic on the 29th.

12. Executive Session

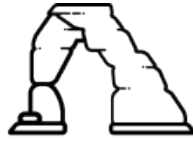
Not needed.

13. Action Items as Per Executive Session

Kathy Williams made a motion to adjourn the meeting.

Dave Bierschied seconded the motion.

Meeting adjourned at 7:15 pm.



Grand County School District

EACH STUDENT, EVERY DAY.

Grand County School District Board of Education

Regular Board Meeting - Oct 15 2025

Wednesday, October 15, 2025

5:15 PM

In Attendance: Melissa Byrd, Kathy Williams, Dave Bierschied, Lauralee Green, Jenna Woodbury, Matthew Keyes (Superintendent ad interim), Jeri Hamilton (Acting Business Administrator), NaShay Lange (Administrative Assistant - zoom)

Also in attendance: Sarah Henderson, Cari Caylor, Jordan Roblyer, Holly Harris, Jill Tatton, Mikalyn Steinbrueck, Melissa Roy, Jeremy Spaulding, Lindsay Dowd, Jim Keyes, Linda Keyes, Hudson Keyes

Melissa Byrd called the meeting to order at 5:17 PM

Pledge of Allegiance led by Oakley Ricks.
Mission Statement read by Lauralee Green.

1. **Approval of Agenda**

Move to approve the agenda.

Moved by: Dave Bierschied

Seconded by: Lauralee Green

Passed 5-0

2. **Public Comments**

None.

3. **Interim Superintendent Oath of Office**

Matthew Keyes will take the Oath of Office as Superintendent ad interim.

Melissa read the oath and Matthew repeated the oath.

4. Student Body President Report

Not here.

5. Board Recognitions

a. Students of the Month

HMK

- Naomi Villaseñor Sanchez (Kindergarten)
- Everett Mason (1st)
- Bernie Houghton (2nd)
- Bayron Lopez-Gonzalez (3rd)
- Macaria Black (4th)
- Rowan Black (5th)
- Conner Brienan (6th)

MLHMS

- Aylah Stocks-Dalton (7th)
- Estelle Surkes (8th)

GCHS

- Kelvin Rawson (10th)
- Oakley Ricks (10th)

6. Items for Discussion

a. SRO Presentation

SRO Jordan Roblyer will present to the Board.

Detective Roblyer with MPD, appointed in July, started this school year. Focus is three areas: building relationships between himself with the student body as well as with the staff; education is key - can help in building success for the future and hoping to decrease crime now and in the future; improving on the curriculum and building upon the curriculum left from the last SRO. Certified with DARE and

NOVA.

Decision of the new Security Chief was made today with the Sheriffs Office, but he is not in a position that he can disclose that yet.

Wants great communication between schools and himself. He has zero tolerance on anything that would be a criminal situation, and he refers students to the juvenile court for help.

At schools Monday-Friday 7:30-3:30 and then works for the police department otherwise. Tries to spread his time evenly among the schools, but some schools require more time.

Was in the Navy prior to this job. Wanted to rejoin the Navy as an Officer, but life had other plans.

- b. Mill Creek Bank Protection Drop Structure - Temporary Easement

[Mill Creek Drawings](#) 

[Temporary Construction Agreement](#) 

The city is doing work near Mill Creek. We are granting them a temporary easement. This will allow them to complete their project more easily. It is a 210 day project, with many different sites. The City will let Matthew know before they start working on the project.

We will want to look into if and how this affects the Safe Schools Route and make adjustments if necessary.

- c. Board of Education - Key Performance Indicators & Continuing Education

[Five Areas of Achievement & Key Performance Indicators](#)

[USBA Annual Conference](#)

[NSBA Annual Conference](#)

Part of what USBA provides is Key Performance Indicators (KPI). It is an evaluation. The Board evaluates the person and the person completes a self evaluation. A Work Session will be set up to talk about the results of the evaluation, where there

is alignment and where there is disconnect.

When we talk about KPI, we can discuss our next Retreat and Leadership Conference.

Serves also as a reminder to have Master Boards completed by December 1st.

USBA Annual Conference - everyone is already signed up for it.

The National School Board Association is in San Antonio - there is an advanced early bird special prior to December 5th. As we talk about improving as a Board, this is truly a conference that will help the Board in making those strides. Add it to November discussion - board members can look at their schedules between now and then to see if it is a conference they can attend.

- d. Board Meeting & Public Comment(s)
[Free Speech & Fair Rights Presentation](#)
[Public Comment Guidance](#) 

Conversations on public comment. Agendas need to state a period of time that will be dedicated to public comments. Hopeful to utilize public comments within Diligent Community.

We cannot discuss the public comment during the meetings, but is some sort of acknowledgement possible - letter, email, having the Superintendent (or appropriate personnel) follow up.

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 Members-only attachment

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d. Out of State Travel

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Seconded by: Lauralee Green

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Vision Clinic on the 29th.

12. Executive Session

Not needed.

13. Action Items as Per Executive Session

Kathy Williams made a motion to adjourn the meeting.

Dave Bierschied seconded the motion.

Meeting adjourned at 7:15 pm.

November 2025 Personnel Items

Name	Position	Site	Employment Action	Begin/End Position Work Date	Certified	Notes	Budget Ramifications
Caitlin Ballard	Work Based Learning Coordinator	GCHS	Transfer	9/20/25	No	From SCSC Secretary	
Rylee Flynn	SCSC Secretary	GCHS/SCSC	Transfer	10/20/25	No	From YIC Para	
Dalena Terwilleger	CNP Kitchen Manager	HMK	New Hire	10/28/25	No		
Cameo Torres	SpEd Teacher	GCHS	Rehire	11/10/25	Yes		
Tyler Allen	Bus Driver	Transportation	Stepped Down	10/31/25	No	Moved to substitute driving	
Kayden Robertson	Wrestling Coach	GCHS		Season	No		
Caydence Ballard	SpEd ESP	HMK	New Hire		No	Pending BCI	

Open Certified Positions

Position	Site	Review Old Employee	Notes

Open Classified Positions

Position	Site	Review Old Employee	Notes
PT Custodian	TSAC	Rose Ann Cayaditto	
YIC	Para	Rylee Flynn	
FT Bus Driver	Transportation	Tyler Allen	

Grand County School District

Disbursement Detail Listing

Bank Name: General Cash Account

Date Range: 10/01/2025 - 10/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: -

Dollar Limit: \$0.00

☒ **Print Employee Vendor Names**

☐ **Exclude Voided Checks**

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☒ **Include Non Check Batches**

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
Bank Name: General Cash Account							
282975	10/13/2025	1098	ADVERTIZER	A202509017	10.011.0001.2500.540	advertising for Open Positions	\$234.00
						Check Total:	\$234.00
283065	10/20/2025	1117	AFLAC GROUP INSURANCE	V925899	10.000.0000.9626.888	October Difference	(\$24.07)
283065	10/20/2025	1117	AFLAC GROUP INSURANCE	V929057	10.000.0000.9626.888	AFLAC TAXABLE	\$1,086.07
						Check Total:	\$1,062.00
282956	10/01/2025	1096	AKITABOX	192532	10.011.0001.2600.650	AKitaBox Renewal software - Renewal access to	\$7,756.09
						Check Total:	\$7,756.09
282957	10/01/2025	1096	All Weather Waterproofing, Inc.	5700	32.106.5550.4600.451	GCSD Roof Replacements Roofing Contract Complete	\$678,461.50
						Check Total:	\$678,461.50
283017	10/17/2025	1100	Allen, Tyler	V443127	10.404.9924.2700.580	Lunch In State Travel - Lunch In State Travel	\$28.00
						Check Total:	\$28.00
282958	10/01/2025	1096	Amazon Capital Services	143N-TXG3-3FMC	10.704.0001.2200.644	Vincent Van gough, treasury of the swedish, good	\$167.14
282958	10/01/2025	1096	Amazon Capital Services	143N-TXG3-3MRP	10.550.6015.2400.610	MAG whiteboard, board geeks	\$43.48
282958	10/01/2025	1096	Amazon Capital Services	14FK-H76W1-3PGJ	10.801.1215.1000.610	Tub mobile storage, play center for children, art	\$1,362.21
282958	10/01/2025	1096	Amazon Capital Services	14FK-H7W1-34T7	10.704.0002.1000.650	6inch Iphone Charger, USB Charging, Unitek Charging	\$294.94
282958	10/01/2025	1096	Amazon Capital Services	14FK-H7W1-3CLK	10.704.0001.1000.641	The marrow thieves, Waership doen,	\$702.10
282958	10/01/2025	1096	Amazon Capital Services	14T9-T6H6-3FFD	10.704.0001.1000.610	Small Microwave, Screen Protector,	\$124.76

Grand County School District

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
282958	10/01/2025	1096	Amazon Capital Services	179W-CVLF-31YQ	10.555.5315.2700.684	Employoy must wash hand sign, Car window breaker,	\$20.95
282958	10/01/2025	1096	Amazon Capital Services	17VM-VLTN-39LN	10.011.0001.1000.610	AA Batteries	\$18.14
282958	10/01/2025	1096	Amazon Capital Services	1931-FD3T-3LDP	10.106.0001.1000.610	2 sided stop signs, iced coffee sups, microwave,	\$423.95
282958	10/01/2025	1096	Amazon Capital Services	196M-61D6-3MKD	10.404.0001.1000.646	Classroom audio, headsets,	\$613.48
282958	10/01/2025	1096	Amazon Capital Services	19WC-PQ6P-3C1H	10.404.0001.1000.641	Guide to visible learning,	\$192.54
282958	10/01/2025	1096	Amazon Capital Services	1D3F-MDGF-3H19	10.704.0002.1000.610	Wet Jet cLeaner, Disinfecting wipes,	\$36.63
282958	10/01/2025	1096	Amazon Capital Services	1DPQ-3P1K-3JJX	10.801.1205.1000.610	room partions, alphabet beads, markers, alchol	\$1,559.29
282958	10/01/2025	1096	Amazon Capital Services	1DPQ-3P1K-3TTW	10.704.9924.1000.610	Iphone 15 plus case	\$45.99
282958	10/01/2025	1096	Amazon Capital Services	1FVT-7GGJ-367Q	10.999.0001.2600.611	Sticker recoil for honda	\$1,842.56
282958	10/01/2025	1096	Amazon Capital Services	1J1P-HQ9J-3D7R	10.550.6300.1000.610	Anatomy organs, blood typing kit,	\$484.65
282958	10/01/2025	1096	Amazon Capital Services	1JGY-LNWK-3GXJ	10.011.0001.1000.610	Binders, Vanilla Tootsie rolls, saddle, dell SRO	\$1,599.72
282958	10/01/2025	1096	Amazon Capital Services	1JXK-4NRH-3RD1	10.550.6900.1000.610	Soldering iron,	\$12.98
282958	10/01/2025	1096	Amazon Capital Services	1K1F-NGHG-1X1G	49.011.8071.3110.611	Towels, Glove oven, Neoprene commercial pans,	\$669.34
282958	10/01/2025	1096	Amazon Capital Services	1LLH-Y4QK-33F6	10.404.0001.1000.610	Toilet Brush, Volleyball lflags, frienship bracelts,	\$572.78
282958	10/01/2025	1096	Amazon Capital Services	1LQG-DWM6-313P	10.555.5315.2700.684	Mr clean erasers, heavy duty wipes, socket adapter	\$79.94
282958	10/01/2025	1096	Amazon Capital Services	1LRF-R3P7-3RWV	10.550.7401.1000.610	Grand Illisions book	\$60.59
282958	10/01/2025	1096	Amazon Capital Services	1MV4-F1MC-3FNT	10.610.7910.2900.611	Spray bottles, Print paper kit, legos, mettalic paint,	\$97.34

Grand County School District

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282958	10/01/2025	1096	Amazon Capital Services	1MV4-F1MC-3RXT	10.550.6015.2400.610	Dual Monitor, Paper clips, gel pens, sheet protectors	\$73.06
282958	10/01/2025	1096	Amazon Capital Services	1QCN-JKF6-3JQY	10.704.0001.1000.610	Heavy duty home safe Self Inking Stamp, 1.5 battery	\$877.36
282958	10/01/2025	1096	Amazon Capital Services	1QH1-HTP3-3P6H	10.610.3504.2900.610	HAptime Plastic mini donosaur, 1000 pcs beads,	\$87.33
282958	10/01/2025	1096	Amazon Capital Services	1V11-99DJ-3VC4	10.999.0001.1000.610	Smart cutting machine, cricut sticker set	\$314.99
282958	10/01/2025	1096	Amazon Capital Services	1VLM-TY1W-3F97	10.106.0001.1000.611	Cardstock paper, slant D rings, 600 sheet protectors	\$825.70
282958	10/01/2025	1096	Amazon Capital Services	1YNH-H979-1XCF	10.404.0001.1000.646	Wireless keyboard	\$28.57
						Check Total:	\$13,232.51
283106	11/03/2025	1130	Amazon Capital Services	14GY-6RLR-YQLL	10.011.0001.1000.610	Interactive classroom	\$197.70
283106	11/03/2025	1130	Amazon Capital Services	14PL-RFCX-F6H4	10.011.5618.1000.610	Weaving looms	\$24.80
283106	11/03/2025	1130	Amazon Capital Services	179D-TJT4-FDDT	10.610.7910.2900.612	Plastic cups, silverware	\$84.76
283106	11/03/2025	1130	Amazon Capital Services	179D-TJT4-FXF4	10.404.0001.2600.610	Mop frame Clamp,	\$65.00
283106	11/03/2025	1130	Amazon Capital Services	179R-1K6N-FW1R	10.011.0001.1000.610	Apple airpod pros	\$249.00
283106	11/03/2025	1130	Amazon Capital Services	17F9-NKPX-FDCH	10.011.0001.1000.610	ergonomic mouse	\$69.25
283106	11/03/2025	1130	Amazon Capital Services	17W9-Q74M-HCVP	10.404.0001.1000.646	Adapter Multiport, Printer able,	\$104.85
283106	11/03/2025	1130	Amazon Capital Services	19DV-NP1V-H6K6	10.011.0001.1000.610	Light weight sylus holder, planner	\$200.23
283106	11/03/2025	1130	Amazon Capital Services	1DWD-R99M-G39P	10.011.0001.1000.610	Labels	\$203.48
283106	11/03/2025	1130	Amazon Capital Services	1GLR-K67K-GX6V	10.610.7910.2900.611	Instant cold pack	\$8.91
283106	11/03/2025	1130	Amazon Capital Services	1JQK-PKDH-GLQY	10.011.0001.1000.610	Game time atlanta	\$19.99
283106	11/03/2025	1130	Amazon Capital Services	1K39-K1T1-GFQ1	10.555.5315.2700.684	Crock pot	\$35.99
283106	11/03/2025	1130	Amazon Capital Services	1KN3-6PRQ-FRLJ	10.704.0001.2200.644	No so friendly book, beyond the pond, what grew in	\$97.45
283106	11/03/2025	1130	Amazon Capital Services	1LDK-RJTF-H1TY	10.555.5315.2700.683	Touch screen for DO camry	\$21.74

Grand County School District

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283106	11/03/2025	1130	Amazon Capital Services	1LVR-D3KF-H9H6	10.404.5679.2110.610	rice krispies, behavior therapy, nabiso crackers,	\$140.33
283106	11/03/2025	1130	Amazon Capital Services	1LVR-DS3KF-GV67	10.011.0001.1000.610	Toner	\$231.96
283106	11/03/2025	1130	Amazon Capital Services	1MHC-YQXC-FYRG	10.404.0001.1000.610	shittle pencils, pack star sunglasses Lin books	\$1,568.87
283106	11/03/2025	1130	Amazon Capital Services	1MMK-X11C-FPXG	10.555.5315.2700.684	Inner tube, Swin bike, bike lock	\$96.56
283106	11/03/2025	1130	Amazon Capital Services	1N7N-W99P-GXYQ	10.106.0001.1000.645	Number send routines	\$475.40
283106	11/03/2025	1130	Amazon Capital Services	1P1J-W4KK-H967	10.704.0001.1000.610	Cardstock, Boards, Display boards, Cork stoppers,	\$281.39
283106	11/03/2025	1130	Amazon Capital Services	1P3N-14GV-G76T	10.404.5420.1000.610	Glue stick, Shackle comb lock	\$73.69
283106	11/03/2025	1130	Amazon Capital Services	1PDV-NP1V-GKG6	10.011.0001.1000.610	Stamps, Coat rack, mouse pad, folders, toilet paper,	\$637.18
283106	11/03/2025	1130	Amazon Capital Services	1PDV-NP1V-GQHV	10.404.0001.1000.646	8k fiber cable,	\$71.99
283106	11/03/2025	1130	Amazon Capital Services	1QNR-K6MK-HC39	49.106.8071.3110.611	Keyboiard mouse pad, Halloween sprinkles, files,	\$248.13
283106	11/03/2025	1130	Amazon Capital Services	1R37-Q713-FNMV	10.555.5315.2700.684	Nitrogen, Oxygen Cyliner, Steel insert	\$678.33
283106	11/03/2025	1130	Amazon Capital Services	1V61-374K-HH9F	10.801.1205.1000.610	Laptop case, Ink cart, Index cards	\$196.66
283106	11/03/2025	1130	Amazon Capital Services	1VPC-HHGF-GV6G	10.106.0001.1000.610	Cheerry syrup, sugar free syrup, free coffee	\$216.95
283106	11/03/2025	1130	Amazon Capital Services	1W4H-KNTP-F9XV	10.999.0001.2600.611	Marking paint, barricade tape,	\$285.49
283106	11/03/2025	1130	Amazon Capital Services	1WVH-TX3P-GT34	10.404.0001.2200.644	Pumpkin spice, world of percy jackson, its me not	\$66.31

Grand County School District

Disbursement Detail Listing

Bank Name: General Cash Account

Date Range: 10/01/2025 - 10/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: -

Dollar Limit: \$0.00

☒ Print Employee Vendor Names

☐ Exclude Voided Checks

☐ Exclude Manual Checks

☒ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283106	11/03/2025	1130	Amazon Capital Services	1XVP-TWCD-GDVP	10.999.0001.1000.610	Linking Book, Index books, Pen, green ribbon, zipper	\$98.13
283106	11/03/2025	1130	Amazon Capital Services	1XVP-TWCD-GMY6	10.106.0001.1000.611	Cardstock, Utility knife, cardstock	\$127.37
283106	11/03/2025	1130	Amazon Capital Services	533	10.011.0001.1000.610	Wall desk calendar, large desk calendar	\$43.13
Check Total:							\$7,095.13
283078	10/20/2025	1127	AXISPLUS BENEFITS	V826854	10.011.0001.1000.240	Invoice # 8473	\$259.05
Check Total:							\$259.05
283018	10/17/2025	1100	BEACHUM, SCOTT	V57276	10.704.9924.2700.580	Breakfast In State Travel – Breakfast In State Travel	\$11.00
283018	10/17/2025	1100	BEACHUM, SCOTT	V57276	10.704.9924.2700.580	Lunch In State Travel – Lunch In State Travel	\$70.00
283018	10/17/2025	1100	BEACHUM, SCOTT	V57276	10.704.9924.2700.580	Dinner In State Travel – Dinner In State Travel	\$100.00
Check Total:							\$181.00
283019	10/17/2025	1100	Bertoch, Daniel	V626852	10.404.9924.2700.580	Dinner In State Travel – Dinner In State Travel	\$20.00
283019	10/17/2025	1100	Bertoch, Daniel	V626852	10.704.9924.2700.580	Breakfast In State Travel – Breakfast In State Travel	\$33.00
283019	10/17/2025	1100	Bertoch, Daniel	V626852	10.704.9924.2700.580	Lunch In State Travel – Lunch In State Travel	\$70.00
283019	10/17/2025	1100	Bertoch, Daniel	V626852	10.704.9924.2700.580	Dinner In State Travel – Dinner In State Travel	\$140.00
Check Total:							\$263.00
283020	10/17/2025	1100	Blomquist Hale Consulting Group, Inc	SEP25-0043	10.011.0001.2100.244	2025–2026 Employee Assistance Coverage	\$452.00
Check Total:							\$452.00
283107	11/03/2025	1130	Blomquist Hale Consulting Group, Inc	Nov25-0627	10.011.0001.2100.244	2025–2026 Employee Assistance Coverage	\$452.00

Grand County School District

Disbursement Detail Listing		Bank Name: General Cash Account		Date Range: 10/01/2025 - 10/31/2026		Sort By: Vendor	
Fiscal Year: 2025-2026		Voucher Range: -		Dollar Limit: \$0.00			
		☒ Print Employee Vendor Names		☐ Exclude Voided Checks		☐ Exclude Manual Checks	
		☒ Include Non Check Batches					
Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283107	11/03/2025	1130	Blomquist Hale Consulting Group, Inc	Oct25-0333	10.011.0001.2100.244	2025-2026 Employee Assistance Coverage	\$452.00
						Check Total:	\$904.00
283079	10/31/2025	1129	Blue Mountain Exterminating	13254	10.999.0001.2600.430	October 25 HS pest Control	\$100.00
283079	10/31/2025	1129	Blue Mountain Exterminating	13255	10.999.0001.2600.430	October 25 SPED pest Control	\$75.00
283079	10/31/2025	1129	Blue Mountain Exterminating	13256	10.999.0001.2600.430	October 25 MS pest Control	\$100.00
283079	10/31/2025	1129	Blue Mountain Exterminating	13257	10.999.0001.2600.430	October 25 Preschool pest Control	\$75.00
283079	10/31/2025	1129	Blue Mountain Exterminating	13258	10.999.0001.2600.430	October 25 HMK pest control	\$130.00
						Check Total:	\$480.00
282976	10/13/2025	1098	Bonneville Equipment Company	SLC-1042411	10.999.0001.2600.611	Cover Discharge	\$76.97
						Check Total:	\$76.97
283057	10/23/2025	1116	Bonneville Equipment Company	SLC-1039560	10.999.0001.2600.611	Comp shaft	\$310.87
						Check Total:	\$310.87
283070	10/24/2025	1122	BRYSON'S SALES & SERVICES	208927	10.555.5315.2700.683	Constant with mount	\$37.94
283070	10/24/2025	1122	BRYSON'S SALES & SERVICES	209198	10.555.5315.2700.683	Switch push out starquest	\$189.98
283070	10/24/2025	1122	BRYSON'S SALES & SERVICES	210668	10.555.5315.2700.683	Volt Air compressor	\$461.69
						Check Total:	\$689.61
283035	10/22/2025	1114	BSN SPORTS	931634319	10.704.9924.1000.615	Sovver Net Pro White	\$267.19
						Check Total:	\$267.19
283080	10/31/2025	1129	BSN SPORTS	931668851	10.704.9924.1000.615	Womens and Mens racerback XC Uniforms	\$1,946.16
283080	10/31/2025	1129	BSN SPORTS	931668852	10.704.9924.1000.615	Girls Basketball Uniforms	\$2,500.00
						Check Total:	\$4,446.16
282977	10/13/2025	1098	CANYONLANDS ADVERTISING	40333	10.600.3391.2900.610	Annual report printing	\$820.00
						Check Total:	\$820.00

Grand County School District

Disbursement Detail Listing

Bank Name: General Cash Account

Date Range: 10/01/2025 - 10/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: -

Dollar Limit: \$0.00

☒ Print Employee Vendor Names

☐ Exclude Voided Checks

☐ Exclude Manual Checks

☒ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
282978	10/13/2025	1098	CANYONLANDS AUTO PARTS	INV 44-742506	10.555.5315.2700.683	Cirbreak	\$17.54
282978	10/13/2025	1098	CANYONLANDS AUTO PARTS	SLC	10.555.5315.2700.683	Pushrod Engine	\$30.27
282978	10/13/2025	1098	CANYONLANDS AUTO PARTS	SLC00044740049	10.555.5315.2700.683	Wash Fluid	\$79.96
282978	10/13/2025	1098	CANYONLANDS AUTO PARTS	SLC00044740380	10.555.5315.2700.683	3way battery	\$139.26
282978	10/13/2025	1098	CANYONLANDS AUTO PARTS	SLC00044740460	10.555.5315.2700.683	Battery CHarger	\$199.98
282978	10/13/2025	1098	CANYONLANDS AUTO PARTS	SLC00044741016	10.555.5315.2700.683	Core Deposit	(\$186.00)
282978	10/13/2025	1098	CANYONLANDS AUTO PARTS	SLC00044741236	10.555.5315.2700.683	Bay Box	\$211.10
282978	10/13/2025	1098	CANYONLANDS AUTO PARTS	SLC00044742220	10.555.5315.2700.683	Cirbreak	\$70.10
282978	10/13/2025	1098	CANYONLANDS AUTO PARTS	SLC00044742418	10.555.5315.2700.684	Rear Caliper	\$15.62
Check Total:							\$577.83
283021	10/17/2025	1100	Casper, Letitia	V46638	10.011.0001.1000.610	Mileage private vehicle -	\$199.08
Mileage private vehicle							
Check Total:							\$199.08
283058	10/23/2025	1116	CATHERINE MOORE	S138950	10.550.6000.1000.517	PER DIEM 1 LUNCH 2	\$54.00
DINNERS							
Check Total:							\$54.00
283071	10/24/2025	1122	CDW-G	AG5INS	10.011.0001.2600.650	Ninja ADV Cross PTFM	\$4,732.50
ENDPT + PATCH MGT							
283071	10/24/2025	1122	CDW-G	AG5INS	10.011.0001.2600.650	NINJA DATA PROTECTION	\$141.00
WORKSTATION							
283071	10/24/2025	1122	CDW-G	AG5INS	10.011.0001.2600.650	NINJA DATA PROTECTION	\$939.00
SVR							
Check Total:							\$5,812.50
283036	10/22/2025	1114	CENTURYLINK BUSINESS SERVICES	756404288	10.011.0001.2600.530	Sep 25 DO Long distance	\$12.81
phone services							
283036	10/22/2025	1114	CENTURYLINK BUSINESS SERVICES	756404288	10.404.0001.2600.530	Aug 25 MS Long distance	\$0.00
phone services							
283036	10/22/2025	1114	CENTURYLINK BUSINESS SERVICES	756404288	10.550.0001.2600.530	Aug 25 TSAC Long distance	\$0.00
phone services							
283036	10/22/2025	1114	CENTURYLINK BUSINESS SERVICES	756404288	10.555.5315.2700.530	Aug 25 Trans Long distance	\$0.00
phone services							

Grand County School District

Disbursement Detail Listing		Bank Name: General Cash Account		Date Range: 10/01/2025 - 10/31/2026		Sort By: Vendor	
Fiscal Year: 2025-2026		Voucher Range: -		Dollar Limit: \$0.00			
		☒ Print Employee Vendor Names		☐ Exclude Voided Checks		☐ Exclude Manual Checks	
		☒ Include Non Check Batches					
Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283036	10/22/2025	1114	CENTURYLINK BUSINESS SERVICES	756404288	10.704.0001.2600.530	Aug 25 HS Long distance phone services	\$0.00
283036	10/22/2025	1114	CENTURYLINK BUSINESS SERVICES	756404288	10.801.1205.2200.530	Aug 25 SPED Long distance phone services	\$0.00
						Check Total:	\$12.81
282979	10/13/2025	1098	CHRISTENSEN OIL CO	0450842	10.555.5315.2700.683	Castrol CRB 15W-40	\$888.90
						Check Total:	\$888.90
282980	10/13/2025	1098	CLEVELAND, CHRISTOPHER	reimb	10.600.3391.2900.610	Misc	\$11.96
						Check Total:	\$11.96
282981	10/13/2025	1098	Curts Custom Welding	612243	10.555.5315.2700.684	Monthly Gas Rental	\$108.00
						Check Total:	\$108.00
283081	10/31/2025	1129	DENCO SECURITY SERVICE LLC I-15837		10.704.0001.2600.431	Oct 25 HS Security Monitoring	\$39.95
283081	10/31/2025	1129	DENCO SECURITY SERVICE LLC I-15838		10.550.0001.2600.431	Oct 25 TSAC Security Monitoring	\$56.75
283081	10/31/2025	1129	DENCO SECURITY SERVICE LLC I-15839		10.106.0001.2600.431	Oct 25 HMK Security Monitoring	\$56.75
283081	10/31/2025	1129	DENCO SECURITY SERVICE LLC I-15840		10.404.0001.2600.431	Oct 25 MS Security & Fire System Monitoring	\$96.70
						Check Total:	\$250.15
282982	10/13/2025	1098	Desert Waves OT, LLC	2025-2026#1	10.801.1205.1000.340	OT svcs aug/sept 2025	\$3,188.62
282982	10/13/2025	1098	Desert Waves OT, LLC	2025-26 #1	10.106.0005.2100.610	Invoice #1 2025/26 school year; occupational therapy	\$200.04
						Check Total:	\$3,388.66
283082	10/31/2025	1129	Desert Waves OT, LLC	Oct 25	10.404.0001.1000.610	Occupational Therapy (80x.75 hours) Services	\$60.00
						Check Total:	\$60.00
282983	10/13/2025	1098	DESERT WEST OFFICE SUPPLY	271315	49.011.8071.3110.611	Business Cards	\$12.51
282983	10/13/2025	1098	DESERT WEST OFFICE SUPPLY	271366	10.011.0001.1000.610	Shredder	\$1,245.60
282983	10/13/2025	1098	DESERT WEST OFFICE SUPPLY	271415	10.704.0001.1000.610	Folders	\$29.98
282983	10/13/2025	1098	DESERT WEST OFFICE SUPPLY	271486	10.011.0001.1000.610	Tape Dispenser	\$12.79

Grand County School District

Disbursement Detail Listing

Bank Name: General Cash Account

Date Range: 10/01/2025 - 10/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: -

Dollar Limit: \$0.00

☒ **Print Employee Vendor Names**

☐ **Exclude Voided Checks**

☐ **Exclude Manual Checks**

☒ **Include Non Check Batches**

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
282983	10/13/2025	1098	DESERT WEST OFFICE SUPPLY	271566	10.011.0001.1000.610	Utah State Flags	\$253.47
282983	10/13/2025	1098	DESERT WEST OFFICE SUPPLY	271691	10.011.0001.1000.610	2-PKt Portfolio	\$24.84
Check Total:							\$1,579.19
283037	10/22/2025	1114	DESERT WEST OFFICE SUPPLY	271998	10.600.7350.2900.610	Brochure holders	\$16.38
Check Total:							\$16.38
283108	11/03/2025	1130	DESERT WEST OFFICE SUPPLY	271826	10.011.0001.1000.610	Binder	\$6.99
283108	11/03/2025	1130	DESERT WEST OFFICE SUPPLY	271860	10.760.1609.1000.610	Paper	\$18.79
283108	11/03/2025	1130	DESERT WEST OFFICE SUPPLY	271893	10.011.0001.1000.610	Flash Drive	\$25.63
283108	11/03/2025	1130	DESERT WEST OFFICE SUPPLY	271925	10.011.0001.1000.610	Officail record stamp	\$44.70
283108	11/03/2025	1130	DESERT WEST OFFICE SUPPLY	272090	10.760.1609.1000.610	Tape, Post it, Paper	\$34.21
283108	11/03/2025	1130	DESERT WEST OFFICE SUPPLY	272181	10.011.0001.1000.610	LAbels	\$88.10
283108	11/03/2025	1130	DESERT WEST OFFICE SUPPLY	272182	10.011.0001.1000.610	LAbels	\$82.16
Check Total:							\$300.58
282984	10/13/2025	1098	EMERY TELCOM	Sept25 2936400	10.011.0001.2500.530	Sep 25 District Wide Phone Services	\$1,127.61
Check Total:							\$1,127.61
282985	10/13/2025	1098	EMERY TELCOM	Sept 25 4631100	10.801.1205.2200.530	Sept 25 Prepaid Phone Services for SPED	\$99.95
Check Total:							\$99.95
282986	10/13/2025	1098	EMERY TELCOM	2278SZ08001.134	10.801.1205.2200.530	Sept 25 Prepaid Phone Services for SPED	\$430.21
Check Total:							\$430.21
283083	10/31/2025	1129	Enbridge Gas	Oct 25	10.011.0001.2600.621	Sept-Oct 25 DO Natural Gas Services	\$6.95
283083	10/31/2025	1129	Enbridge Gas	Oct 25	10.106.0001.2600.621	Sept-Oct 25 HMK Natural Gas Services	\$582.44
283083	10/31/2025	1129	Enbridge Gas	Oct 25	10.404.0001.2600.621	Sept-Oct 25 MS Natural Gas Services	\$759.08
283083	10/31/2025	1129	Enbridge Gas	Oct 25	10.550.0001.2600.621	Sept-Oct 25 TSAC Natural Gas Services	\$197.12

Grand County School District

Disbursement Detail Listing		Bank Name: General Cash Account		Date Range: 10/01/2025 - 10/31/2026		Sort By: Vendor	
Fiscal Year: 2025-2026		Voucher Range: -		Dollar Limit: \$0.00			
		☒ Print Employee Vendor Names		☐ Exclude Voided Checks		☐ Exclude Manual Checks	
		☒ Include Non Check Batches					
Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283083	10/31/2025	1129	Enbridge Gas	Oct 25	10.555.5315.2700.621	Sept-Oct 25 Trans Natural Gas Services	\$41.18
283083	10/31/2025	1129	Enbridge Gas	Oct 25	10.704.0001.2600.621	Sept-Oct 25 HS Natural Gas Services	\$199.10
						Check Total:	\$1,785.87
283038	10/22/2025	1114	FABIAN VANCOTT	420107	10.011.0001.2300.349	Legal Services Through Sept 31, 2026	\$270.90
						Check Total:	\$270.90
282987	10/13/2025	1098	FleetPride, Inc	129335610	10.555.5315.2700.683	Hose Charge Ait Bellows	\$132.17
						Check Total:	\$132.17
282959	10/01/2025	1096	Flynn, Rylee	reimbu	10.704.5340.1000.580	Mileage Reimb YIC Conf Refresher	\$194.73
						Check Total:	\$194.73
282988	10/13/2025	1098	FST FILTRATION LLC	INV001098	10.999.0001.2600.611	18x24x2 MERV 816x20X4 MERV 824x24X4 MERV	\$2,177.55
						Check Total:	\$2,177.55
NCB	10/20/2025	1106	GCSD - ACH	V385006	10.000.0000.9530.888	WAGES PAYABLE	\$15,367.28
NCB	10/20/2025	1106	GCSD - ACH	V385006	49.000.0000.9530.888	WAGES PAYABLE	\$1,416.93
NCB	11/05/2025	1133	GCSD - ACH	V51662	10.000.0000.9530.888	WAGES PAYABLE	\$16,193.44
NCB	11/05/2025	1133	GCSD - ACH	V51662	49.000.0000.9530.888	WAGES PAYABLE	\$515.31
NCB	10/20/2025	1105	GCSD - ACH	V727163	10.000.0000.9530.888	WAGES PAYABLE	\$6,374.00
NCB	10/20/2025	1105	GCSD - ACH	V727163	49.000.0000.9530.888	WAGES PAYABLE	\$350.00
NCB	10/20/2025	1105	GCSD - ACH	V942331	10.000.0000.9530.888	WAGES PAYABLE	\$1,650.00
NCB	10/20/2025	1105	GCSD - ACH	V962764	10.000.0000.9530.888	WAGES PAYABLE	\$869,090.28
NCB	10/20/2025	1105	GCSD - ACH	V962764	49.000.0000.9530.888	WAGES PAYABLE	\$21,779.27
						Check Total:	\$932,736.51
283066	10/20/2025	1118	GCSD - DENTAL	V346067	10.000.0000.9598.888	Dental - Simple Payable	\$119.50
283066	10/20/2025	1118	GCSD - DENTAL	V810701	10.000.0000.9598.888	Dental - Simple Payable	\$2,911.70
283066	10/20/2025	1118	GCSD - DENTAL	V8966	10.000.0000.9598.888	Dental - Simple Payable	\$573.68
283066	10/20/2025	1118	GCSD - DENTAL	V977820	10.000.0000.9598.888	October Difference	\$17.00
						Check Total:	\$3,621.88

Grand County School District

Disbursement Detail Listing

Bank Name: General Cash Account

Date Range: 10/01/2025 - 10/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: -

Dollar Limit: \$0.00

☒ Print Employee Vendor Names

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
NCB	10/20/2025	1103	GCSD - FLEX	V851752	10.000.0000.9597.888	125 MEDICAL FLEX	\$2,729.99
NCB	10/20/2025	1103	GCSD - FLEX	V927024	10.000.0000.9597.888	125 MEDICAL FLEX	\$416.66
Check Total:							\$3,146.65
283033	10/20/2025	1111	GCSD - UEA	V294682	10.000.0000.9621.888	ASSOC DUES	\$325.60
283033	10/20/2025	1111	GCSD - UEA	V986961	10.000.0000.9621.888	Oct Difference	(\$81.40)
Check Total:							\$244.20
283022	10/17/2025	1100	GHOLSON, KARENA	V981697	10.010.5868.1000.610	Classroom Supplies - Classroom Supplies	\$80.04
283022	10/17/2025	1100	GHOLSON, KARENA	V981697	10.010.5868.1000.610	Classroom Supplies - Classroom Supplies	\$6.93
283022	10/17/2025	1100	GHOLSON, KARENA	V981697	10.010.5868.1000.610	Classroom Supplies - Classroom Supplies	\$106.81
283022	10/17/2025	1100	GHOLSON, KARENA	V981697	10.010.5868.1000.610	Classroom Supplies - Classroom Supplies	\$26.70
283022	10/17/2025	1100	GHOLSON, KARENA	V981697	10.010.5868.1000.610	Classroom Supplies - Classroom Supplies	\$26.70
Check Total:							\$247.18
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	JACOB F. XC@PARK CITY 09/04-05	\$168.00
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	BRITTNEY M. VOLLEYBALL@ENTERPRISE &	\$140.00
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	BRITTNEY M. VOLLEYBALL@ENTERPRISE &	\$73.22
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	BUS DRIVER VOLLEYBALL@ENTERPRISE &	\$73.22
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	LAURA R. G-SOCCER@09/26-27	\$42.00
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	LAURA R. G-SOCCER@09/26-27	\$134.54
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	JACOB F. XC@SPANISH FORK 08/22-23	\$293.52

Grand County School District

Disbursement Detail Listing

Bank Name: General Cash Account

Date Range: 10/01/2025 - 10/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: -

Dollar Limit: \$0.00

☒ Print Employee Vendor Names

☐ Exclude Voided Checks

☐ Exclude Manual Checks

☒ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	ROBBIE J. B-GOLF@RICHFIELD 09/03	\$42.00
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	LAURA R. G-SOCCER@MILLARD 09/04	\$14.00
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	JACOB F. XC@PARK CITY 09/04-05	\$422.33
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	LAURA R. G-SOCCER@MONROE 09/09	\$14.00
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	ROBBIE J. B-GOLF@CEDAR CITY 09/09-10	\$42.00
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	KEITH H. FOOTBALL@PRIVIDENCE	\$42.00
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	JACOB F. XC@WEST VALLEY 09/12-13	\$126.00
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	JACOB F. XC@WEST VALLEY 09/12-13	\$319.98
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	BRITTNEY M. VOLLEYBALL@KANAB	\$42.00
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	BRITTNEY M. VOLLEYBALL@KANAB	\$79.80
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	BRITTNEY M. VOLLEYBALL@S.SEVIER &	\$112.00
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	BRITTNEY M. VOLLEYBALL@S.SEVIER &	\$167.13
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	BRITTNEY M. VOLLEYBALL@BLANDING	\$28.00
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	LAURA R. G-SOCCER@BLANDING	\$14.00
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	ROBBIE J. B-GOLF@FERRON MILLSITE 09/18	\$42.00

Grand County School District

Disbursement Detail Listing		Bank Name: General Cash Account		Date Range: 10/01/2025 - 10/31/2026		Sort By: Vendor	
Fiscal Year: 2025-2026		Voucher Range: -		Dollar Limit: \$0.00			
		☒ Print Employee Vendor Names		☐ Exclude Voided Checks		☐ Exclude Manual Checks	
		☒ Include Non Check Batches					
Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	KEITH H. FOOTBALL@S.SEVIER 09/19	\$84.00
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	ROBBIE J. B-GOLF@STERLING 09/30-10/02	\$70.00
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	JACOB.F XC@PRICE 09/17	\$14.00
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	BRIAN B. G-TENNIS@MT.PLESEANT	\$70.00
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	BRIAN B. G-TENNIS@MT.PLESEANT	\$363.03
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2200.580	JACOB F. XC@SPANISH FORK 08/22-23	\$126.00
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2700.580	BUS DRIVER G-TENNIS@MT.PLESEANT	\$363.02
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2700.580	BUS DRIVER VOLLEYBALL@KANAB	\$79.80
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2700.580	BUS DRIVER XC@WEST VALLEY 09/12-13	\$159.99
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2700.580	BUS DRIVER XC@PARK CITY 09/04-05	\$122.11
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2700.580	BUS DRIVER XC@SPANISH FORK 08/22-23	\$146.78
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2700.580	BUS DRIVER G-SOCCER@09/26-27	\$134.54
283084	10/31/2025	1129	GRAND COUNTY HIGH SCHOOL	Adv Meals	10.704.9924.2700.580	BUS DRIVER VOLLEYBALL@S.SEVIER &	\$167.13
						Check Total:	\$4,332.14
283085	10/31/2025	1129	Grand County Middle School	Coach meal	10.404.9924.2200.580	Coach meals 2 each/Football/Anthony	\$40.00
283085	10/31/2025	1129	Grand County Middle School	Coach meal	10.404.9924.2200.580	Coach meals 2 each/Football/Anthony	\$40.00

Grand County School District

Disbursement Detail Listing		Bank Name: General Cash Account		Date Range: 10/01/2025 - 10/31/2026		Sort By: Vendor	
Fiscal Year: 2025-2026		Voucher Range: -		Dollar Limit: \$0.00			
		☒ Print Employee Vendor Names		☐ Exclude Voided Checks		☐ Exclude Manual Checks	
		☒ Include Non Check Batches					
Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283085	10/31/2025	1129	Grand County Middle School	Coach meal	10.404.9924.2200.580	Coach meals 1 each/Football/Anthony	\$20.00
283085	10/31/2025	1129	Grand County Middle School	Coach meal	10.404.9924.2200.580	coach meals 2 each/8/20/25 @ helper	\$40.00
283085	10/31/2025	1129	Grand County Middle School	Coach meal	10.404.9924.2200.580	coach meals 1 each Football 8/13/25 @ Mont Harmon	\$20.00
						Check Total:	\$160.00
283086	10/31/2025	1129	Grand County Middle School	Off Football	10.404.9924.2200.580	Layne Nielson FB 10/15 VS Monument Valley\$72	\$132.00
283086	10/31/2025	1129	Grand County Middle School	Off Football	10.404.9924.2200.580	Rob Wilcox FB 10/15 VS Monument Valley. \$72	\$97.00
283086	10/31/2025	1129	Grand County Middle School	Off Football	10.404.9924.2200.580	JJ Squires FB 10/15 VS Monument Valley. \$72	\$97.00
283086	10/31/2025	1129	Grand County Middle School	Off Football	10.404.9924.2200.580	Rob Wilcox FB 10/8 VS Helper. \$72 Varsity/\$62	\$184.00
283086	10/31/2025	1129	Grand County Middle School	Off Football	10.404.9924.2200.580	Jessica Taylor Gate Taker FB 10/8 VS Helper \$10 1/2	\$30.00
283086	10/31/2025	1129	Grand County Middle School	Off Football	10.404.9924.2200.580	Kade Palmer FB 10/8 vs Helper. \$72 Varsity/\$62 JV	\$134.00
283086	10/31/2025	1129	Grand County Middle School	Off Football	10.404.9924.2200.580	Layne Nielson Fb VS Helper 10/8. Varsity \$72/\$62 JV	\$134.00
283086	10/31/2025	1129	Grand County Middle School	Off Football	10.404.9924.2200.580	Nate Lesan FB 10/3 VS Whitehorse 1 Game	\$50.00
283086	10/31/2025	1129	Grand County Middle School	Off Football	10.404.9924.2200.580	Dax Hammer FB 10/3 vs Whitehorse 1 game	\$50.00
283086	10/31/2025	1129	Grand County Middle School	Off Football	10.404.9924.2200.580	Wylson Lamb FB 10/3 VS whitehorse 1 game	\$50.00
283086	10/31/2025	1129	Grand County Middle School	Off Football	10.404.9924.2200.580	Dax Hammer FB 9/3 VS Mont Harmon. Varsity	\$90.00

Grand County School District

Disbursement Detail Listing		Bank Name: General Cash Account		Date Range: 10/01/2025 - 10/31/2026		Sort By: Vendor	
Fiscal Year: 2025-2026		Voucher Range: -		Dollar Limit: \$0.00			
		☒ Print Employee Vendor Names		☐ Exclude Voided Checks		☐ Exclude Manual Checks	
		☒ Include Non Check Batches					
Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283086	10/31/2025	1129	Grand County Middle School	Off Football	10.404.9924.2200.580	Wylson Lamb FB VS Mont Harmon 9/3. \$50	\$90.00
283086	10/31/2025	1129	Grand County Middle School	Off Football	10.404.9924.2200.580	Kade Palmer 9/3 FB VS Mont Harmon. \$72	\$184.00
283086	10/31/2025	1129	Grand County Middle School	Off Football	10.404.9924.2200.580	Chris Swenson 9/4 FB VS Green River. \$50	\$120.00
283086	10/31/2025	1129	Grand County Middle School	Off Football	10.404.9924.2200.580	Patrick Kocks FB 8/27 VS Canyon View. \$72	\$259.00
283086	10/31/2025	1129	Grand County Middle School	Off Football	10.404.9924.2200.580	Kade Palmer FB 8/27 vs Canyon View. \$72	\$184.00
283086	10/31/2025	1129	Grand County Middle School	Off Football	10.404.9924.2200.580	Layne Nielson FB 8/27 VS Canyon view. \$72	\$149.00
						Check Total:	\$2,034.00
282974	10/10/2025	1097	GRAND COUNTY SCHOOL DISTRICT	Cash Box	10.011.5618.1000.610	Native Club Cash Box Money	\$200.00
						Check Total:	\$200.00
NCB	10/20/2025	1134	GRAND COUNTY SCHOOL HSA	V860531	10.000.0000.9597.888	125 MEDICAL FLEX	\$8,939.69
						Check Total:	\$8,939.69
282989	10/13/2025	1098	GRAND TIRE PROS	136480	10.555.5315.2700.682	Dismount	\$60.00
282989	10/13/2025	1098	GRAND TIRE PROS	136712	10.555.5315.2700.682	Outside CHase Wheel	\$69.99
						Check Total:	\$129.99
282990	10/13/2025	1098	GRAND WATER & SEWER	Sep25 20.0831.01	10.555.5315.2700.411	Sept 25 Trans Water & Sewer	\$61.94
282990	10/13/2025	1098	GRAND WATER & SEWER	Sep25 20.1097.01	10.704.0001.2600.411	Sept 25 HS Water & Sewer	\$740.10
						Check Total:	\$802.04
283109	11/03/2025	1130	GRAND WATER & SEWER	Oct 25 20.0831.01	10.555.5315.2700.411	Oct 25 Trans Water & Sewer	\$61.94
283109	11/03/2025	1130	GRAND WATER & SEWER	Oct 25 20.1097.01	10.704.0001.2600.411	Oct 25 HS Water & Sewer	\$740.10
						Check Total:	\$802.04
283023	10/17/2025	1100	Hamilton, Jeri	V249935	10.011.0001.2500.580	Mileage private vehicle - Mileage private vehicle	\$112.14

Grand County School District

Disbursement Detail Listing		Bank Name: General Cash Account		Date Range: 10/01/2025 - 10/31/2026		Sort By: Vendor	
Fiscal Year: 2025-2026		Voucher Range: -		Dollar Limit: \$0.00			
		☒ Print Employee Vendor Names		☐ Exclude Voided Checks		☐ Exclude Manual Checks	
		☒ Include Non Check Batches					
Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
Check Total:							\$112.14
283059	10/23/2025	1116	HANK POSTMA	reimb	10.550.6000.1000.517	PER DIEM 1 LUNCH 2 DINNERS	\$54.00
Check Total:							\$54.00
283075	10/20/2025	1124	HARTFORD GROUP BENEFITS	V199797	10.000.0000.9635.888	LIFE	\$438.93
Check Total:							\$438.93
283077	10/20/2025	1126	HARTFORD GROUP BENEFITS	V260383	10.000.0000.9550.888	October Difference	(\$43.05)
283077	10/20/2025	1126	HARTFORD GROUP BENEFITS	V395763	10.000.0000.9550.888	LIFE BENEFIT	\$7.95
283077	10/20/2025	1126	HARTFORD GROUP BENEFITS	V630495	10.000.0000.9550.888	LIFE BENEFIT	\$1,501.80
Check Total:							\$1,466.70
283076	10/20/2025	1125	Hartford-LTD	V445537	10.000.0000.9546.888	October Difference	(\$422.78)
283076	10/20/2025	1125	Hartford-LTD	V72229	10.000.0000.9546.888	LTD Liability	\$63.00
283076	10/20/2025	1125	Hartford-LTD	V983350	10.000.0000.9546.888	LTD Liability	\$4,968.31
Check Total:							\$4,608.53
283039	10/22/2025	1114	HEARTLAND SCHOOL SOLUTIONS	3249135	49.011.8071.3110.670	SAAS Mosaic Multi Site Back of house, Mosaic Menu	\$2,025.00
283039	10/22/2025	1114	HEARTLAND SCHOOL SOLUTIONS	3249135	49.011.8071.3110.670	Professional Services	\$998.00
Check Total:							\$3,023.00
282991	10/13/2025	1098	Intermountain Farmers Association	1023247157	10.999.0001.2600.612	Lawn Seed	\$1,100.00
282991	10/13/2025	1098	Intermountain Farmers Association	1023247157	10.999.0001.2600.612	Fertilizer	\$5,500.00
282991	10/13/2025	1098	Intermountain Farmers Association	1023247157	10.999.0001.2600.612	Fert Garden	\$2,750.00
Check Total:							\$9,350.00
282992	10/13/2025	1098	INTERSTATE BILLING SERVICE	281617	10.555.5315.2700.684	Rush Trucking	\$282.45
Check Total:							\$282.45
NCB	10/20/2025	1107	IRS	V23109	10.000.0000.9541.888	Social Security Liability	\$2,717.14
NCB	11/05/2025	1131	IRS	V256476	10.000.0000.9541.888	Social Security Liability	\$2,071.84
NCB	10/20/2025	1101	IRS	V533665	10.000.0000.9541.888	Social Security Liability	\$34,716.40
NCB	11/05/2025	1131	IRS	V742931	10.000.0000.9542.888	Federal Tax Liability	\$2,763.92
NCB	10/20/2025	1101	IRS	V816245	10.000.0000.9541.888	Social Security Liability	\$148,441.78
NCB	11/05/2025	1131	IRS	V816640	10.000.0000.9541.888	Social Security Liability	\$623.76
NCB	10/20/2025	1101	IRS	V850170	10.000.0000.9542.888	Federal Tax Liability	\$105,991.22

Grand County School District

Disbursement Detail Listing

Bank Name: General Cash Account

Date Range: 10/01/2025 - 10/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: -

Dollar Limit: \$0.00

☒ Print Employee Vendor Names

☐ Exclude Voided Checks

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☒ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
NCB	10/20/2025	1107	IRS	V865163	10.000.0000.9541.888	Social Security Liability	\$635.48
NCB	10/20/2025	1107	IRS	V981334	10.000.0000.9542.888	Federal Tax Liability	\$2,768.62
Check Total:							\$300,730.16
283087	10/31/2025	1129	Jay E Jeppson	Oct 25	10.801.1205.1000.340	psychoeducational testing services for sped	\$5,160.00
283087	10/31/2025	1129	Jay E Jeppson	Oct 25	10.801.1205.2200.580	travel time to test sped students	\$600.00
Check Total:							\$5,760.00
283024	10/17/2025	1100	KARISA LARSEN PHOTAGRAPHY	519377	49.106.8071.3110.611	HMK Lunch Program ID Crads	\$1,290.00
Check Total:							\$1,290.00
283040	10/22/2025	1114	KELSEY KOPROWSKI	Oct 25	10.760.1609.2200.530	October 25 cell phone reimbursement	\$25.00
Check Total:							\$25.00
283088	10/31/2025	1129	KELSEY KOPROWSKI	Nov25	10.760.1609.2200.530	November 25 cell phone reimbursement	\$25.00
Check Total:							\$25.00
282993	10/13/2025	1098	KENWORTH SALES	005P23831	10.999.0001.2600.611	Oil Filter	\$280.18
282993	10/13/2025	1098	KENWORTH SALES	005P24127	10.999.0001.2600.611	Core credit	(\$61.60)
282993	10/13/2025	1098	KENWORTH SALES	005P24783	10.999.0001.2600.611	BAttery Stud Return	(\$103.86)
282993	10/13/2025	1098	KENWORTH SALES	005P25098	10.555.5315.2700.683	Gasket	\$87.90
Check Total:							\$202.62
283041	10/22/2025	1114	KING SOOPERS CUSTOMER CHARGES	Sept 25 58324	10.404.0001.1000.610	Staff appreciation	\$129.38
Check Total:							\$129.38
283042	10/22/2025	1114	KING SOOPERS CUSTOMER CHARGES	Sept 25 57931	10.010.0500.1000.610	Pre School- Snacks	\$176.89
283042	10/22/2025	1114	KING SOOPERS CUSTOMER CHARGES	Sept 25 57931	10.011.0001.2300.610	DO Board Food and Convocation	\$425.25
283042	10/22/2025	1114	KING SOOPERS CUSTOMER CHARGES	Sept 25 57931	10.404.0001.1000.610	Middle School Account	\$42.50
283042	10/22/2025	1114	KING SOOPERS CUSTOMER CHARGES	Sept 25 57931	49.106.8071.3110.630	MS Kitchen Supplies- Uncrustables, Lunch meat,	\$2,013.34

Grand County School District

Disbursement Detail Listing				Bank Name:	General Cash Account		Date Range:	10/01/2025 - 10/31/2026		Sort By:	Vendor
Fiscal Year: 2025-2026						Voucher Range:	-		Dollar Limit:	\$0.00	
				☒ Print Employee Vendor Names	☐ Exclude Voided Checks	☐ Exclude Manual Checks	☒ Include Non Check Batches				
Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount				
						Check Total:	\$2,657.98				
283110	11/03/2025	1130	LABOR COMMISSION	26U000000026349	10.704.0001.2600.431	TSAC High School Boiler Inspection	\$684.00				
283110	11/03/2025	1130	LABOR COMMISSION	26V000000047523	10.704.0001.2600.431	TSAC High School Boiler Inspection	\$72.00				
						Check Total:	\$756.00				
283043	10/22/2025	1114	Lead for America	0000767	10.610.7910.2900.301	Lead for America– Final Invoice	\$8,750.00				
						Check Total:	\$8,750.00				
283056	10/20/2025	1115	LEGAL SERVICES	V8408	10.000.0000.9630.888	PRE PAID LEGAL	\$228.20				
						Check Total:	\$228.20				
282994	10/13/2025	1098	LES OLSON CO	EA1599989	10.404.0001.2200.432	Quarterly Contract covers all service and supplies except	\$103.81				
						Check Total:	\$103.81				
282995	10/13/2025	1098	Lexia Voyager Sopris Inc.	8807518	10.106.5618.1000.670	Utah ALO Math Digital Administration Early	\$2,607.50				
282995	10/13/2025	1098	Lexia Voyager Sopris Inc.	8807519	10.010.0500.1000.610	Acadience PELI PREK 3/4 Classroom KitAcadience	\$1,420.00				
						Check Total:	\$4,027.50				
283055	10/20/2025	1113	Lift Credit	V212674	10.000.0000.9611.888	UTAH STATE TAX COM GARNISHMENT	\$578.25				
						Check Total:	\$578.25				
283044	10/22/2025	1114	Macmillan Holdings, LLC	72716118	10.704.0001.1000.641	PO\$20382 MPS TEXTBOOK LESTER P. AP HISTORY	\$716.05				
						Check Total:	\$716.05				
282960	10/01/2025	1096	MASON, RAE LYNN	100	49.011.8071.3110.610	Moab Lunch Crew T Shirt Small Medium Large	\$440.00				
						Check Total:	\$440.00				
283111	11/03/2025	1130	Math Medic	72372701-0003	10.704.0001.1000.641	PO#20374 MATH MEDIC AP PLATFORM FOR ANNA W.	\$620.00				
						Check Total:	\$620.00				

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Grand County School District

Disbursement Detail Listing

Bank Name: General Cash Account

Date Range: 10/01/2025 - 10/31/2026

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Fiscal Year: 2025-2026

Voucher Range: -

Dollar Limit: \$0.00

☒ **Print Employee Vendor Names**

☐ **Exclude Voided Checks**

☐ **Exclude Manual Checks**

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283025	10/17/2025	1100	Maughn, Clark R	V75642	10.704.9924.2700.580	Breakfast In State Travel – Breakfast In State Travel	\$22.00
283025	10/17/2025	1100	Maughn, Clark R	V75642	10.704.9924.2700.580	Lunch In State Travel – Lunch In State Travel	\$28.00
283025	10/17/2025	1100	Maughn, Clark R	V75642	10.704.9924.2700.580	Dinner In State Travel – Dinner In State Travel	\$60.00
Check Total:							\$110.00
283026	10/17/2025	1100	McCash, Lisa M	V219977	10.404.9924.2700.580	Dinner In State Travel – Dinner In State Travel	\$20.00
283026	10/17/2025	1100	McCash, Lisa M	V219977	10.704.9924.2700.580	Breakfast In State Travel – Breakfast In State Travel	\$11.00
283026	10/17/2025	1100	McCash, Lisa M	V219977	10.704.9924.2700.580	Lunch In State Travel – Lunch In State Travel	\$28.00
283026	10/17/2025	1100	McCash, Lisa M	V219977	10.704.9924.2700.580	Dinner In State Travel – Dinner In State Travel	\$40.00
Check Total:							\$99.00
282961	10/01/2025	1096	McKeel, Brandon	reimb	10.404.5679.2110.330	Practice Management Healthcare	\$280.50
Check Total:							\$280.50
282996	10/13/2025	1098	Meadow Gold Dairy	500456816	49.106.8071.3110.630	Sept 25 HMK Nutrition Food Supplies	\$339.51
282996	10/13/2025	1098	Meadow Gold Dairy	500457415	49.106.8071.3110.630	Sept 25 HMK Nutrition Food Supplies	\$681.27
282996	10/13/2025	1098	Meadow Gold Dairy	500457417	49.404.8071.3110.630	Sept 25 MS Nutrition Food Supplies	\$56.97
282996	10/13/2025	1098	Meadow Gold Dairy	500457551	49.106.8071.3110.630	Sept 25 HMK Nutrition Food Supplies	\$376.64
282996	10/13/2025	1098	Meadow Gold Dairy	500457554	49.404.8071.3110.630	Sept 25 MS Nutrition Food Supplies	\$188.32

Grand County School District

Disbursement Detail Listing		Bank Name: General Cash Account		Date Range: 10/01/2025 - 10/31/2026		Sort By: Vendor	
Fiscal Year: 2025-2026		Voucher Range: -		Dollar Limit: \$0.00			
		☒ Print Employee Vendor Names		☐ Exclude Voided Checks		☐ Exclude Manual Checks	
		☒ Include Non Check Batches					
Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
282996	10/13/2025	1098	Meadow Gold Dairy	500457782	49.106.8071.3110.630	Sept 25 HMK Nutrition Food Supplies	\$567.33
282996	10/13/2025	1098	Meadow Gold Dairy	500457784	49.404.8071.3110.630	Sept 25 MS Nutrition Food Supplies	\$187.53
282996	10/13/2025	1098	Meadow Gold Dairy	500457915	49.106.8071.3110.630	Sept 25 HMK Nutrition Food Supplies	\$490.58
282996	10/13/2025	1098	Meadow Gold Dairy	500457918	49.404.8071.3110.630	Sept 25 MS Nutrition Food Supplies	\$150.34
282996	10/13/2025	1098	Meadow Gold Dairy	500458150	49.106.8071.3110.630	Sept 25 HMK Nutrition Food Supplies	\$678.90
282996	10/13/2025	1098	Meadow Gold Dairy	500458152	49.404.8071.3110.630	Sept 25 MS Nutrition Food Supplies	\$113.15
282996	10/13/2025	1098	Meadow Gold Dairy	500458283	49.106.8071.3110.630	Sept 25 HMK Nutrition Food Supplies	\$490.58
282996	10/13/2025	1098	Meadow Gold Dairy	500458285	49.404.8071.3110.630	Sept 25 MS Nutrition Food Supplies	\$113.15
282996	10/13/2025	1098	Meadow Gold Dairy	500458515	49.106.8071.3110.630	Sept 25 HMK Nutrition Food Supplies	\$567.33
282996	10/13/2025	1098	Meadow Gold Dairy	500458517	49.404.8071.3110.630	Sept 25 MS Nutrition Food Supplies	\$150.34
282996	10/13/2025	1098	Meadow Gold Dairy	500458649	49.106.8071.3110.630	Sept 25 HMK Nutrition Food Supplies	\$453.39
282996	10/13/2025	1098	Meadow Gold Dairy	500458652	49.404.8071.3110.630	Sept 25 MS Nutrition Food Supplies	\$150.34
282996	10/13/2025	1098	Meadow Gold Dairy	500458884	49.106.8071.3110.630	Sept 25 HMK Nutrition Food Supplies	\$567.33
282996	10/13/2025	1098	Meadow Gold Dairy	500458886	49.404.8071.3110.630	Sept 25 MS Nutrition Food Supplies	\$113.94
						Check Total:	\$6,436.94

Grand County School District

Disbursement Detail Listing		Bank Name: General Cash Account		Date Range: 10/01/2025 - 10/31/2026		Sort By: Vendor	
Fiscal Year: 2025-2026		Voucher Range: -		Dollar Limit: \$0.00			
		☒ Print Employee Vendor Names		☐ Exclude Voided Checks		☐ Exclude Manual Checks	
		☒ Include Non Check Batches					
Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283112	11/03/2025	1130	Meadow Gold Dairy	5004549022	49.404.8071.3110.630	Oct 25 MS Nutrition Food Supplies	\$74.74
283112	11/03/2025	1130	Meadow Gold Dairy	5004549755	49.404.8071.3110.630	Oct 25 MS Nutrition Food Supplies	\$150.63
283112	11/03/2025	1130	Meadow Gold Dairy	500459020	49.106.8071.3110.630	Oct 25 HMK Nutrition Food Supplies	\$492.65
283112	11/03/2025	1130	Meadow Gold Dairy	500459252	49.106.8071.3110.630	Oct 25 HMK Nutrition Food Supplies	\$681.78
283112	11/03/2025	1130	Meadow Gold Dairy	500459254	49.404.8071.3110.630	Oct 25 MS Nutrition Food Supplies	\$207.44
283112	11/03/2025	1130	Meadow Gold Dairy	500459388	49.106.8071.3110.630	Oct 25 HMK Nutrition Food Supplies	\$492.65
283112	11/03/2025	1130	Meadow Gold Dairy	500459390	49.404.8071.3110.630	Oct 25 MS Nutrition Food Supplies	\$113.63
283112	11/03/2025	1130	Meadow Gold Dairy	500459618	49.106.8071.3110.630	Oct 25 HMK Nutrition Food Supplies	\$684.06
283112	11/03/2025	1130	Meadow Gold Dairy	500459620	49.404.8071.3110.630	Oct 25 MS Nutrition Food Supplies	\$95.33
283112	11/03/2025	1130	Meadow Gold Dairy	500459753	49.106.8071.3110.630	Oct 25 HMK Nutrition Food Supplies	\$322.21
283112	11/03/2025	1130	Meadow Gold Dairy	500459987	49.106.8071.3110.630	Oct 25 HMK Nutrition Food Supplies	\$569.67
283112	11/03/2025	1130	Meadow Gold Dairy	500459989	49.404.8071.3110.630	Oct 25 MS Nutrition Food Supplies	\$300.48
283112	11/03/2025	1130	Meadow Gold Dairy	500460119	49.106.8071.3110.630	Oct 25 HMK Nutrition Food Supplies	\$530.02
283112	11/03/2025	1130	Meadow Gold Dairy	500460123	49.404.8071.3110.630	Oct 25 MS Nutrition Food Supplies	\$187.83
283112	11/03/2025	1130	Meadow Gold Dairy	500460350	49.106.8071.3110.630	Oct 25 HMK Nutrition Food Supplies	\$681.78

Grand County School District

Disbursement Detail Listing		Bank Name: General Cash Account		Date Range: 10/01/2025 - 10/31/2026		Sort By: Vendor	
Fiscal Year: 2025-2026		Voucher Range: -		Dollar Limit: \$0.00			
		☒ Print Employee Vendor Names		☐ Exclude Voided Checks		☐ Exclude Manual Checks	
		☒ Include Non Check Batches					
Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283112	11/03/2025	1130	Meadow Gold Dairy	500460352	49.404.8071.3110.630	Oct 25 MS Nutrition Food Supplies	\$264.63
283112	11/03/2025	1130	Meadow Gold Dairy	500460483	49.106.8071.3110.630	Oct 25 HMK Nutrition Food Supplies	\$455.28
283112	11/03/2025	1130	Meadow Gold Dairy	500460486	49.404.8071.3110.630	Oct 25 MS Nutrition Food Supplies	\$189.13
						Check Total:	\$6,493.94
282997	10/13/2025	1098	MH HVAC, LLC	269679	10.999.0001.2600.611	010-01076P PUMP REPAIR KIT WITH GASKET	\$1,595.11
282997	10/13/2025	1098	MH HVAC, LLC	269864	10.999.0001.2600.611	034*00401SA FLOAT VALVE ASSEMBLY	\$1,152.61
						Check Total:	\$2,747.72
283089	10/31/2025	1129	MHTN ARCHITECTS INC	31972	32.011.5550.4300.340	Project# 2024543.00 Professional Services from	\$35,770.00
283089	10/31/2025	1129	MHTN ARCHITECTS INC	31973	32.106.5550.4300.341	Project# 2024551.00 Professional Services from	\$6,975.00
						Check Total:	\$42,745.00
282998	10/13/2025	1098	MOAB AUTO PARTS INC	14910-379746	10.555.5315.2700.683	Spark Plug	\$4.25
282998	10/13/2025	1098	MOAB AUTO PARTS INC	14910-379858	10.555.5315.2700.683	Trimmer Line	\$97.77
282998	10/13/2025	1098	MOAB AUTO PARTS INC	14910-380974	10.555.5315.2700.683	Battery Gold	\$217.00
282998	10/13/2025	1098	MOAB AUTO PARTS INC	14910-381179	10.555.5315.2700.683	Gates V belt	\$9.73
282998	10/13/2025	1098	MOAB AUTO PARTS INC	14910-381926	10.555.5315.2700.683	Gates V belt	\$178.90
282998	10/13/2025	1098	MOAB AUTO PARTS INC	ID 371046	10.555.5315.2700.683	EZ Piour spout	\$24.50
						Check Total:	\$532.15
282962	10/01/2025	1096	MOAB CITY CORPORATION	Sept 25 10504430	32.106.5550.4600.451	Sept 25 Dust Control	\$111.40
						Check Total:	\$111.40
282999	10/13/2025	1098	MOAB CITY CORPORATION	Sept 25 10500005	10.011.0001.2600.411	Sept 25 DO Water, Sewer, Garbage, Storm Water	\$205.53
282999	10/13/2025	1098	MOAB CITY CORPORATION	Sept 25 10500005	10.106.0001.2600.411	Sept 25 HMK Water, Sewer, Garbage, Storm Water	\$2,106.28

Grand County School District

Disbursement Detail Listing		Bank Name: General Cash Account		Date Range: 10/01/2025 - 10/31/2026		Sort By: Vendor	
Fiscal Year: 2025-2026		Voucher Range: -		Dollar Limit: \$0.00			
		☒ Print Employee Vendor Names		☐ Exclude Voided Checks		☐ Exclude Manual Checks	
		☒ Include Non Check Batches					
Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
282999	10/13/2025	1098	MOAB CITY CORPORATION	Sept 25 10500005	10.404.0001.2600.411	Sept 25 MS Water, Sewer, Garbage, Storm Water	\$1,420.53
282999	10/13/2025	1098	MOAB CITY CORPORATION	Sept 25 10500005	10.555.5315.2700.411	Sept 25 Trans Water, Sewer, Garbage, Storm Water	\$56.50
282999	10/13/2025	1098	MOAB CITY CORPORATION	Sept 25 10500005	10.704.0001.2600.411	Sept 25 HS Water, Garbage, Storm Water	\$6,727.47
282999	10/13/2025	1098	MOAB CITY CORPORATION	Sept 25 10500005	10.801.0001.2600.411	Sept 25 SPED Water, Sewer, Garbage, Storm Water	\$532.64
						Check Total:	\$11,048.95
283113	11/03/2025	1130	MOAB CITY CORPORATION	Oct 25 10500005	10.011.0001.2600.411	Oct 25 DO Water, Sewer, Garbage, Storm Water	\$189.89
283113	11/03/2025	1130	MOAB CITY CORPORATION	Oct 25 10500005	10.106.0001.2600.411	Oct 25 HMK Water, Sewer, Garbage, Storm Water	\$2,056.78
283113	11/03/2025	1130	MOAB CITY CORPORATION	Oct 25 10500005	10.404.0001.2600.411	Oct 25 MS Water, Sewer, Garbage, Storm Water	\$1,334.60
283113	11/03/2025	1130	MOAB CITY CORPORATION	Oct 25 10500005	10.555.5315.2700.411	Oct 25 Trans Water, Sewer, Garbage, Storm Water	\$56.50
283113	11/03/2025	1130	MOAB CITY CORPORATION	Oct 25 10500005	10.704.0001.2600.411	Oct 25 HS Water, Garbage, Storm Water	\$4,923.14
283113	11/03/2025	1130	MOAB CITY CORPORATION	Oct 25 10500005	10.801.0001.2600.411	Oct 25 SPED Water, Sewer, Garbage, Storm Water	\$423.70
						Check Total:	\$8,984.61
283045	10/22/2025	1114	MOAB VALLEY MULTICULTURAL	00527	10.011.0001.1000.340	September 25 District Wide Interpretation Services	\$212.50
						Check Total:	\$212.50
283000	10/13/2025	1098	MOAB WASH AND FOLD LLC	2017	10.555.5315.2700.611	Local Rate – Rags for the Buses cleaning	\$25.00
						Check Total:	\$25.00
283027	10/17/2025	1100	Moreau, Thomas	V416341	10.404.9924.2700.580	Lunch In State Travel – Lunch In State Travel	\$14.00

Grand County School District

Disbursement Detail Listing		Bank Name: General Cash Account		Date Range: 10/01/2025 - 10/31/2026		Sort By: Vendor	
Fiscal Year: 2025-2026		Voucher Range: -		Dollar Limit: \$0.00			
		☒ Print Employee Vendor Names		☐ Exclude Voided Checks		☐ Exclude Manual Checks	
						☒ Include Non Check Batches	
Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283027	10/17/2025	1100	Moreau, Thomas	V416341	10.404.9924.2700.580	Dinner In State Travel – Dinner In State Travel	\$40.00
283027	10/17/2025	1100	Moreau, Thomas	V416341	10.704.9924.2700.580	Breakfast In State Travel – Breakfast In State Travel	\$11.00
283027	10/17/2025	1100	Moreau, Thomas	V416341	10.704.9924.2700.580	Lunch In State Travel – Lunch In State Travel	\$28.00
283027	10/17/2025	1100	Moreau, Thomas	V416341	10.704.9924.2700.580	Dinner In State Travel – Dinner In State Travel	\$40.00
						Check Total:	\$133.00
282963	10/01/2025	1096	Mountain State School Book Depository	514-263-667	10.106.0001.1000.641	Language for Learning Teachers Materials	\$2,548.35
						Check Total:	\$2,548.35
283046	10/22/2025	1114	MOUNTAIN STATES SCHOOLBOOK DEPOSITORY	514-263-833	10.106.0001.1000.641	95 Phonics Core 4 student WB Set Pk5	\$515.00
283046	10/22/2025	1114	MOUNTAIN STATES SCHOOLBOOK DEPOSITORY	514-263-833	10.106.0001.1000.641	95 Phonics Core 5 Student WB Set Pk5	\$401.67
283046	10/22/2025	1114	MOUNTAIN STATES SCHOOLBOOK DEPOSITORY	514-263-833	10.106.0001.1000.641	95 Phonics Core 3 TE Set	\$825.00
283046	10/22/2025	1114	MOUNTAIN STATES SCHOOLBOOK DEPOSITORY	514-263-833	10.106.0001.1000.641	95 Phonics Core 5 TE Set	\$825.00
283046	10/22/2025	1114	MOUNTAIN STATES SCHOOLBOOK DEPOSITORY	514-263-833	10.106.0001.1000.641	95 Core 3 Student manipulative kit Pk5	\$212.00
283046	10/22/2025	1114	MOUNTAIN STATES SCHOOLBOOK DEPOSITORY	514-263-916	10.106.0001.1000.641	95 Phonics Core 4 Student Manipulative Kit pk5	\$212.00
283046	10/22/2025	1114	MOUNTAIN STATES SCHOOLBOOK DEPOSITORY	514-263-916	10.106.0001.1000.641	95 Phonics Core 5 Student Manipulative Kit Pk5	\$212.00
						Check Total:	\$3,202.67
283114	11/03/2025	1130	MOUNTAINLAND SUPPLY CO	S107403354.001	10.106.0001.2600.431	Valve, Pipe, Swing joint, tee, PVC, Bishing	\$622.08
						Check Total:	\$622.08
282964	10/01/2025	1096	Murdock, Ashli	reimb 25	10.704.5679.2110.330	Training Northwestern	\$46.62
282964	10/01/2025	1096	Murdock, Ashli	reimb 25	10.704.5679.2110.330	Training EBOR	\$564.25

Grand County School District

Disbursement Detail Listing		Bank Name: General Cash Account		Date Range: 10/01/2025 - 10/31/2026		Sort By: Vendor	
Fiscal Year: 2025-2026		Voucher Range: -		Dollar Limit: \$0.00			
		☒ Print Employee Vendor Names		☐ Exclude Voided Checks		☐ Exclude Manual Checks	
		☒ Include Non Check Batches					
Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
282964	10/01/2025	1096	Murdock, Ashli	reimb 25	10.704.5679.2110.580	Travel Expense for Training	\$500.00
282964	10/01/2025	1096	Murdock, Ashli	reimb 25	10.704.5679.2110.610	Office Ecpenses Insurance	\$219.00
282964	10/01/2025	1096	Murdock, Ashli	reimb 25	10.704.5679.2110.610	Office Expenses Good Inside	\$141.79
Check Total:							\$1,471.66
282965	10/01/2025	1096	NICHOLAS & CO	9318502	49.106.8071.3110.630	Sept 25 HMK Food	\$3,033.17
282965	10/01/2025	1096	NICHOLAS & CO	9318508	49.404.8071.3110.630	Sept 25 MS Food	\$1,016.73
282965	10/01/2025	1096	NICHOLAS & CO	9318509	49.704.8071.3110.630	Sept 25 HS Food	\$434.36
282965	10/01/2025	1096	NICHOLAS & CO	9327195	49.106.8071.3110.630	Sept 25 HMK Food	\$4,203.58
282965	10/01/2025	1096	NICHOLAS & CO	9327200	49.404.8071.3110.630	Sept 25 MS Food	\$1,076.96
282965	10/01/2025	1096	NICHOLAS & CO	9327201	49.704.8071.3110.630	Sept 25 HS Food	\$328.40
282965	10/01/2025	1096	NICHOLAS & CO	9328950	49.106.8071.3110.630	Sept 25 HMK Food	\$902.69
282965	10/01/2025	1096	NICHOLAS & CO	9335607	49.106.8071.3110.630	Sept 25 HMK Food	\$3,995.18
282965	10/01/2025	1096	NICHOLAS & CO	9335612	49.404.8071.3110.630	Sept 25 MS Food	\$676.20
282965	10/01/2025	1096	NICHOLAS & CO	9335613	49.704.8071.3110.630	Sept 25 HS Food	\$266.84
282965	10/01/2025	1096	NICHOLAS & CO	9344303	49.106.8071.3110.630	Sept 25 HMK Food	\$4,376.13
282965	10/01/2025	1096	NICHOLAS & CO	9344309	49.404.8071.3110.630	Sept 25 MS Food	\$886.55
282965	10/01/2025	1096	NICHOLAS & CO	9344311	49.704.8071.3110.630	Sept 25 HS Food	\$264.18
Check Total:							\$21,460.97
283090	10/31/2025	1129	NICHOLAS & CO	9230905R	49.106.8071.3110.630	Oct 25 HMK Food	(\$602.04)
283090	10/31/2025	1129	NICHOLAS & CO	9284164R	49.404.8071.3110.630	Oct 25 MS Food	(\$17.94)
283090	10/31/2025	1129	NICHOLAS & CO	9350722	49.106.8071.3110.630	Oct 25 HMK Food	\$996.38
283090	10/31/2025	1129	NICHOLAS & CO	9352796	49.106.8071.3110.630	Oct 25 HMK Food	\$3,800.55
283090	10/31/2025	1129	NICHOLAS & CO	9352801	49.404.8071.3110.630	Oct 25 MS Food	\$795.38
283090	10/31/2025	1129	NICHOLAS & CO	9352804	49.704.8071.3110.630	Oct 25 HS Food	\$568.15
283090	10/31/2025	1129	NICHOLAS & CO	9352822	49.704.8071.3110.630	Oct 25 HS Food	\$18.92
283090	10/31/2025	1129	NICHOLAS & CO	9361351	49.106.8071.3110.630	Oct 25 HMK Food	\$4,087.20
283090	10/31/2025	1129	NICHOLAS & CO	9361357	49.404.8071.3110.630	Oct 25 MS Food	\$808.81
283090	10/31/2025	1129	NICHOLAS & CO	9361358	49.704.8071.3110.630	Oct 25 HS Food	\$73.80

Grand County School District

Disbursement Detail Listing

Bank Name: General Cash Account

Date Range: 10/01/2025 - 10/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: -

Dollar Limit: \$0.00

☒ Print Employee Vendor Names

☐ Exclude Voided Checks

☐ Exclude Manual Checks

☒ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283090	10/31/2025	1129	NICHOLAS & CO	9363091	49.106.8071.3110.630	Oct 25 HMK Food	\$508.49
283090	10/31/2025	1129	NICHOLAS & CO	9369564	49.106.8071.3110.630	Oct 25 HMK Food	\$1,815.65
283090	10/31/2025	1129	NICHOLAS & CO	9369570	49.404.8071.3110.630	Oct 25 MS Food	\$694.09
283090	10/31/2025	1129	NICHOLAS & CO	9369572	49.704.8071.3110.630	Oct 25 HS Food	\$365.99
283090	10/31/2025	1129	NICHOLAS & CO	9377567	49.106.8071.3110.630	Oct 25 HMK Food	\$3,246.92
283090	10/31/2025	1129	NICHOLAS & CO	9377572	49.404.8071.3110.630	Oct 25 MS Food	\$523.65
283090	10/31/2025	1129	NICHOLAS & CO	9377573	49.704.8071.3110.630	Oct 25 HS Food	\$147.09
283090	10/31/2025	1129	NICHOLAS & CO	9379401	49.106.8071.3110.630	Oct 25 HMK Food	\$827.55
Check Total:							\$18,658.64
283001	10/13/2025	1098	NICHOLS, KRISTI	reimb	10.106.5420.1000.610	Walmart- supplies for solar ovens	\$71.58
283001	10/13/2025	1098	NICHOLS, KRISTI	reimb	10.106.5420.1000.610	Amazon- supplies for 6th grade solar ovens	\$30.47
283001	10/13/2025	1098	NICHOLS, KRISTI	reimb	10.106.5420.1000.610	Amazon- supplies for 6th grade solar ovens	\$120.59
Check Total:							\$222.64
283047	10/22/2025	1114	NICHOLS, KRISTI	reimb K	10.106.5420.1000.610	City Market- trustland supplies- supplies for 6th	\$43.48
Check Total:							\$43.48
283002	10/13/2025	1098	Northern Escrow Inc.	Pay app # 5	32.106.5550.4600.450	TWS Pay App 5 Northern Escrow	\$602,083.92
Check Total:							\$602,083.92
282966	10/01/2025	1096	O'REILLY AUTO PARTS	3792-381140	10.555.5315.2700.683	Oil Dispenser	\$22.99
282966	10/01/2025	1096	O'REILLY AUTO PARTS	3792-381141	10.555.5315.2700.683	Wiper Blade	\$14.40
282966	10/01/2025	1096	O'REILLY AUTO PARTS	3792-381799	10.555.5315.2700.683	Copper Lugs	\$12.98
282966	10/01/2025	1096	O'REILLY AUTO PARTS	3792-382192	10.555.5315.2700.683	Wiper Blade	\$44.78
282966	10/01/2025	1096	O'REILLY AUTO PARTS	3792-382300	10.555.5315.2700.683	Copper Lugs	\$28.78
282966	10/01/2025	1096	O'REILLY AUTO PARTS	3792-384767	10.555.5315.2700.683	Wiper Blade	\$57.56
282966	10/01/2025	1096	O'REILLY AUTO PARTS	3792-387405	10.555.5315.2700.683	Scraper	\$34.48
282966	10/01/2025	1096	O'REILLY AUTO PARTS	3792-388127	10.555.5315.2700.683	Wiper Blade	\$22.20
282966	10/01/2025	1096	O'REILLY AUTO PARTS	3792-389386	10.555.5315.2700.683	Wiper Blade	\$23.31

Grand County School District

Disbursement Detail Listing

Bank Name: General Cash Account

Date Range: 10/01/2025 - 10/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: -

Dollar Limit: \$0.00

☒ Print Employee Vendor Names

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
282966	10/01/2025	1096	O'REILLY AUTO PARTS	3792-389410	10.555.5315.2700.683	Wiper Blade	\$7.77
Check Total:							\$269.25
283091	10/31/2025	1129	O'REILLY AUTO PARTS	3792-391798	10.555.5315.2700.683	Wire Conn	\$7.99
283091	10/31/2025	1129	O'REILLY AUTO PARTS	3792-392226	10.555.5315.2700.683	Wiper Blade	\$28.78
283091	10/31/2025	1129	O'REILLY AUTO PARTS	3792-394148	10.555.5315.2700.683	Guage	\$49.99
283091	10/31/2025	1129	O'REILLY AUTO PARTS	3792-394217	10.555.5315.2700.683	Guage	(\$49.99)
Check Total:							\$36.77
283003	10/13/2025	1098	OFFICE ETC	513944	10.704.0001.2200.432	High School Library	\$66.74
283003	10/13/2025	1098	OFFICE ETC	514348	10.011.0001.2200.432	DO Copier Main Black Toner	\$291.58
283003	10/13/2025	1098	OFFICE ETC	514354	10.704.0001.2200.432	High School Library	\$894.65
283003	10/13/2025	1098	OFFICE ETC	514355	10.704.0001.2200.432	High School Office	\$215.46
283003	10/13/2025	1098	OFFICE ETC	514356	10.704.0001.2200.432	High School Upstairs Workroom	\$169.47
283003	10/13/2025	1098	OFFICE ETC	514357	10.704.0001.2200.432	High School Library	\$114.42
283003	10/13/2025	1098	OFFICE ETC	514358	10.550.0001.2200.432	High School TSAC	\$62.83
283003	10/13/2025	1098	OFFICE ETC	514359	10.550.0001.2200.432	High School TSAC	\$560.63
283003	10/13/2025	1098	OFFICE ETC	514360	10.404.0001.2200.432	Middle School Library	\$542.72
283003	10/13/2025	1098	OFFICE ETC	514362	10.404.0001.2200.432	Middle School Office	\$374.02
283003	10/13/2025	1098	OFFICE ETC	514363	10.404.0001.2200.432	Middle School Cop Caontract	\$116.79
283003	10/13/2025	1098	OFFICE ETC	514364	10.801.1205.2200.432	Grand County SPED	\$453.04
283003	10/13/2025	1098	OFFICE ETC	514372	10.106.0001.2200.432	HMK Office 4-6	\$117.32
283003	10/13/2025	1098	OFFICE ETC	514373	10.106.0001.2200.432	HMK Office K-3	\$123.72
283003	10/13/2025	1098	OFFICE ETC	514374	10.106.0001.2200.432	HMK Kindergarten	\$30.86
283003	10/13/2025	1098	OFFICE ETC	514375	10.106.0001.2200.432	HMK North Hall	\$234.48
283003	10/13/2025	1098	OFFICE ETC	514376	10.106.0001.2200.432	HMK South Hall	\$11.54
283003	10/13/2025	1098	OFFICE ETC	514377	10.106.0001.2200.432	HMK Upstairs	\$73.88
283003	10/13/2025	1098	OFFICE ETC	514378	10.106.0001.2200.432	HMK Workroom	\$227.17
283003	10/13/2025	1098	OFFICE ETC	514379	10.106.0001.2200.432	HMK WORKroom	\$294.74
283003	10/13/2025	1098	OFFICE ETC	514380	10.106.0001.2200.432	HMK Workroom	\$1,405.56

Grand County School District

Disbursement Detail Listing		Bank Name: General Cash Account		Date Range: 10/01/2025 - 10/31/2026		Sort By: Vendor	
Fiscal Year: 2025-2026		Voucher Range: -		Dollar Limit: \$0.00			
		☒ Print Employee Vendor Names		☐ Exclude Voided Checks		☐ Exclude Manual Checks	
		☒ Include Non Check Batches					
Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283003	10/13/2025	1098	OFFICE ETC	514580	10.704.0001.2200.432	High School Staple Cart	\$59.95
283003	10/13/2025	1098	OFFICE ETC	514634	10.404.0001.2200.432	Middle School Toner	\$1,136.06
						Check Total:	\$7,577.63
282967	10/01/2025	1096	Onward Technology	83420	10.660.0001.2500.670	Universal VESA Bracket	\$141.72
282967	10/01/2025	1096	Onward Technology	83452 r	10.660.0001.2500.340	Hosted Server: Monthly Hosting Solution – Server	\$140.00
282967	10/01/2025	1096	Onward Technology	83452 r	10.660.0001.2500.340	Managed Network and Helpdesk: IT Services	\$13,350.00
282967	10/01/2025	1096	Onward Technology	83452 r	10.660.0001.2500.340	Remote Only SUpport –20 hrs a week of dedicated	\$3,200.00
282967	10/01/2025	1096	Onward Technology	83452 r	10.660.0001.2500.340	Unlimited Access to Onward Zoom Helpdesk during	\$1,900.00
282967	10/01/2025	1096	Onward Technology	83452 r	10.660.0001.2500.340	Seriver Infastructure	\$1,200.00
282967	10/01/2025	1096	Onward Technology	83531	10.660.0001.2500.670	HDMI Highspeed Cable 3 Pack	\$82.37
282967	10/01/2025	1096	Onward Technology	83532	10.660.0001.2500.670		\$142.71
						Check Total:	\$20,156.80
283092	10/31/2025	1129	Onward Technology	83692	10.660.0001.2500.650	MISC Cable	\$45.98
283092	10/31/2025	1129	Onward Technology	83719	10.660.0001.2500.650	Projectors	\$123.08
283092	10/31/2025	1129	Onward Technology	83761	10.660.0001.2500.340	Hosted Server: Monthly Hosting Solution – Server	\$140.00
283092	10/31/2025	1129	Onward Technology	83761	10.660.0001.2500.340	Managed Network and Helpdesk: IT Services	\$13,350.00
283092	10/31/2025	1129	Onward Technology	83761	10.660.0001.2500.340	Remote Only SUpport –20 hrs a week of dedicated	\$3,200.00
283092	10/31/2025	1129	Onward Technology	83761	10.660.0001.2500.340	Unlimited Access to Onward Zoom Helpdesk during	\$1,900.00
283092	10/31/2025	1129	Onward Technology	83761	10.660.0001.2500.340	Seriver Infastructure	\$1,200.00
283092	10/31/2025	1129	Onward Technology	83834	10.660.0001.2500.650	Wirelss Keyboard	\$123.10

Grand County School District

Disbursement Detail Listing		Bank Name: General Cash Account		Date Range: 10/01/2025 - 10/31/2026		Sort By: Vendor	
Fiscal Year: 2025-2026		Voucher Range: -		Dollar Limit: \$0.00			
		☒ Print Employee Vendor Names		☐ Exclude Voided Checks		☐ Exclude Manual Checks	
		☒ Include Non Check Batches					
Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283092	10/31/2025	1129	Onward Technology	83855	10.660.0001.2500.670	Firewall Cable optic	\$197.37
Check Total:							\$20,279.53
282968	10/01/2025	1096	Overhead Door Company of Grand Junction	93794	10.106.0001.2600.431	BEvel Gear	\$165.00
Check Total:							\$165.00
283060	10/23/2025	1116	Pflugrad, Golda R.	reimb	10.550.6100.1000.610	CANNING POT & SUPPLIES	\$97.22
283060	10/23/2025	1116	Pflugrad, Golda R.	reimb	10.550.6400.1000.610	POLYFIL	\$24.99
283060	10/23/2025	1116	Pflugrad, Golda R.	reimb	10.550.6400.1000.610	CURRICULUM/ASSIGNMENTS	\$25.58
Check Total:							\$147.79
283093	10/31/2025	1129	Powerschool Group LLC	INV441460	10.011.0001.1000.670	PS-REG-O-ENPPTR:	\$380.00
Enrollment Per Person Per							
283093	10/31/2025	1129	Powerschool Group LLC	INV441460	10.011.0001.1000.670	PS-REG-O-ENRCR:	\$1,200.00
Enrollment Consultation							
283093	10/31/2025	1129	Powerschool Group LLC	INV441460	10.011.0001.1000.670	PS-IS-O-CEMBS:	\$2,390.00
PowerSchool Enrollment							
283093	10/31/2025	1129	Powerschool Group LLC	INV441460	10.011.0001.1000.670	SW-IS-S-CEMBN:	\$1,810.41
PowerSchool Enrollment							
283093	10/31/2025	1129	Powerschool Group LLC	INV441460	10.011.0001.1000.670	Discount	(\$804.35)
283093	10/31/2025	1129	Powerschool Group LLC	INV447988	10.011.0001.1000.670	SW-INS-S-PLATHS: Platform Hosted	\$2,783.03
283093	10/31/2025	1129	Powerschool Group LLC	INV447988	10.011.0001.1000.670	SW-INS-S-ESSH: Student Analytics Hosted	\$6,957.58
283093	10/31/2025	1129	Powerschool Group LLC	INV447988	10.011.0001.1000.670	SW-INS-S-UITSS: Analytics and Insights MTSS	\$3,478.79
283093	10/31/2025	1129	Powerschool Group LLC	INV447988	10.011.0001.1000.670	SW-NAV-S-NVPM: Naviance Premium	\$10,436.36
283093	10/31/2025	1129	Powerschool Group LLC	INV447988	10.011.0001.1000.670	SW-NAV-S-NVPMAS: Naviance Premium:	\$0.00
283093	10/31/2025	1129	Powerschool Group LLC	INV447988	10.011.0001.1000.670	SW-NAV-S-NSISI: Naviance PowerSchool SIS Integration	\$0.00

Grand County School District

Disbursement Detail Listing		Bank Name: General Cash Account		Date Range: 10/01/2025 - 10/31/2026		Sort By: Vendor	
Fiscal Year: 2025-2026		Voucher Range: -		Dollar Limit: \$0.00			
		☒ Print Employee Vendor Names		☐ Exclude Voided Checks		☐ Exclude Manual Checks	
		☒ Include Non Check Batches					
Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283093	10/31/2025	1129	Powerschool Group LLC	INV447988	10.011.0001.1000.670	SW-SIS-S-SSBHS: PowerSchool SIS Hosted	\$12,871.51
283093	10/31/2025	1129	Powerschool Group LLC	INV447988	10.011.0001.1000.670	HS-PS-S-PSSL: PowerSchool SIS Hosting SSL Certificate	\$377.36
283093	10/31/2025	1129	Powerschool Group LLC	INV447988	10.011.0001.1000.670	PS-PS-S-PDLS: PD+ Subscription	\$1,786.10
283093	10/31/2025	1129	Powerschool Group LLC	INV447988	10.011.0001.1000.670	SW-SIS-S-UVRCONN: Universal Rostering	\$1,563.48
283093	10/31/2025	1129	Powerschool Group LLC	INV447988	10.011.0001.1000.670	SW-IS-S-CEMBN: PowerSchool Enrollment	\$10,944.50
283093	10/31/2025	1129	Powerschool Group LLC	INV459230	10.011.0001.1000.670	SW-ASM-S-PMIBGAI: Performance Matters, PS	\$10,069.24
283093	10/31/2025	1129	Powerschool Group LLC	INV459230	10.011.0001.1000.670	PS-TE-S-PMSELS: PS Content - SEL Survey	\$0.00
283093	10/31/2025	1129	Powerschool Group LLC	INV459230	10.011.0001.1000.670	PS-TE-S-PMSELS: PS Content - SEL Survey	\$0.00
						Check Total:	\$66,244.01
282969	10/01/2025	1096	PURE COUNTRY WATER	613711	10.010.0500.1000.610	Sept 25 Sped Water	\$31.50
282969	10/01/2025	1096	PURE COUNTRY WATER	613717	10.106.0001.2200.610	Sept 25 MS Salt/Water	\$105.00
282969	10/01/2025	1096	PURE COUNTRY WATER	613729	10.106.0001.2200.610	Sept HMK	\$189.00
282969	10/01/2025	1096	PURE COUNTRY WATER	613731	10.550.0001.2200.610	Sept 25 TSAC Water	\$68.25
282969	10/01/2025	1096	PURE COUNTRY WATER	613732	10.106.0001.2200.610	Sept 25 HS Salt/Water	\$42.00
						Check Total:	\$435.75
283004	10/13/2025	1098	PURE COUNTRY WATER	614253	10.106.0001.2200.610	< Sept HMK	\$149.25
283004	10/13/2025	1098	PURE COUNTRY WATER	614258	10.555.0001.2600.431	< Sept 25 Bus Salt/Water	\$21.00
283004	10/13/2025	1098	PURE COUNTRY WATER	614280	10.106.0001.2200.610	< Sept 25 HS Salt/Water	\$42.00
283004	10/13/2025	1098	PURE COUNTRY WATER	614343	10.106.0001.2200.610	< Sept HMK	\$68.25
283004	10/13/2025	1098	PURE COUNTRY WATER	614347	10.010.0500.1000.610	< Sept 25 Sped Water	\$21.00
283004	10/13/2025	1098	PURE COUNTRY WATER	614349	10.106.0001.2200.610	< Sept 25 TSAC Salt/Water	\$68.25

Grand County School District

Disbursement Detail Listing

Bank Name: General Cash Account

Date Range: 10/01/2025 - 10/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: -

Dollar Limit: \$0.00

☒ Print Employee Vendor Names

☐ Exclude Voided Checks

☐ Exclude Manual Checks

☒ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283004	10/13/2025	1098	PURE COUNTRY WATER	614350	10.106.0001.2200.610	< Sept 25 HS Salt/Water	\$21.00
283004	10/13/2025	1098	PURE COUNTRY WATER	614351	10.555.0001.2600.431	< Sept 25 Bus Salt/Water	\$21.00
283004	10/13/2025	1098	PURE COUNTRY WATER	614353	10.555.0001.2600.431	< Sept 25 Bus Salt/Water	\$90.00
Check Total:							\$501.75
283061	10/23/2025	1116	PURE COUNTRY WATER	612799	10.106.0001.2200.610	<< Sept HMK	\$195.00
283061	10/23/2025	1116	PURE COUNTRY WATER	612868	10.555.0001.2600.431	<< Sept 25 Bus Salt/Water	\$20.10
283061	10/23/2025	1116	PURE COUNTRY WATER	613311	10.555.0001.2600.431	<< Sept 25 Bus Salt/Water	\$10.05
283061	10/23/2025	1116	PURE COUNTRY WATER	613784	10.555.0001.2600.431	<< Sept 25 Bus Salt/Water	\$21.00
283061	10/23/2025	1116	PURE COUNTRY WATER	613949	10.106.0001.2200.610	<< Sept 25 CTE Salt/Water	\$12.00
283061	10/23/2025	1116	PURE COUNTRY WATER	613962	10.010.0500.1000.610	<< Sept 25 Sped Water	\$12.00
283061	10/23/2025	1116	PURE COUNTRY WATER	613964	10.010.0500.1000.610	<< Sept 25 Sped Water	\$12.00
283061	10/23/2025	1116	PURE COUNTRY WATER	614002	10.010.0500.1000.610	<< Sept 25 Sped Water	\$16.00
283061	10/23/2025	1116	PURE COUNTRY WATER	614006	10.106.0001.2200.610	<< Sept 25 TSAC Salt/Water	\$16.00
283061	10/23/2025	1116	PURE COUNTRY WATER	614028	10.106.0001.2200.610	<< Sept 25 HS Salt/Water	\$12.00
283061	10/23/2025	1116	PURE COUNTRY WATER	614045	10.555.0001.2600.431	<< Sept 25 Bus Salt/Water	\$16.00
283061	10/23/2025	1116	PURE COUNTRY WATER	614097	10.106.0001.2200.610	<< Sept HMK	\$136.50
283061	10/23/2025	1116	PURE COUNTRY WATER	614267	10.106.0001.2200.610	<< Sept HMK	\$149.25
283061	10/23/2025	1116	PURE COUNTRY WATER	614631	10.010.0500.1000.610	<< Sept 25 Sped Water	\$31.50
283061	10/23/2025	1116	PURE COUNTRY WATER	614633	10.106.0001.2200.610	<< Sept 25 TSAC Salt/Water	\$39.00
283061	10/23/2025	1116	PURE COUNTRY WATER	614634	10.106.0001.2200.610	<< Sept 25 HS Salt/Water	\$99.75

Grand County School District

Disbursement Detail Listing

Bank Name: General Cash Account

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Sort By: Vendor

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Dollar Limit: \$0.00

☒ Print Employee Vendor Names

☐ Exclude Voided Checks

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☒ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283061	10/23/2025	1116	PURE COUNTRY WATER	614636	10.555.0001.2600.431	<< Sept 25 Bus Salt/Water	\$58.50
						Check Total:	\$856.65
282970	10/01/2025	1096	Riddell	952438445	10.704.9924.1000.615	Helmet Reconditioning MS	\$366.70
						Check Total:	\$366.70
283072	10/24/2025	1122	Riddell	000282737	10.404.9924.1000.615	Helmet Reconditioning MS	\$2,816.44
						Check Total:	\$2,816.44
283094	10/31/2025	1129	RIVERSIDE PLUMBING INC	60465	10.106.0001.2600.431	20" Closet Supply	\$8.75
283094	10/31/2025	1129	RIVERSIDE PLUMBING INC	90346	10.106.0001.2600.431	Cartridge DP	\$859.50
283094	10/31/2025	1129	RIVERSIDE PLUMBING INC	90416	10.106.0001.2600.431	T & S Brass B-0107 Spray Valve	\$128.95
283094	10/31/2025	1129	RIVERSIDE PLUMBING INC	90461	10.704.0001.2600.431	Toilet Seat Centoco Rings	\$417.50
						Check Total:	\$1,414.70
283048	10/22/2025	1114	ROCKY MOUNTAIN POWER	Oct 25	10.011.0001.2600.622	Sept-Oct 25 DO Rocky Mt Power	\$200.71
283048	10/22/2025	1114	ROCKY MOUNTAIN POWER	Oct 25	10.106.0001.2600.622	Sept-Oct 25 HMK Rocky Mt Power	\$10,343.01
283048	10/22/2025	1114	ROCKY MOUNTAIN POWER	Oct 25	10.404.0001.2600.622	Sept-Oct 25 MS Rocky Mt Power	\$6,934.51
283048	10/22/2025	1114	ROCKY MOUNTAIN POWER	Oct 25	10.550.0001.2600.622	Sept-Oct 25 TSAC Rocky Mt Power	\$4,191.54
283048	10/22/2025	1114	ROCKY MOUNTAIN POWER	Oct 25	10.555.5315.2700.622	Sept-Oct 25 Trans Rocky Mt Power	\$482.05
283048	10/22/2025	1114	ROCKY MOUNTAIN POWER	Oct 25	10.704.0001.2600.622	Sept-Oct 25 HS Rocky Mt Power	\$9,153.38
283048	10/22/2025	1114	ROCKY MOUNTAIN POWER	Oct 25	10.801.0001.2600.622	Sept-Oct 25 SPED Rocky Mt Power	\$658.75
						Check Total:	\$31,963.95
283028	10/17/2025	1100	RODDA, DONA	V641491	10.404.9924.2700.580	Dinner In State Travel - Dinner In State Travel	\$20.00

Grand County School District

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Voucher Range: -

Dollar Limit: \$0.00

☒ Print Employee Vendor Names

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☒ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283028	10/17/2025	1100	RODDA, DONA	V641491	10.704.9924.2700.580	Breakfast In State Travel – Breakfast In State Travel	\$11.00
283028	10/17/2025	1100	RODDA, DONA	V641491	10.704.9924.2700.580	Lunch In State Travel – Lunch In State Travel	\$28.00
283028	10/17/2025	1100	RODDA, DONA	V641491	10.704.9924.2700.580	Dinner In State Travel – Dinner In State Travel	\$100.00
Check Total:							\$159.00
283005	10/13/2025	1098	San Juan Record Inc	GCSD0925	10.011.0001.2500.540	ON Air Job Fair sep 25 Classified ads	\$395.00
Check Total:							\$395.00
283049	10/22/2025	1114	San Juan Record Inc	166203	10.011.0001.2500.540	Tax Increase GCSD sep 25 Classified ads	\$588.00
Check Total:							\$588.00
283095	10/31/2025	1129	SCHOLASTIC	M7622473 2	10.404.0001.1000.610	Scholastic Action	\$99.90
283095	10/31/2025	1129	SCHOLASTIC	M7622473 2	10.404.0001.1000.610	Shipping & Handling	\$9.99
Check Total:							\$109.89
283096	10/31/2025	1129	SCHOOL SPECIALTY LLC	208136498947	10.106.0001.1000.611	Book Communication Tardy Slips MT 8 1/2 x 11 W/P	\$84.30
Check Total:							\$84.30
283050	10/22/2025	1114	Screencastify LLC	SC-945521	10.011.0001.1000.670	Starter – Annual	\$91.43
Check Total:							\$91.43
282971	10/01/2025	1096	Select Source	6775	10.011.0001.2100.244	Monthly Administrative Fee's September 2025	\$1,260.00
Check Total:							\$1,260.00
283097	10/31/2025	1129	Select Source	6823	10.011.0001.2100.244	Monthly Administrative Fee's October 2025	\$1,224.00
Check Total:							\$1,224.00
283016	10/16/2025	1099	Skill Struck	INV00000931	10.660.0001.2500.670	Voyage Site License SS– 03	\$16,500.00
Check Total:							\$16,500.00
283006	10/13/2025	1098	SKYLINE DIESEL SERVICE	19811	10.555.5315.2700.683	DEF Filter, Coolant Tube	\$238.11
Check Total:							\$238.11

Grand County School District

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Voucher Range: -

Dollar Limit: \$0.00

☒ Print Employee Vendor Names

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283051	10/22/2025	1114	SMITH, ALINA	V613842	10.801.1205.2200.580	Lunch In State Travel – Lunch In State Travel	\$14.00
Check Total:							\$14.00
283007	10/13/2025	1098	SOLID WASTE DISTRICT	CTS INV 1472	10.011.0001.2600.412	Aug–Se[t 25 DO Recycle	\$24.00
283007	10/13/2025	1098	SOLID WASTE DISTRICT	SWD INV 65144	10.106.0001.2600.412	Aug–Sept 25 HMK Recycle	\$2,043.00
283007	10/13/2025	1098	SOLID WASTE DISTRICT	SWD Inv 69137	10.106.0001.2600.412	Aug–Sept 25 HMK Recycle	\$2,035.00
283007	10/13/2025	1098	SOLID WASTE DISTRICT	SWD INV61726	10.555.0001.2600.431	Aug–Sept 25 Bus Barn Recycle	\$136.00
283007	10/13/2025	1098	SOLID WASTE DISTRICT	SWD INV61729	10.011.0001.2600.412	Aug–Se[t 25 DO Recycle	\$96.00
283007	10/13/2025	1098	SOLID WASTE DISTRICT	SWD INV62788	10.704.0001.2600.412	Aug–Sept 25 HS Recycle	\$1,337.00
283007	10/13/2025	1098	SOLID WASTE DISTRICT	SWD INV64721	10.404.0001.2600.412	Aug–Sept 25 MS Recycle	\$820.00
283007	10/13/2025	1098	SOLID WASTE DISTRICT	SWD INV65085	10.801.0001.2600.412	Aug–Sept 25 Sped Recycle	\$78.00
283007	10/13/2025	1098	SOLID WASTE DISTRICT	SWD INV65728	10.555.0001.2600.431	Aug–Sept 25 Bus Barn Recycle	\$136.00
283007	10/13/2025	1098	SOLID WASTE DISTRICT	SWD INV65731	10.011.0001.2600.412	Aug–Se[t 25 DO Recycle	\$98.00
283007	10/13/2025	1098	SOLID WASTE DISTRICT	SWD INV66779	10.704.0001.2600.412	Aug–Sept 25 HS Recycle	\$1,329.00
283007	10/13/2025	1098	SOLID WASTE DISTRICT	SWD INV68715	10.404.0001.2600.412	Aug–Sept 25 MS Recycle	\$816.00
283007	10/13/2025	1098	SOLID WASTE DISTRICT	SWD INV69077	10.801.0001.2600.412	Aug–Sept 25 Sped Recycle	\$84.00
Check Total:							\$9,032.00
283115	11/03/2025	1130	SOUTHEAST UTAH HEALTH DEPARTMENT	Oct 25	10.011.1013.2200.610	Immunizations Staff Flu Shots	\$140.00
Check Total:							\$140.00
283008	10/13/2025	1098	SQUIRE & CO PC	282238	10.011.0001.2300.312	Progress bill for June 30, 2025 audit of financial	\$4,000.00
Check Total:							\$4,000.00
282972	10/01/2025	1096	STANDARD PLUMBING SUPPLY CO	ZBJW40 remain	10.999.0001.2600.612	Marking Paint	\$8.99
282972	10/01/2025	1096	STANDARD PLUMBING SUPPLY CO	ZGC244	10.999.0001.2600.612	2 PVC Male Adapters	\$25.56
282972	10/01/2025	1096	STANDARD PLUMBING SUPPLY CO	ZGFN73	10.999.0001.2600.612	Rainbird Angle	\$35.80
282972	10/01/2025	1096	STANDARD PLUMBING SUPPLY CO	ZGJK99	10.999.0001.2600.612	Regal repair kit	\$18.65

Grand County School District

Disbursement Detail Listing

Bank Name: General Cash Account

Date Range: 10/01/2025 - 10/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: -

Dollar Limit: \$0.00

☒ Print Employee Vendor Names

☐ Exclude Voided Checks

☐ Exclude Manual Checks

☒ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
282972	10/01/2025	1096	STANDARD PLUMBING SUPPLY CO	ZGVY39	10.999.0001.2600.612	Fur Filter	\$17.98
282972	10/01/2025	1096	STANDARD PLUMBING SUPPLY CO	ZHCL50	10.999.0001.2600.612	Coupler	\$86.58
282972	10/01/2025	1096	STANDARD PLUMBING SUPPLY CO	ZHF096	10.999.0001.2600.612	Regal Repair kit, High Back PRes	\$30.79
Check Total:							\$224.35
283098	10/31/2025	1129	STANDARD PLUMBING SUPPLY CO	ZKRD57	10.999.0001.2600.612	Screwdriver set	\$14.49
283098	10/31/2025	1129	STANDARD PLUMBING SUPPLY CO	ZKZC18	10.999.0001.2600.612	Korky Quiet VLV	\$11.66
Check Total:							\$26.15
283116	11/03/2025	1130	Sue Winkler	reimb	10.550.6015.2400.580	CTE DIRECTOR PER DIEM 1 breakfast, 1 lunch, 2	\$65.00
Check Total:							\$65.00
282973	10/01/2025	1096	SYSKO	685751297	49.404.8071.3110.630	Sept 25 MS Nutrition Food	\$2,835.90
282973	10/01/2025	1096	SYSKO	685751301	49.106.8071.3110.630	Sept 25 HMK Nutrition Food	\$7,591.38
282973	10/01/2025	1096	SYSKO	685766247	49.404.8071.3110.630	Sept 25 MS Nutrition Food	\$2,148.70
282973	10/01/2025	1096	SYSKO	685766253	49.404.8071.3110.630	Sept 25 Beacon Nutrition Food	\$268.86
282973	10/01/2025	1096	SYSKO	685766254	49.106.8071.3110.630	Sept 25 HMK Nutrition Food	\$5,275.34
282973	10/01/2025	1096	SYSKO	685781436	49.404.8071.3110.630	Sept 25 Beacon Nutrition Food	\$309.05
282973	10/01/2025	1096	SYSKO	685781437	49.106.8071.3110.630	Sept 25 HMK Nutrition Food	\$4,585.65
282973	10/01/2025	1096	SYSKO	685781440	49.404.8071.3110.630	Sept 25 MS Nutrition Food	\$2,044.75
282973	10/01/2025	1096	SYSKO	685786406	49.404.8071.3110.630	Sept 25 Beacon Nutrition Food	\$130.62
282973	10/01/2025	1096	SYSKO	685796407	49.106.8071.3110.630	Sept 25 HMK Nutrition Food	\$5,546.13

Grand County School District

Disbursement Detail Listing

Bank Name: General Cash Account

Date Range: 10/01/2025 - 10/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: -

Dollar Limit: \$0.00

☒ Print Employee Vendor Names

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
282973	10/01/2025	1096	SYSKO	685796422	49.404.8071.3110.630	Sept 25 MS Nutrition Food	\$2,464.09
Check Total:							\$33,200.47
283099	10/31/2025	1129	SYSKO	685814859	49.404.8071.3110.630	Oct 25 Beacon Nutrition Food	\$212.63
283099	10/31/2025	1129	SYSKO	685814860	49.106.8071.3110.630	Oct 25 HMK Nutrition Food	\$5,708.96
283099	10/31/2025	1129	SYSKO	685814863	49.404.8071.3110.630	Oct 25 MS Nutrition Food	\$2,445.95
283099	10/31/2025	1129	SYSKO	685829449	49.404.8071.3110.630	Oct 25 MS Nutrition Food	\$1,706.76
283099	10/31/2025	1129	SYSKO	685829454	49.404.8071.3110.630	Oct 25 Beacon Nutrition Food	\$96.73
283099	10/31/2025	1129	SYSKO	685829455	49.106.8071.3110.630	Oct 25 HMK Nutrition Food	\$5,422.36
283099	10/31/2025	1129	SYSKO	685844188	49.106.8071.3110.630	Oct 25 HMK Nutrition Food	\$6,652.50
283099	10/31/2025	1129	SYSKO	685844189	49.404.8071.3110.630	Oct 25 Beacon Nutrition Food	\$151.97
283099	10/31/2025	1129	SYSKO	685844192	49.404.8071.3110.630	Oct 25 MS Nutrition Food	\$2,886.70
283099	10/31/2025	1129	SYSKO	685858801	49.404.8071.3110.630	Oct 25 MS Nutrition Food	\$2,923.72
283099	10/31/2025	1129	SYSKO	685858825	49.404.8071.3110.630	Oct 25 Beacon Nutrition Food	\$90.51
283099	10/31/2025	1129	SYSKO	685858826	49.106.8071.3110.630	Oct 25 HMK Nutrition Food	\$4,274.93
283099	10/31/2025	1129	SYSKO	685872910	49.106.8071.3110.630	Oct 25 HMK Nutrition Food	\$2,656.70
283099	10/31/2025	1129	SYSKO	685872911	49.404.8071.3110.630	Oct 25 Beacon Nutrition Food	\$146.03
Check Total:							\$35,376.45
283009	10/13/2025	1098	The Paint Center	33368	10.999.0001.2600.611	Allway Paint	\$764.55
Check Total:							\$764.55
283010	10/13/2025	1098	TR ELECTRIC & SUPPLY	106530	10.999.0001.2600.612	Plastic dimmable	\$47.92
283010	10/13/2025	1098	TR ELECTRIC & SUPPLY	106591	10.999.0001.2600.612	LineVoltage	\$239.40

Grand County School District

Disbursement Detail Listing

Bank Name: General Cash Account

Date Range: 10/01/2025 - 10/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: -

Dollar Limit: \$0.00

☒ Print Employee Vendor Names

☐ Exclude Voided Checks

☐ Exclude Manual Checks

☒ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283010	10/13/2025	1098	TR ELECTRIC & SUPPLY	106614	10.999.0001.2600.612	26Watt DBX	\$139.20
283010	10/13/2025	1098	TR ELECTRIC & SUPPLY	106794	10.999.0001.2600.612	LED Dimmable	\$594.00
Check Total:							\$1,020.52
283074	10/27/2025	1123	TURNER LUMBER CO	Finance Charge	10.999.0001.2600.610	Finance Charge	\$5.00
Check Total:							\$5.00
283068	10/24/2025	1121	US BANK	1-Sept 25	10.600.3391.2900.531	Facebook recruitment ads	\$38.66
283068	10/24/2025	1121	US BANK	1-Sept 25	10.600.3391.2900.610	Sweet Cravings gift cert for mentoring event, Bjorkman	\$120.00
283068	10/24/2025	1121	US BANK	1-Sept 25	10.600.3391.2900.610	Bonjour gift cert for mentoring event, Bjorkman	\$30.00
283068	10/24/2025	1121	US BANK	1-Sept 25	10.600.3391.2900.610	Mas gift cert for mentoring event, Bjorkman grant	\$40.00
283068	10/24/2025	1121	US BANK	1-Sept 25	10.600.3391.2900.610	Mentoring supplies	\$259.44
283068	10/24/2025	1121	US BANK	1-Sept 25	10.600.3391.2900.610	Moab Diner gift cert for mentoring event, Bjorkman	\$22.78
283068	10/24/2025	1121	US BANK	1-Sept 25	10.600.3391.2900.610	Mentoring supplies	\$30.65
283068	10/24/2025	1121	US BANK	1-Sept 25	10.600.3391.2900.610	Mentoring supplies	\$101.54
283068	10/24/2025	1121	US BANK	1-Sept 25	10.600.3391.2900.610	Love Muffin gift cert for mentoring event, Bjorkman	\$270.00
283068	10/24/2025	1121	US BANK	1-Sept 25	10.600.3391.2900.610	Mentoring outing	\$65.77
283068	10/24/2025	1121	US BANK	1-Sept 25	10.600.3391.2900.610	Mentoring outing	\$5.49
283068	10/24/2025	1121	US BANK	1-Sept 25	10.600.3391.2900.610	Mentoring outing	\$18.16
283068	10/24/2025	1121	US BANK	1-Sept 25	10.600.3391.2900.610	Mentoring supplies	\$27.27
283068	10/24/2025	1121	US BANK	1-Sept 25	10.600.3391.2900.610	OpenAI subscription	\$65.31
283068	10/24/2025	1121	US BANK	1-Sept 25	10.600.3391.2900.610	Mentoring training supplies	\$156.08
283068	10/24/2025	1121	US BANK	1-Sept 25	10.600.3391.2900.610	McDonalds gift cert for mentoring event, Bjorkman	\$25.00
283068	10/24/2025	1121	US BANK	1-Sept 25	10.600.3391.2900.610	City Market gift cert for mentoring event, Bjorkman	\$30.00

Grand County School District

Disbursement Detail Listing

Bank Name: General Cash Account

Date Range: 10/01/2025 - 10/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: -

Dollar Limit: \$0.00

☒ Print Employee Vendor Names

☐ Exclude Voided Checks

☐ Exclude Manual Checks

☒ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283068	10/24/2025	1121	US BANK	1-Sept 25	10.600.3391.2900.610	Wendys gift cert for mentoring event, Bjorkman	\$25.00
283068	10/24/2025	1121	US BANK	1-Sept 25	10.600.3391.2900.610	Wendys gift cert for mentoring event, Bjorkman	\$25.00
283068	10/24/2025	1121	US BANK	10sept25	10.404.0001.1000.610	Mcdonalds	\$15.80
283068	10/24/2025	1121	US BANK	10sept25	10.404.0001.1000.610	Mcdonalds	\$15.80
283068	10/24/2025	1121	US BANK	10sept25	10.404.0001.1000.610	Walker	\$2.50
283068	10/24/2025	1121	US BANK	10sept25	10.404.0001.1000.610	City Market	\$19.95
283068	10/24/2025	1121	US BANK	10sept25	10.404.0001.1000.610	1st place spirit wear	\$621.46
283068	10/24/2025	1121	US BANK	10sept25	10.404.0001.1000.641	Rockwell	\$900.34
283068	10/24/2025	1121	US BANK	10sept25	10.404.0001.1000.641	Christian book	\$161.45
283068	10/24/2025	1121	US BANK	12sept25	10.704.0001.2400.580	Avis Car rental	\$266.98
283068	10/24/2025	1121	US BANK	12sept25	10.704.0001.2400.580	The State Riverside	\$20.40
283068	10/24/2025	1121	US BANK	12sept25	10.704.0001.2400.580	Simple Simos Bakery	\$26.81
283068	10/24/2025	1121	US BANK	12sept25	10.704.0001.2400.580	Freds Tacos	\$28.95
283068	10/24/2025	1121	US BANK	12sept25	10.704.0001.2400.580	Marriott	\$286.70
283068	10/24/2025	1121	US BANK	12sept25	10.704.0001.2400.580	Solution Tree	\$39.10
283068	10/24/2025	1121	US BANK	12sept25	10.704.0001.2400.580	The upper crust	\$46.07
283068	10/24/2025	1121	US BANK	12sept25	10.704.0001.2400.580	Proabition	\$64.33
283068	10/24/2025	1121	US BANK	12sept25	10.704.0001.2400.580	SLC Airport Parking	\$53.00
283068	10/24/2025	1121	US BANK	12sept25	10.704.0001.2400.580	LAX Airport	\$40.02
283068	10/24/2025	1121	US BANK	12sept25	10.704.0001.2400.580	Avis Rent a car	\$60.98
283068	10/24/2025	1121	US BANK	12sept25	10.704.0001.2400.610	Dollar General	\$16.33
283068	10/24/2025	1121	US BANK	12sept25	10.704.0001.2400.610	City Market	\$56.27
283068	10/24/2025	1121	US BANK	13sept25	10.704.0001.1000.610	WIPES	\$31.11
283068	10/24/2025	1121	US BANK	13sept25	10.704.0001.1000.610	SNACKS	\$64.32
283068	10/24/2025	1121	US BANK	13sept25	10.704.0001.1000.610	SNACKS	\$10.48
283068	10/24/2025	1121	US BANK	14sept25	10.106.0001.1000.610	Home Depot- supplies- playground supplies	\$13.93

Grand County School District

Disbursement Detail Listing		Bank Name: General Cash Account		Date Range: 10/01/2025 - 10/31/2026		Sort By: Vendor	
Fiscal Year: 2025-2026		Voucher Range: -		Dollar Limit: \$0.00			
		☒ Print Employee Vendor Names		☐ Exclude Voided Checks		☐ Exclude Manual Checks	
		☒ Include Non Check Batches					
Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283068	10/24/2025	1121	US BANK	14sept25	10.106.0001.1000.610	Lowe's- supplies- playground supplies	\$68.85
283068	10/24/2025	1121	US BANK	14sept25	10.106.0001.1000.641	Paypal Autism Adventures- textbooks- behavior	\$120.00
283068	10/24/2025	1121	US BANK	14sept25	10.106.0001.1000.641	95 Percent- textbooks for ALS- Phonics kits for ALS	\$574.20
283068	10/24/2025	1121	US BANK	14sept25	10.106.0001.1000.646	Amazon- AV supplies- webcam for principal	\$20.88
283068	10/24/2025	1121	US BANK	14sept25	10.106.0001.2400.580	Delta- travel - baggage for HRS conference	\$34.00
283068	10/24/2025	1121	US BANK	14sept25	10.106.0001.2400.580	Delta- travel- baggage for HRS conference Harris and	\$34.00
283068	10/24/2025	1121	US BANK	14sept25	10.106.0001.2400.580	UBER- travel- uber for HRS conference	\$19.98
283068	10/24/2025	1121	US BANK	14sept25	10.106.0001.2400.580	Priceline- travel- rental car for HRS conference	\$159.48
283068	10/24/2025	1121	US BANK	14sept25	10.106.0001.2400.580	UBER- travel- Uber for HRS conference	\$18.27
283068	10/24/2025	1121	US BANK	14sept25	10.106.0001.2400.580	Baker's Burgers- travel- dinner for HRS conference	\$21.56
283068	10/24/2025	1121	US BANK	14sept25	10.106.0001.2400.580	United- travel to HRS conference (receipt shows	\$65.01
283068	10/24/2025	1121	US BANK	14sept25	10.106.0001.2400.580	United- travel to HRS conference- receipt shows	\$65.01
283068	10/24/2025	1121	US BANK	14sept25	10.106.0001.2400.580	Red's Tacos- travel- dinner for HRS conference	\$31.31
283068	10/24/2025	1121	US BANK	14sept25	10.106.0001.2400.580	Hole in the Wall Riverside- travel- dinner for HRS	\$32.81
283068	10/24/2025	1121	US BANK	14sept25	10.106.0001.2400.580	United- travel- checked baggage for HRS conference	\$40.00

Grand County School District

Disbursement Detail Listing

Bank Name: General Cash Account

Date Range: 10/01/2025 - 10/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: -

Dollar Limit: \$0.00

☒ **Print Employee Vendor Names**

☐ **Exclude Voided Checks**

☐ **Exclude Manual Checks**

☒ **Include Non Check Batches**

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283068	10/24/2025	1121	US BANK	14sept25	10.106.0001.2400.580	United- travel- checked bag for HRS conference	\$40.00
283068	10/24/2025	1121	US BANK	14sept25	10.106.0001.2400.580	SLC Airport Parking- travel- car parking at airport for	\$69.00
283068	10/24/2025	1121	US BANK	14sept25	10.106.0001.2400.580	Budget Rent A Car- travel- rental car for HRS	\$127.82
283068	10/24/2025	1121	US BANK	14sept25	10.106.0001.2400.580	CF United- travel- gas for rental car	\$24.85
283068	10/24/2025	1121	US BANK	14sept25	10.106.5420.2200.330	Amazon- professional development- Number	\$103.48
283068	10/24/2025	1121	US BANK	14sept25	10.106.5420.2200.330	Amazon- professional development - books for	\$454.25
283068	10/24/2025	1121	US BANK	14sept25	10.106.5420.2200.330	Solution Tree Marzano- professional development-	\$173.38
283068	10/24/2025	1121	US BANK	14sept25	10.106.5420.2200.330	Solution Tree- professional deveopment- return of	(\$89.07)
283068	10/24/2025	1121	US BANK	14sept25	10.106.5420.2200.330	Solution Tree Marzano- professional development-	\$89.07
283068	10/24/2025	1121	US BANK	15sept25	10.106.0001.1000.610	ITC/brands- student of the month rewards	\$406.77
283068	10/24/2025	1121	US BANK	15sept25	10.106.0001.1000.610	Paypal Pacer- supplies- Unity Day posters	\$30.00
283068	10/24/2025	1121	US BANK	15sept25	10.106.0001.1000.610	West Music- recorders for music exploratory	\$180.00
283068	10/24/2025	1121	US BANK	15sept25	10.106.0001.1000.610	24Hour Wristbands- unity day bracelets for students	\$281.43
283068	10/24/2025	1121	US BANK	15sept25	10.106.0001.1000.611	FedEx- envelopes for the offices	\$186.58
283068	10/24/2025	1121	US BANK	15sept25	10.106.0001.1000.641	Ventris- UFLI manuel for Shelley Cook	\$90.00

Grand County School District

Disbursement Detail Listing		Bank Name: General Cash Account		Date Range: 10/01/2025 - 10/31/2026		Sort By: Vendor	
Fiscal Year: 2025-2026		Voucher Range: -		Dollar Limit: \$0.00			
		☒ Print Employee Vendor Names		☐ Exclude Voided Checks		☐ Exclude Manual Checks	
		☒ Include Non Check Batches					
Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283068	10/24/2025	1121	US BANK	15sept25	10.106.0001.1000.641	EAPublish.com books for ALS programs	\$1,553.85
283068	10/24/2025	1121	US BANK	15sept25	10.106.0001.1000.646	Aver- doc cam cords for teachers	\$95.01
283068	10/24/2025	1121	US BANK	15sept25	10.106.0001.1000.810	Paypal Maturation Lady- dues and fees for 5th grade	\$400.00
283068	10/24/2025	1121	US BANK	15sept25	10.106.0001.2200.644	Academic Success for All Learners- library books for	\$731.70
283068	10/24/2025	1121	US BANK	15sept25	10.106.0001.2400.610	City Market- staff appreciation -	\$82.66
283068	10/24/2025	1121	US BANK	15sept25	10.106.5420.1000.610	4ALL Promos- student incentives/student of the	\$128.80
283068	10/24/2025	1121	US BANK	16sept25	10.704.0001.1000.610	TYK GOODEY FFA@STATE FAIR 09/11-14	\$432.00
283068	10/24/2025	1121	US BANK	16sept25	10.704.0001.1000.610	TEAM ROOM FFA@STATE FAIR 09/11-14	\$497.84
283068	10/24/2025	1121	US BANK	16sept25	10.704.0001.1000.610	TEAM ROOM FFA@STATE FAIR 09/11-14	\$497.84
283068	10/24/2025	1121	US BANK	16sept25	10.704.0001.1000.610	TEAM ROOM FFA@STATE FAIR 09/11-14	\$497.84
283068	10/24/2025	1121	US BANK	16sept25	10.704.0001.1000.610	TEAM ROOM FFA@STATE FAIR 09/11-14	\$497.84
283068	10/24/2025	1121	US BANK	16sept25	10.704.0001.1000.645	GOLDA P. INTERIOR DESIGN CLASS SUBSCRIPTION	\$19.97
283068	10/24/2025	1121	US BANK	16sept25	10.704.0001.2400.610	DEANN'S C. B-DAY LUNCH 10/01	\$176.15
283068	10/24/2025	1121	US BANK	16sept25	10.704.0001.2400.610	SUE'S W. B-DAY LUNCH 10/03	\$177.90
283068	10/24/2025	1121	US BANK	16sept25	10.704.0001.2400.610	THANK YOU SUGGESTION FOR CUSTODIANS JOB	\$60.00

Grand County School District

Disbursement Detail Listing		Bank Name: General Cash Account		Date Range: 10/01/2025 - 10/31/2026		Sort By: Vendor	
Fiscal Year: 2025-2026		Voucher Range: -		Dollar Limit: \$0.00			
		☒ Print Employee Vendor Names		☐ Exclude Voided Checks		☐ Exclude Manual Checks	
		☒ Include Non Check Batches					
Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283068	10/24/2025	1121	US BANK	17sept25	10.801.1205.1000.610	online program for hs sped	\$129.00
283068	10/24/2025	1121	US BANK	17sept25	10.801.1205.1000.610	gas to drive to slc for mediodad	\$23.80
283068	10/24/2025	1121	US BANK	17sept25	10.801.1205.1000.610	sped hmk phonics kit	\$299.90
283068	10/24/2025	1121	US BANK	17sept25	10.801.1205.1000.610	mail sped file to new school	\$19.90
283068	10/24/2025	1121	US BANK	17sept25	10.801.1205.1000.610	snacks for Mandt	\$117.73
283068	10/24/2025	1121	US BANK	17sept25	10.801.1205.1000.610	mail sped file to school	\$10.65
283068	10/24/2025	1121	US BANK	17sept25	10.801.1215.1000.610	preschool snacks	\$111.51
283068	10/24/2025	1121	US BANK	17sept25	10.801.1215.1000.610	preschool supplies	\$22.55
283068	10/24/2025	1121	US BANK	17sept25	10.801.1215.1000.610	snacks for preschool	\$78.59
283068	10/24/2025	1121	US BANK	18sept25	10.011.0001.1000.610	SAMs Club DO	\$171.86
283068	10/24/2025	1121	US BANK	18sept25	10.011.0001.2300.610	Travel Guard	\$33.81
283068	10/24/2025	1121	US BANK	18sept25	10.106.0001.2400.580	MARriot Holly	\$1,022.12
283068	10/24/2025	1121	US BANK	18sept25	10.704.0001.2400.580	United	\$501.07
283068	10/24/2025	1121	US BANK	18sept25	10.704.0001.2400.580	United	(\$114.71)
283068	10/24/2025	1121	US BANK	18sept25	10.704.0001.2400.580	MARriot Tish	\$1,022.12
283068	10/24/2025	1121	US BANK	19sept25	10.011.0001.1000.610	Raindance	\$31.56
283068	10/24/2025	1121	US BANK	19sept25	10.011.0001.1000.610	Moab Brewery	\$95.15
283068	10/24/2025	1121	US BANK	2-Sept 25	10.011.0001.1000.610	Storage Boxes	\$490.00
283068	10/24/2025	1121	US BANK	2-Sept 25	10.011.0001.1000.610	Bath and Body	\$66.69
283068	10/24/2025	1121	US BANK	2-Sept 25	10.011.0001.1000.610	City MARKET	\$42.34
283068	10/24/2025	1121	US BANK	2-Sept 25	10.011.0001.1000.610	Wendys	\$29.63
283068	10/24/2025	1121	US BANK	2-Sept 25	10.011.0001.1000.610	United	\$600.00
283068	10/24/2025	1121	US BANK	2-Sept 25	10.011.0001.1000.610	Deweys	\$79.31
283068	10/24/2025	1121	US BANK	2-Sept 25	10.011.0001.1000.610	Village Market	\$42.34
283068	10/24/2025	1121	US BANK	2-Sept 25	10.011.0001.1000.610	Deweys USPS	\$133.95
283068	10/24/2025	1121	US BANK	2-Sept 25	10.011.0001.1000.610	City MARKET	\$47.33
283068	10/24/2025	1121	US BANK	2-Sept 25	10.011.0001.1000.610	Stock Checks	\$110.20

Grand County School District

Disbursement Detail Listing

Bank Name: General Cash Account

Date Range: 10/01/2025 - 10/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: -

Dollar Limit: \$0.00

☒ Print Employee Vendor Names

☐ Exclude Voided Checks

☐ Exclude Manual Checks

☒ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283068	10/24/2025	1121	US BANK	2-Sept 25	10.011.0001.1000.610	Chevron	\$4.55
283068	10/24/2025	1121	US BANK	2-Sept 25	10.011.0001.1000.610	Blackout EZ	\$746.39
283068	10/24/2025	1121	US BANK	2-Sept 25	10.011.0001.1000.610	Walmart	\$4.73
283068	10/24/2025	1121	US BANK	2-Sept 25	10.011.0001.1000.610	Walker True Value	\$21.76
283068	10/24/2025	1121	US BANK	2-Sept 25	10.011.0001.1000.610	Bath and Body Works	\$87.62
283068	10/24/2025	1121	US BANK	2-Sept 25	10.011.0001.1000.610	NASN	\$260.00
283068	10/24/2025	1121	US BANK	2-Sept 25	10.011.0001.1000.610	Village Market	\$47.00
283068	10/24/2025	1121	US BANK	2-Sept 25	10.011.0001.1000.610	ARches Thai	\$172.92
283068	10/24/2025	1121	US BANK	2-Sept 25	10.011.0001.2300.610	Fiesta Board	\$594.13
283068	10/24/2025	1121	US BANK	2-Sept 25	10.011.0001.2500.531	USPS	\$415.00
283068	10/24/2025	1121	US BANK	2-Sept 25	10.011.0001.2500.531	Walmart	\$36.32
283068	10/24/2025	1121	US BANK	2-Sept 25	10.011.0001.2500.531	USPS	\$501.99
283068	10/24/2025	1121	US BANK	2-Sept 25	10.704.9924.2200.580	Travel Guard	\$82.90
283068	10/24/2025	1121	US BANK	2-Sept 25	10.704.9924.2200.580	United Ron Dolphin	\$614.92
283068	10/24/2025	1121	US BANK	2-Sept 25	10.704.9924.2200.580	United Ron Dolphin	\$614.92
283068	10/24/2025	1121	US BANK	2-Sept 25	10.704.9924.2200.580	United Ron Dolphin Seat	\$195.58
283068	10/24/2025	1121	US BANK	20sept25	10.011.0001.2300.581	Taco bell	\$19.07
283068	10/24/2025	1121	US BANK	20sept25	10.011.0001.2300.581	Hampton Inn	\$180.74
283068	10/24/2025	1121	US BANK	20sept25	10.011.0001.2300.581	Deweys	\$63.11
283068	10/24/2025	1121	US BANK	20sept25	10.011.0001.2300.581	The Spoke	\$63.40
283068	10/24/2025	1121	US BANK	20sept25	10.011.0001.2300.581	Delta	\$773.37
283068	10/24/2025	1121	US BANK	20sept25	10.011.0001.2300.581	Delta	\$19.99
283068	10/24/2025	1121	US BANK	20sept25	10.011.0001.2300.581	Delta	\$34.99
283068	10/24/2025	1121	US BANK	20sept25	10.011.0001.2300.581	Delta	\$4.99
283068	10/24/2025	1121	US BANK	20sept25	10.011.0001.2300.581	Best Westert Bryce	\$388.26
283068	10/24/2025	1121	US BANK	20sept25	10.011.0001.2300.581	Duke SLick rock	\$20.38
283068	10/24/2025	1121	US BANK	20sept25	10.011.0001.2300.581	Creamery Kitchen	\$32.50
283068	10/24/2025	1121	US BANK	20sept25	10.011.0001.2300.581	City Market	\$25.02
283068	10/24/2025	1121	US BANK	20sept25	10.011.0001.2500.611	American Asoc of Schools	\$275.00
283068	10/24/2025	1121	US BANK	20sept25	10.011.0001.2500.611	American Asoc of Schools	\$375.00

Grand County School District

Disbursement Detail Listing		Bank Name: General Cash Account		Date Range: 10/01/2025 - 10/31/2026		Sort By: Vendor	
Fiscal Year: 2025-2026		Voucher Range: -		Dollar Limit: \$0.00			
		☒ Print Employee Vendor Names		☐ Exclude Voided Checks		☐ Exclude Manual Checks	
		☒ Include Non Check Batches					
Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283068	10/24/2025	1121	US BANK	21sept25	10.106.0001.1000.610	TeachersPayTeachers– supplies– skills and	\$91.43
283068	10/24/2025	1121	US BANK	21sept25	10.106.0001.1000.610	Gmass– supplies– mass communication for	\$21.25
283068	10/24/2025	1121	US BANK	22sept25	10.010.1215.2200.580	hotel for medicaid meeting in slc	\$175.10
283068	10/24/2025	1121	US BANK	22sept25	10.011.0001.2300.581	gas for trip to Price with DO – DO should pay this per	\$50.18
283068	10/24/2025	1121	US BANK	22sept25	10.801.1205.1000.610	storage for HMK Sped	\$70.00
283068	10/24/2025	1121	US BANK	22sept25	10.801.1205.1000.610	auto renew subscription for slp kristy jack	\$139.92
283068	10/24/2025	1121	US BANK	22sept25	10.801.1205.2200.580	hotel for medicaid mtg in slc	\$193.10
283068	10/24/2025	1121	US BANK	22sept25	10.801.1215.1000.610	auto renewal to NAEYC for Jill	\$72.00
283068	10/24/2025	1121	US BANK	23sept25	10.660.0001.2500.650	STAFF APPRECIATION	\$99.81
283068	10/24/2025	1121	US BANK	24sept25	10.550.6000.1000.517	LEADERSHIP CONFERENCE	\$374.40
283068	10/24/2025	1121	US BANK	24sept25	10.550.6000.1000.517	NATIONAL MEMBERSHIP STUDENTS AND ADVISOR	\$240.00
283068	10/24/2025	1121	US BANK	24sept25	10.550.6000.1000.517	STUDENT AFFILIATION, CHAPTER ADVISOR	\$240.00
283068	10/24/2025	1121	US BANK	24sept25	10.550.6000.1000.517	REGISTRATION FOR STUDENT FALL LEADERSHIP	\$62.40
283068	10/24/2025	1121	US BANK	24sept25	10.550.6000.1000.517	DECA FALL LEADERSHIP SEPT 29–OCT 1,2025	\$952.80
283068	10/24/2025	1121	US BANK	24sept25	10.550.6000.1000.517	FCCLA FALL LEADERSHIP CONFERENCE	\$351.00
283068	10/24/2025	1121	US BANK	24sept25	10.550.6100.2200.330	BEN MORD Computer Science Praxis Test	\$133.90
283068	10/24/2025	1121	US BANK	25sept25	10.704.0001.1000.610	PRINCIPAL BUSINESS CARDS	\$110.98

Grand County School District

Disbursement Detail Listing

Bank Name: General Cash Account

Date Range: 10/01/2025 - 10/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: -

Dollar Limit: \$0.00

☒ Print Employee Vendor Names

☐ Exclude Voided Checks

☐ Exclude Manual Checks

☒ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283068	10/24/2025	1121	US BANK	3-Sept 25	49.011.8071.3110.610	Walker Drug	\$54.72
283068	10/24/2025	1121	US BANK	4Sept25	10.011.7330.1000.610	UT Afterschool Network	\$195.00
283068	10/24/2025	1121	US BANK	6Sept25	10.550.0001.2600.431	Outwest Building	\$920.16
283068	10/24/2025	1121	US BANK	6Sept25	10.999.0001.2600.612	Ebay	\$315.65
283068	10/24/2025	1121	US BANK	6Sept25	10.999.0001.2600.612	Ebay	\$141.49
283068	10/24/2025	1121	US BANK	6Sept25	10.999.0001.2600.612	Ebay	\$140.99
283068	10/24/2025	1121	US BANK	6Sept25	10.999.0001.2600.612	Ebay	\$130.61
283068	10/24/2025	1121	US BANK	7sept25	10.704.9924.1000.610	City Market	\$37.55
283068	10/24/2025	1121	US BANK	7sept25	10.704.9924.1000.610	Angle	\$21.49
283068	10/24/2025	1121	US BANK	7sept25	10.704.9924.1000.610	Canyon Pizza	\$120.13
283068	10/24/2025	1121	US BANK	8sept25	10.555.5315.2700.340	Moab family chiro	\$135.00
283068	10/24/2025	1121	US BANK	8sept25	10.555.5315.2700.611	Cojali USA	\$459.00
283068	10/24/2025	1121	US BANK	8sept25	10.555.5315.2700.611	Costco	\$71.97
283068	10/24/2025	1121	US BANK	8sept25	10.555.5315.2700.611	City Market	\$24.77
283068	10/24/2025	1121	US BANK	8sept25	10.555.5315.2700.684	Walker Drug	\$25.87
283068	10/24/2025	1121	US BANK	9sept25	10.106.5679.2110.331	EEGER Edication	\$185.00
283068	10/24/2025	1121	US BANK	9sept25	10.106.5679.2110.331	WEsselman training	\$360.00
283068	10/24/2025	1121	US BANK	Sept 25	10.610.7351.2900.330	JumpStart Conference (1 Early Bird Registrant)	\$195.00
283068	10/24/2025	1121	US BANK	Sept 25	10.610.7351.2900.330	Food Handlers	\$25.99
283068	10/24/2025	1121	US BANK	Sept 25	10.610.7351.2900.330	CPR/First Aid	\$39.95
283068	10/24/2025	1121	US BANK	Sept 25	10.610.7351.2900.330	JumpStart Conference	\$97.50
283068	10/24/2025	1121	US BANK	Sept 25	10.610.7351.2900.610	Robotics Kit	\$73.61
283068	10/24/2025	1121	US BANK	Sept 25	10.610.7909.2900.330	JumpStart Conference (6 Scholarship registrants)	\$540.00
283068	10/24/2025	1121	US BANK	Sept 25	10.610.7910.2900.610	Cello Rental – Strings	\$156.00
Check Total:							\$33,282.22
283067	10/20/2025	1119	USBA DENTAL	V286702	10.000.0000.9596.888	October Difference	\$16.69
283067	10/20/2025	1119	USBA DENTAL	V473609	10.000.0000.9596.888	125 DENTAL USBA FLEX	\$112.41
283067	10/20/2025	1119	USBA DENTAL	V63084	10.000.0000.9596.888	125 DENTAL USBA FLEX	\$2,002.23

Grand County School District

Disbursement Detail Listing

Bank Name: General Cash Account

Date Range: 10/01/2025 - 10/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: -

Dollar Limit: \$0.00

☒ Print Employee Vendor Names

☐ Exclude Voided Checks

☐ Exclude Manual Checks

☒ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283067	10/20/2025	1119	USBA DENTAL	V963103	10.000.0000.9596.888	125 DENTAL USBA FLEX	\$173.63
Check Total:							\$2,304.96
283069	10/20/2025	1120	USBA-Medical	V265865	10.000.0000.9552.888	H & A PAYABLE	\$132,684.00
283069	10/20/2025	1120	USBA-Medical	V812221	10.011.0001.1000.240	Retirement	\$4,056.00
283069	10/20/2025	1120	USBA-Medical	V842734	10.000.0000.9552.888	H & A PAYABLE	\$31,536.00
283069	10/20/2025	1120	USBA-Medical	V858585	10.000.0000.9552.888	H & A PAYABLE	\$2,660.40
283069	10/20/2025	1120	USBA-Medical	V872580	10.000.0000.9552.888	October Difference	(\$6,195.40)
283069	10/20/2025	1120	USBA-Medical	V923417	10.000.0000.9552.888	H & A PAYABLE	\$2,217.00
Check Total:							\$166,958.00
283100	10/31/2025	1129	UTAH BUREAU OF CRIMINAL IDENTIFICATION	202510B1033	10.011.0001.2500.330	Background Checks 11--Kat;leyn Hoffman,	\$294.00
Check Total:							\$294.00
283011	10/13/2025	1098	Utah Public Education Human Resource	26 UPEHRA Matt Keyes	10.011.0001.2300.611	Matt Keyes Dues 25-26	\$50.00
Check Total:							\$50.00
283052	10/22/2025	1114	Utah Public Education Human Resource	Krista Wilson	10.011.0001.2300.611	Krista Wilson Dues 25-26	\$50.00
Check Total:							\$50.00
283101	10/31/2025	1129	Utah Restaurant Association	Grand County	10.550.6100.1000.610	FOOD HANDLERS PERMITS	\$300.00
Check Total:							\$300.00
NCB	10/20/2025	1128	UTAH RETIREMENT SYSTEMS	V213257	10.000.0000.9544.888	Utah Retirement Liability	\$1,363.53
NCB	10/20/2025	1128	UTAH RETIREMENT SYSTEMS	V270096	10.000.0000.9544.888	Utah Retirement Liability	\$13,892.16
NCB	10/20/2025	1128	UTAH RETIREMENT SYSTEMS	V323777	10.000.0000.9544.888	Utah Retirement Liability	\$3,391.00
NCB	10/20/2025	1128	UTAH RETIREMENT SYSTEMS	V404274	10.000.0000.9587.888	UTAH STATE RET	\$939.38
NCB	10/20/2025	1128	UTAH RETIREMENT SYSTEMS	V488304	10.000.0000.9587.888	UTAH STATE RET	\$30,955.64
NCB	10/20/2025	1128	UTAH RETIREMENT SYSTEMS	V681626	10.000.0000.9609.888	URS IRA	\$250.00
NCB	10/20/2025	1128	UTAH RETIREMENT SYSTEMS	V742879	10.000.0000.9544.888	Utah Retirement Liability	\$1,352.26
NCB	10/20/2025	1128	UTAH RETIREMENT SYSTEMS	V746580	10.000.0000.9544.888	Utah Retirement Liability	\$12,530.72
NCB	10/20/2025	1128	UTAH RETIREMENT SYSTEMS	V769266	10.000.0000.9544.888	Utah Retirement Liability	\$110,679.97
NCB	10/20/2025	1128	UTAH RETIREMENT SYSTEMS	V792932	10.000.0000.9587.888	UTAH STATE RET	\$4,713.49
NCB	10/20/2025	1128	UTAH RETIREMENT SYSTEMS	V934634	10.000.0000.9544.888	Utah Retirement Liability	\$94,756.67
NCB	10/20/2025	1128	UTAH RETIREMENT SYSTEMS	V960731	10.000.0000.9544.888	Utah Retirement Liability	\$6,707.63

Grand County School District

Disbursement Detail Listing		Bank Name: General Cash Account		Date Range: 10/01/2025 - 10/31/2026		Sort By: Vendor	
Fiscal Year: 2025-2026		Voucher Range: -		Dollar Limit: \$0.00			
		☒ Print Employee Vendor Names		☐ Exclude Voided Checks		☐ Exclude Manual Checks	
		☒ Include Non Check Batches					
Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
NCB	10/20/2025	1128	UTAH RETIREMENT SYSTEMS	V976495	10.000.0000.9632.888	RETIREMENT RED	\$2,995.21
						Check Total:	\$284,527.66
283012	10/13/2025	1098	UTAH SCHOOL BOARDS	USBA 2026 Conf	10.011.0001.2300.580	Melissa Byrd Board President	\$695.00
283012	10/13/2025	1098	UTAH SCHOOL BOARDS	USBA 2026 Conf	10.011.0001.2300.580	Kathy Williams Board Vice President	\$695.00
283012	10/13/2025	1098	UTAH SCHOOL BOARDS	USBA 2026 Conf	10.011.0001.2300.580	Dave Bierschied Board Member	\$695.00
283012	10/13/2025	1098	UTAH SCHOOL BOARDS	USBA 2026 Conf	10.011.0001.2300.580	Jenna Woodbury Board Member	\$695.00
283012	10/13/2025	1098	UTAH SCHOOL BOARDS	USBA 2026 Conf	10.011.0001.2300.580	Lauralee Green Board Member	\$695.00
283012	10/13/2025	1098	UTAH SCHOOL BOARDS	USBA 2026 Conf	10.011.0001.2300.581	USBA 2026 Conference Registration Little America	\$695.00
283012	10/13/2025	1098	UTAH SCHOOL BOARDS	USBA 2026 Conf	10.011.0001.2500.580	Jeri Hamilton Acting Business Administrator	\$695.00
						Check Total:	\$4,865.00
283034	10/20/2025	1112	UTAH SCHOOL EMPLOYEE'S ASSOCIATION	V300304	10.000.0000.9621.888	Oct. Diff	\$97.50
283034	10/20/2025	1112	UTAH SCHOOL EMPLOYEE'S ASSOCIATION	V865560	10.000.0000.9621.888	ASSOC DUES	\$664.25
						Check Total:	\$761.75
NCB	10/20/2025	1102	UTAH STATE TAX COMMISSION	V731131	10.000.0000.9543.888	State Tax Liability	\$49,579.91
NCB	10/20/2025	1108	UTAH STATE TAX COMMISSION	V792853	10.000.0000.9543.888	State Tax Liability	\$683.36
NCB	11/05/2025	1132	UTAH STATE TAX COMMISSION	V912040	10.000.0000.9543.888	State Tax Liability	\$687.59
						Check Total:	\$50,950.86
283029	10/17/2025	1100	UTAHYAMA CONTROLS INC	107082	10.704.0001.2600.434	Service Agreement,(Quarterly,	\$3,870.50
						Check Total:	\$3,870.50
283073	10/24/2025	1122	VERIZON WIRELESS	6126114271	10.011.0001.1000.610	GCSD Venmo Phone	\$51.87
283073	10/24/2025	1122	VERIZON WIRELESS	6126114271	10.011.0001.1000.610	Sept DO NASHay Phone	\$235.76

Grand County School District

Disbursement Detail Listing

Bank Name: General Cash Account

Date Range: 10/01/2025 - 10/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: -

Dollar Limit: \$0.00

☒ Print Employee Vendor Names

☐ Exclude Voided Checks

☐ Exclude Manual Checks

☒ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283073	10/24/2025	1122	VERIZON WIRELESS	6126114271	10.011.0001.2600.530	Sept 25 Maint Cell Phone Service	\$39.77
283073	10/24/2025	1122	VERIZON WIRELESS	6126114271	10.011.1011.2130.610	Sept 25 Nurse Cell Phone Service	\$51.87
283073	10/24/2025	1122	VERIZON WIRELESS	6126114271	10.550.6015.2400.530	Sept 25 CTE Cell Phone Service	\$39.77
283073	10/24/2025	1122	VERIZON WIRELESS	6126114271	10.600.3391.2900.530	Sept 25 Mentoring Cell Phone Service	\$165.97
283073	10/24/2025	1122	VERIZON WIRELESS	6126114271	10.610.7910.2900.530	Sept 25 BEACON Cell Phone Service	\$143.51
283073	10/24/2025	1122	VERIZON WIRELESS	6126114271	10.660.0001.2600.530	Sept 25 Tech Cell Phone Service	\$155.52
283073	10/24/2025	1122	VERIZON WIRELESS	6126114271	10.704.0001.2600.530	Sept 25 HS Cell Phone Service	\$39.77
283073	10/24/2025	1122	VERIZON WIRELESS	6126114271	49.011.8071.3110.530	Sept 25 Nutrition Cell Phone Service	\$39.77
Check Total:							\$963.58
283013	10/13/2025	1098	WALKER DRUG	183403	10.801.0001.2600.431	Clip Box	\$10.48
Check Total:							\$10.48
283117	11/03/2025	1130	WALKER DRUG	183702	10.801.1215.1000.610	Watch battery, button battery, sterlitie box,	\$46.73
283117	11/03/2025	1130	WALKER DRUG	183711	10.801.1215.1000.610	Model Magic, Ceramacoat paints	\$61.78
283117	11/03/2025	1130	WALKER DRUG	183727	10.801.0001.2600.610	Electronic Scale	\$8.49
283117	11/03/2025	1130	WALKER DRUG	183765	10.610.3504.2900.610	Childsplay Candy, Jolly Rancher, Hershey bars,	\$46.32
283117	11/03/2025	1130	WALKER DRUG	183908	10.801.0001.2600.611	Wipes, Tart Pan, Animal scrub brush, Silicone asting	\$34.02
Check Total:							\$197.34
283014	10/13/2025	1098	WALKER TRUE VALUE	025440	10.801.0001.2600.431	WELDING gloves	\$39.98

Grand County School District

Disbursement Detail Listing		Bank Name: General Cash Account		Date Range: 10/01/2025 - 10/31/2026		Sort By: Vendor	
Fiscal Year: 2025-2026		Voucher Range: -		Dollar Limit: \$0.00			
		☒ Print Employee Vendor Names		☐ Exclude Voided Checks		☐ Exclude Manual Checks	
		☒ Include Non Check Batches					
Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283014	10/13/2025	1098	WALKER TRUE VALUE	025519	10.999.0001.2600.611	Retractable reel, bimnder ring	\$20.47
283014	10/13/2025	1098	WALKER TRUE VALUE	025561	10.999.0001.2600.611	Liq Wrench, Mixing Oil, Blade sawzall, Pruner	\$37.13
283014	10/13/2025	1098	WALKER TRUE VALUE	025635	10.106.0001.2600.431	Velcro	\$11.99
283014	10/13/2025	1098	WALKER TRUE VALUE	025798	10.106.0001.2600.431	Velcro	\$23.98
283014	10/13/2025	1098	WALKER TRUE VALUE	025812	10.999.0001.2600.611	Waspspray, mixing oil, bungee	\$40.14
283014	10/13/2025	1098	WALKER TRUE VALUE	025826	10.999.0001.2600.611	Goosenenck coupling, AA Battery, AAA Battery	\$50.97
283014	10/13/2025	1098	WALKER TRUE VALUE	026117	10.404.0001.2600.431	Yellow Caution Tape	\$12.99
283014	10/13/2025	1098	WALKER TRUE VALUE	026443	10.404.0001.2600.431	Outlet Box, Blank Cover, Saulk Tube, Tight	\$32.62
283014	10/13/2025	1098	WALKER TRUE VALUE	026576	10.011.0001.2600.431	Toilet Gasket	\$6.99
283014	10/13/2025	1098	WALKER TRUE VALUE	026593	10.011.0001.2600.431	Powder Chalk, Hang wall	\$8.78
283014	10/13/2025	1098	WALKER TRUE VALUE	026649	10.999.0001.2600.611	Pliers, Channel Locks, Gorilla Tape	\$51.97
283014	10/13/2025	1098	WALKER TRUE VALUE	026782	10.550.0001.2600.431	Screen Alum	\$8.69
283014	10/13/2025	1098	WALKER TRUE VALUE	026995	10.106.0001.2600.431	Scraper Sidewalk	\$22.99
283014	10/13/2025	1098	WALKER TRUE VALUE	027092	10.704.0001.2600.431	Hardware, Termite Killer	\$10.67
283014	10/13/2025	1098	WALKER TRUE VALUE	027113	10.999.0001.2600.611	Hose Mender,	\$13.98
283014	10/13/2025	1098	WALKER TRUE VALUE	027119	10.555.0001.2600.431	coupler	\$5.96
283014	10/13/2025	1098	WALKER TRUE VALUE	027127	10.999.0001.2600.611	Multi tape staples, cutter	\$57.97
283014	10/13/2025	1098	WALKER TRUE VALUE	027128	10.550.0001.2600.431	20A White Outlet, Wire Connector	\$9.58
283014	10/13/2025	1098	WALKER TRUE VALUE	027165	10.555.0001.2600.431	54" STL Handle	\$5.98
283014	10/13/2025	1098	WALKER TRUE VALUE	027204	10.704.0001.2600.431	Wet Dry Vac Spray Paint White	\$119.96
283014	10/13/2025	1098	WALKER TRUE VALUE	027205	10.106.0001.2600.431	9 Gal Wet Dry Vac	\$49.99

Grand County School District

Disbursement Detail Listing

Bank Name: General Cash Account

Date Range: 10/01/2025 - 10/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: -

Dollar Limit: \$0.00

☒ Print Employee Vendor Names

☐ Exclude Voided Checks

☐ Exclude Manual Checks

☒ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283014	10/13/2025	1098	WALKER TRUE VALUE	027248	10.704.0001.2600.431	Aluminum Tube	\$29.98
283014	10/13/2025	1098	WALKER TRUE VALUE	027290	10.704.0001.2600.431	Spray Paint White	\$29.97
283014	10/13/2025	1098	WALKER TRUE VALUE	027295	10.404.0001.2600.431	20V Lith Battery, Raid, Ant Bait	\$159.96
283014	10/13/2025	1098	WALKER TRUE VALUE	027298	10.704.0001.2600.431	Spray Paint red and White	\$29.97
283014	10/13/2025	1098	WALKER TRUE VALUE	027312	10.106.0001.2600.431	15 W Refresh Bulb	\$18.99
283014	10/13/2025	1098	WALKER TRUE VALUE	027325	10.106.0001.2600.431	15 W Refresh Bulb	\$37.98
283014	10/13/2025	1098	WALKER TRUE VALUE	027683	10.106.0001.2600.431	CD Gate HK eye 3", Drill Bit cobalt, cd gatge hk	\$19.16
283014	10/13/2025	1098	WALKER TRUE VALUE	027690	10.106.0001.2600.431	25ml Epoxy Ultimate	\$10.99
Check Total:							\$980.78
283118	11/03/2025	1130	WALKER TRUE VALUE	027940	10.999.0001.2600.611	Med black Gloves, N	\$40.98
283118	11/03/2025	1130	WALKER TRUE VALUE	028121	10.704.0001.2600.431	Pleat fur filter	\$15.98
283118	11/03/2025	1130	WALKER TRUE VALUE	028227	10.106.0001.2600.431	Refresh Bulb	\$37.98
283118	11/03/2025	1130	WALKER TRUE VALUE	028259	10.801.0001.2600.431	Padlock	\$35.98
283118	11/03/2025	1130	WALKER TRUE VALUE	028322	10.704.0001.2600.431	Adhesive panel, nozzle, cut off riser	\$17.63
283118	11/03/2025	1130	WALKER TRUE VALUE	028418	10.704.0001.2600.431	Spray Paint Whire	\$29.97
283118	11/03/2025	1130	WALKER TRUE VALUE	028443	10.999.0001.2600.610	POPLAR DOWEL	\$15.02
283118	11/03/2025	1130	WALKER TRUE VALUE	028684	10.704.0001.2600.431	Gas cylinder. manual torch, clamp, hardware	\$37.87
283118	11/03/2025	1130	WALKER TRUE VALUE	028765	10.011.0001.2600.431	Spotlight Plastic High	\$29.99
283118	11/03/2025	1130	WALKER TRUE VALUE	028902	10.999.0001.2600.610	Clamp, Hardware	\$22.91
283118	11/03/2025	1130	WALKER TRUE VALUE	028914	10.999.0001.2600.611	Drill Hammer	\$11.99
283118	11/03/2025	1130	WALKER TRUE VALUE	028978	10.106.0001.2600.431	Fat Bull Valve, connector	\$37.97
283118	11/03/2025	1130	WALKER TRUE VALUE	029013	10.704.0001.2600.431	Gasket Toilet wax	\$6.49
283118	11/03/2025	1130	WALKER TRUE VALUE	029277	10.999.0001.2600.611	Leather gloves, Caulking Clear	\$52.97

Grand County School District

Disbursement Detail Listing

Bank Name: General Cash Account

Date Range: 10/01/2025 - 10/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: -

Dollar Limit: \$0.00

☒ **Print Employee Vendor Names**

☐ **Exclude Voided Checks**

☐ **Exclude Manual Checks**

☒ **Include Non Check Batches**

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283118	11/03/2025	1130	WALKER TRUE VALUE	029357	10.704.0001.2600.431	Concrete Mix	\$39.96
283118	11/03/2025	1130	WALKER TRUE VALUE	029358	10.704.0001.2600.431	Dual Full circle, key	\$24.71
283118	11/03/2025	1130	WALKER TRUE VALUE	029485	10.801.0001.2600.431	Carbide Blade, Knife Set	\$28.98
283118	11/03/2025	1130	WALKER TRUE VALUE	029684	10.999.0001.2600.611	Salta Blue Mirrir	\$12.99
283118	11/03/2025	1130	WALKER TRUE VALUE	029840	10.999.0001.2600.611	Lev style blow gun, lever, plug	\$44.27
283118	11/03/2025	1130	WALKER TRUE VALUE	029880	10.999.0001.2600.611	Key, Key ring	\$10.45
283118	11/03/2025	1130	WALKER TRUE VALUE	029897	10.999.0001.2600.611	D2D light	\$27.99
283118	11/03/2025	1130	WALKER TRUE VALUE	029910	10.011.0001.2600.431	White Round out box	\$7.29
283118	11/03/2025	1130	WALKER TRUE VALUE	029918	10.106.0001.2600.431	Caulk tool, still white	\$31.97
283118	11/03/2025	1130	WALKER TRUE VALUE	029948	10.704.0001.2600.431	Elbow Slp	\$14.97
283118	11/03/2025	1130	WALKER TRUE VALUE	029988	10.704.0001.2600.431	Post mix	\$12.99
283118	11/03/2025	1130	WALKER TRUE VALUE	030066	10.999.0001.2600.611	Insul Disconnect, FEm dicconnect	\$7.98
283118	11/03/2025	1130	WALKER TRUE VALUE	Remaining Balance	10.999.0001.2600.611	REMAINING BALANCE	\$125.56
Check Total:							\$783.84
283032	10/20/2025	1109	WASHINGTON NATIONAL INSURANCE	V385524	10.000.0000.9628.888	Oct Difference	(\$8.61)
283032	10/20/2025	1109	WASHINGTON NATIONAL INSURANCE	V819741	10.000.0000.9628.888	WASHINGTON NATIONAL INS CO	\$2,466.73
Check Total:							\$2,458.12
283102	10/31/2025	1129	Wayground	34180	10.404.0001.1000.641	Voyage Math Skills and Assignments	\$2,300.00
283102	10/31/2025	1129	Wayground	34180	10.404.0001.1000.641	15% Early adopter discount	(\$345.00)
283102	10/31/2025	1129	Wayground	34180	10.404.0001.1000.641	10% Wayground bundle discount	(\$195.50)
Check Total:							\$1,759.50
283030	10/17/2025	1100	WEX BANK	107838770	10.404.9924.1000.518	Sept 25 MS Vehicle Fuel	\$918.85
283030	10/17/2025	1100	WEX BANK	107838770	10.550.6000.1000.518	Sept 25 CTE Fuel	\$161.21

Grand County School District

Disbursement Detail Listing

Bank Name: General Cash Account

Date Range: 10/01/2025 - 10/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: -

Dollar Limit: \$0.00

☒ Print Employee Vendor Names

☐ Exclude Voided Checks

☐ Exclude Manual Checks

☒ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283030	10/17/2025	1100	WEX BANK	107838770	10.555.5315.2700.626	Sept 25 Bus Tran Fuel routes	\$4,793.29
283030	10/17/2025	1100	WEX BANK	107838770	10.704.5610.1000.626	Sept 25 Dr Ed Vehicle Fuel	\$79.46
283030	10/17/2025	1100	WEX BANK	107838770	10.704.9924.1000.518	Sept 25 HS Vehicle Fuel	\$3,612.23
283030	10/17/2025	1100	WEX BANK	107838770	10.801.1215.1000.518	Sept 25 SPED Vehicle Fuel	\$16.17
283030	10/17/2025	1100	WEX BANK	107838770	10.999.0001.2600.626	Sept 25 Maint Vehicle Fuel	\$921.00
Check Total:							\$10,502.21
283119	11/03/2025	1130	WEX BANK	108347807	10.011.0001.2300.581	Oct 25 DO Vehicle Fuel	\$29.06
283119	11/03/2025	1130	WEX BANK	108347807	10.404.9924.1000.518	Oct 25 MS Vehicle Fuel	\$393.45
283119	11/03/2025	1130	WEX BANK	108347807	10.550.6000.1000.518	Oct 25 CTE Fuel	\$503.75
283119	11/03/2025	1130	WEX BANK	108347807	10.555.5315.2700.626	Oct 25 Bus Tran Fuel routes	\$5,106.65
283119	11/03/2025	1130	WEX BANK	108347807	10.610.3504.2900.580	Oct 25 BEACON Vehicle Fuel	\$87.30
283119	11/03/2025	1130	WEX BANK	108347807	10.704.5610.1000.626	Oct 25 Dr Ed Vehicle Fuel	\$130.25
283119	11/03/2025	1130	WEX BANK	108347807	10.704.9924.1000.518	Oct 25 HS Vehicle Fuel	\$3,457.31
283119	11/03/2025	1130	WEX BANK	108347807	10.801.1215.1000.518	Oct 25 SPED Vehicle Fuel	\$35.30
283119	11/03/2025	1130	WEX BANK	108347807	10.999.0001.2600.626	Oct 25 Maint Vehicle Fuel	\$678.04
Check Total:							\$10,421.11
283053	10/22/2025	1114	WF COMMUNICATIONS	251508	10.555.5315.2700.684	EC1-KW3 desktop charger for NX-3000 series radios 1	\$65.00
Check Total:							\$65.00
283103	10/31/2025	1129	Wheeler Machinery Co	RS0000336679	10.704.0001.2600.431	Trencher	\$78.88
Check Total:							\$78.88
283015	10/13/2025	1098	Wilson, Patrick D	Reimb 9/25	10.011.0001.2500.580	9-23-2025 to 9-27--2025 5 Days Meal Contract rate	\$325.00

Grand County School District

Disbursement Detail Listing			Bank Name: General Cash Account			Date Range: 10/01/2025 - 10/31/2026		Sort By: Vendor	
Fiscal Year: 2025-2026			Voucher Range: -			Dollar Limit: \$0.00			
			☒ Print Employee Vendor Names			☐ Exclude Voided Checks			☒ Include Non Check Batches
Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount		
283015	10/13/2025	1098	Wilson, Patrick D	Reimb 9/25	10.011.0001.2500.580	9/25-2025 to Meal provided	(\$22.00)		
283015	10/13/2025	1098	Wilson, Patrick D	Reimb 9/25	10.011.0001.2500.580	9-10-2025 to 8-22-2025 Home to Airport UBER	\$13.30		
283015	10/13/2025	1098	Wilson, Patrick D	Reimb 9/25	10.011.0001.2500.580	9-10-2025 to 9-30-2025 airfare Round Trip	\$517.37		
283015	10/13/2025	1098	Wilson, Patrick D	Reimb 9/25	10.011.0001.2500.580	9-10-2025 to 9-30-2025 Mieage to GCSD and Back to	\$345.10		
283015	10/13/2025	1098	Wilson, Patrick D	Reimb 9/25	10.011.0001.2500.580	9-24-2025 to 9-26--2025 Lodging Moab	\$488.28		
283015	10/13/2025	1098	Wilson, Patrick D	Reimb 9/25	10.011.0001.2500.580	9-24-2025 to 9-26--2025 Airport to Home UBER	\$43.93		
283015	10/13/2025	1098	Wilson, Patrick D	Reimb 9/25	10.011.0001.2500.580	9-24-2025 to 9-26--2025 Airport to Home UBER	\$15.00		
							Check Total:	\$1,725.98	
283104	10/31/2025	1129	WORKFORCE QA	INV121953	10.555.5315.2700.341	Drug Screen	\$75.00		
							Check Total:	\$75.00	
283105	10/31/2025	1129	You Science	35762	10.550.6000.1000.810	Industry Recognized Certifications Site License	\$2,043.75		
							Check Total:	\$2,043.75	
283054	10/22/2025	1114	YOUTH GARDEN PROJECT	3962	10.610.7910.2900.301	Fall Clubs Stipend	\$2,000.00		
							Check Total:	\$2,000.00	
283062	10/23/2025	1116	ZFNB - UTAH CORPORATE TRUST	Issue # 8422 Oct 25	32.011.5550.1510.999	Less Cash on Hand as of: 10/8/2025	(\$646.82)		
283062	10/23/2025	1116	ZFNB - UTAH CORPORATE TRUST	Issue # 8422 Oct 25	32.011.5572.5100.830	Local Building Authority Grand Co. SD Lease Rev	\$16,061.10		
							Check Total:	\$15,414.28	
283063	10/23/2025	1116	ZFNB - UTAH CORPORATE TRUST	Issue # 7220 Oct 25	32.011.5550.1510.999	Less Cash on Hand as of: 10/8/2025	(\$1,970.41)		
283063	10/23/2025	1116	ZFNB - UTAH CORPORATE TRUST	Issue # 7220 Oct 25	32.011.5572.5100.830	Local Building Authority of Grand County S.D. Series	\$580,750.00		

Grand County School District

Disbursement Detail Listing

Bank Name: General Cash Account

Date Range: 10/01/2025 - 10/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: -

Dollar Limit: \$0.00

☒ **Print Employee Vendor Names**

☐ **Exclude Voided Checks**

☐ **Exclude Manual Checks**

☒ **Include Non Check Batches**

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
283063	10/23/2025	1116	ZFNB - UTAH CORPORATE TRUST	Issue # 7220 Oct 25	32.011.5572.5100.840	Principal Payable: 12/15/2025	\$1,065,000.00
						Check Total:	\$1,643,779.59
283064	10/23/2025	1116	ZFNB - UTAH CORPORATE TRUST	Issue # 8201 Oct 25	31.011.5575.1510.999	Less Cash on Hand as of: 10/8/2025	(\$8,835.10)
283064	10/23/2025	1116	ZFNB - UTAH CORPORATE TRUST	Issue # 8201 Oct 25	31.011.5575.5100.830	Paying Agent Fees	\$250.00
283064	10/23/2025	1116	ZFNB - UTAH CORPORATE TRUST	Issue # 8201 Oct 25	31.011.5575.5100.830	Grand County SD, Taxable GO Refunding, Series 2020	\$52,123.50
						Check Total:	\$43,538.40
						Bank Total:	\$5,313,308.98

<u>Fund</u>	<u>Amount</u>
10	\$2,133,695.16
31	\$43,538.40
32	\$2,982,595.69
49	\$153,479.73
Fund Totals:	\$5,313,308.98

End of Report

Disbursements Grand Total: \$5,313,308.98

Grand County School District

General Ledger - Monthly Exp Board Report w/Encumbrances

Fiscal Year: 2025-2026 From Date:10/1/2025 To Date:10/31/2025

Account Mask: ???????????????

Account Type: EXPENDITURE

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Include PreEncumbrance

Fund / Function / Object

Adjusted Budget

Range To Date

Year To Date

Encumbrance

Budget Balance

Percent Remains

10 - General Fund

1000 - Instruction

130 - Salaries - Teachers	\$17,500.00	\$2,538.20	\$13,259.70	\$0.00	\$4,240.30	24.23%
131 - Salaries - Teachers	\$7,683,611.00	\$585,259.52	\$1,225,195.58	\$5,579,719.17	\$878,696.25	11.44%
132 - Salaries - Substitute Teachers	\$164,400.00	\$8,802.50	\$13,381.00	\$5,950.75	\$145,068.25	88.24%
133 - Instructional Coaches	\$22,500.00	\$0.00	\$0.00	\$0.00	\$22,500.00	100.00%
134 - Teacher Stipends	\$90,000.00	\$0.00	\$0.00	\$0.00	\$90,000.00	100.00%
161 - Salaries - Teacher Aides and Para-Professionals	\$1,444,077.00	\$120,978.42	\$265,007.24	\$825,745.57	\$353,324.19	24.47%
195 - Salaries - Athletic Coaches	\$189,250.00	\$30,918.50	\$31,618.50	\$15,812.50	\$141,819.00	74.94%
210 - State Retirement	\$1,946,730.00	\$143,725.10	\$302,346.75	\$7,701.98	\$1,636,681.27	84.07%
220 - Social Security	\$743,890.00	\$55,482.42	\$114,886.02	\$3,243.36	\$625,760.62	84.12%
240 - Group Insurance - Certified	\$1,252,300.00	\$80,506.43	\$172,269.71	\$17,316.20	\$1,062,714.09	84.86%
243 - LTD Benefits	\$40,726.00	\$2,953.56	\$6,205.15	\$169.79	\$34,351.06	84.35%
245 - Life Ins Benefits	\$12,810.00	\$878.24	\$1,921.78	\$77.10	\$10,811.12	84.40%
270 - Industrial Insurance	\$55,885.00	\$3,965.74	\$8,204.28	\$245.35	\$47,435.37	84.88%
280 - Unemployment Insurance	\$17,500.00	\$0.00	\$530.20	\$0.00	\$16,969.80	96.97%
320 - Professional - Educational Services	\$55,000.00	\$0.00	\$17,258.67	\$0.00	\$37,741.33	68.62%
330 - Employee Training and Development	\$0.00	\$0.00	\$48.00	\$0.00	(\$48.00)	100.00%
340 - Other Contracted Professional Services	\$234,085.00	(\$13,505.36)	\$19,496.31	\$0.00	\$214,588.69	91.67%
341 - Other Contracted Professional Services	\$85,000.00	\$0.00	\$0.00	\$0.00	\$85,000.00	100.00%
517 - Student Travel (Overnight)	\$31,955.00	\$2,328.60	\$2,512.60	\$0.00	\$29,442.40	92.14%
518 - Student Day Trips/Field Trips	\$69,500.00	\$4,708.46	\$10,146.26	\$0.00	\$59,353.74	85.40%
580 - Staff Travel/Per Diem	\$7,500.00	\$194.73	\$194.73	\$0.00	\$7,305.27	97.40%
610 - General Supplies	\$320,545.00	\$17,054.27	\$94,912.31	\$6,474.94	\$219,157.75	68.37%
611 - General Supplies	\$30,500.00	\$1,096.58	\$24,947.43	\$0.00	\$5,552.57	18.21%
612 - General Supplies	\$36,600.00	\$0.00	\$5,515.00	\$0.00	\$31,085.00	84.93%
613 - General Supplies	\$4,700.00	\$0.00	\$5,237.50	\$0.00	(\$537.50)	-11.44%
614 - General Supplies	\$1,500.00	\$0.00	\$2,468.75	\$0.00	(\$968.75)	-64.58%
615 - Uniforms	\$4,500.00	\$7,896.49	\$10,318.07	\$0.00	(\$5,818.07)	-129.29%
626 - Motor Fuel	\$1,700.00	\$79.46	\$421.83	\$0.00	\$1,278.17	75.19%
640 - Books and Periodicals	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	100.00%
641 - Textbooks	\$106,750.00	\$12,521.05	\$50,499.49	\$12,312.45	\$43,938.06	41.16%
645 - Books and Periodicals	\$11,550.00	\$19.97	\$4,757.37	(\$66.00)	\$6,858.63	59.38%
646 - Books and Periodicals	\$4,724.00	\$757.94	\$1,833.78	\$0.00	\$2,890.22	61.18%

Grand County School District

General Ledger - Monthly Exp Board Report w/Encumbrances

Fiscal Year: 2025-2026 From Date:10/1/2025 To Date:10/31/2025

Account Mask: ????????????????

Account Type: EXPENDITURE

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Include PreEncumbrance

Fund / Function / Object	Adjusted Budget	Range To Date	Year To Date	Encumbrance	Budget Balance	Percent Remains
650 - Supplies - Technology Related	\$249,572.50	\$20,104.79	\$108,042.79	\$4,638.44	\$136,891.27	54.85%
670 - Software	\$155,500.00	\$65,633.09	\$145,489.36	\$289.00	\$9,721.64	6.25%
730 - Equipment	\$0.00	\$0.00	\$1,120.74	\$0.00	(\$1,120.74)	100.00%
734 - Technology Related Hardware	\$1,500.00	\$0.00	\$1,149.00	\$201.78	\$149.22	9.95%
810 - Dues and Fees	\$3,000.00	\$2,443.75	\$2,443.75	\$0.00	\$556.25	18.54%
890 - Miscellaneous Expenditures	\$48,200.00	\$6,373.00	\$6,373.00	\$0.00	\$41,827.00	86.78%
1000 - Instruction Total:	\$15,150,060.50	\$1,163,715.45	\$2,670,012.65	\$6,479,832.38	\$6,000,215.47	39.61%
2100 - Support Services - Students						
141 - Salaries - Attendance and Social Work Personnel	\$561,000.00	\$46,714.78	\$127,307.24	\$433,269.90	\$422.86	0.08%
142 - Salaries - Guidance Personnel	\$188,500.00	\$14,592.92	\$43,778.76	\$131,336.24	\$13,385.00	7.10%
143 - Salaries-Health Services Personnel	\$117,200.00	\$9,669.92	\$27,284.76	\$88,754.24	\$1,161.00	0.99%
152 - Salaries - Secretarial and Clerical Personnel	\$43,000.00	\$3,472.00	\$10,416.00	\$31,248.00	\$1,336.00	3.11%
161 - Salaries - Teacher Aides and Para-Professionals	\$98,000.00	\$8,475.33	\$30,877.32	\$65,366.68	\$1,756.00	1.79%
210 - State Retirement	\$202,270.00	\$16,033.15	\$46,778.69	\$0.00	\$155,491.31	76.87%
220 - Social Security	\$77,610.00	\$6,141.81	\$17,770.70	\$0.00	\$59,839.30	77.10%
240 - Group Insurance - Certified	\$89,550.00	\$7,343.00	\$20,390.00	\$0.00	\$69,160.00	77.23%
243 - LTD Benefits	\$4,430.00	\$340.65	\$990.19	\$0.00	\$3,439.81	77.65%
244 - Employee Assistance Program	\$12,600.00	\$2,936.00	\$6,076.00	\$904.00	\$5,620.00	44.60%
245 - Life Ins Benefits	\$1,145.00	\$80.25	\$224.85	\$0.00	\$920.15	80.36%
270 - Industrial Insurance	\$5,855.00	\$439.50	\$1,270.19	\$0.00	\$4,584.81	78.31%
330 - Employee Training and Development	\$6,000.00	\$891.37	\$1,216.75	\$0.00	\$4,783.25	79.72%
331 - Employee Training and Development	\$2,500.00	\$545.00	\$545.00	\$0.00	\$1,955.00	78.20%
332 - Professional Development	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00	100.00%
530 - Communication (Telephone & Other)	\$0.00	\$0.00	\$479.99	\$0.00	(\$479.99)	100.00%
580 - Staff Travel/Per Diem	\$4,300.00	\$500.00	\$500.00	\$0.00	\$3,800.00	88.37%
610 - General Supplies	\$17,500.00	\$612.70	\$1,888.43	\$0.00	\$15,611.57	89.21%
611 - General Supplies	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00	100.00%
612 - General Supplies	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00	100.00%
2100 - Support Services - Students Total:	\$1,438,960.00	\$118,788.38	\$337,794.87	\$750,879.06	\$350,286.07	24.34%
2200 - Support Services - Instructional Staff Assistance						
115 - Salaries - Supervisors and Directors	\$126,500.00	\$9,998.83	\$29,996.49	\$89,989.51	\$6,514.00	5.15%
130 - Salaries - Teachers	\$4,000.00	\$0.00	\$0.00	\$0.00	\$4,000.00	100.00%
131 - Salaries - Teachers	\$185,700.00	\$12,172.80	\$36,518.40	\$109,555.16	\$39,626.44	21.34%
134 - Teacher Stipends	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00	100.00%
145 - Salaries - Media Personnel - Licensed	\$101,350.00	\$8,374.50	\$16,749.00	\$83,745.00	\$856.00	0.84%

Grand County School District

General Ledger - Monthly Exp Board Report w/Encumbrances

Fiscal Year: 2025-2026 From Date:10/1/2025 To Date:10/31/2025

Account Mask: ????????????????

Account Type: EXPENDITURE

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Include PreEncumbrance

Fund / Function / Object	Adjusted Budget	Range To Date	Year To Date	Encumbrance	Budget Balance	Percent Remains
152 - Salaries - Secretarial and Clerical Personnel	\$116,000.00	\$9,313.00	\$32,763.82	\$79,000.14	\$4,236.04	3.65%
161 - Salaries - Teacher Aides and Para-Professionals	\$45,000.00	\$0.00	\$0.00	\$0.00	\$45,000.00	100.00%
162 - Salaries - Media Personnel - Non-Licensed	\$78,000.00	\$6,712.20	\$14,414.22	\$54,017.52	\$9,568.26	12.27%
184 - Salaries - Technology Personnel	\$225,500.00	\$11,787.97	\$55,500.39	\$94,303.69	\$75,695.92	33.57%
210 - State Retirement	\$180,076.00	\$12,362.32	\$39,198.87	\$2,268.75	\$138,608.38	76.97%
220 - Social Security	\$69,365.00	\$4,227.52	\$13,474.81	\$728.93	\$55,161.26	79.52%
240 - Group Insurance - Certified	\$187,200.00	\$7,378.40	\$23,490.80	\$1,122.00	\$162,587.20	86.85%
243 - LTD Benefits	\$3,648.00	\$245.11	\$771.62	\$42.00	\$2,834.38	77.70%
245 - Life Ins Benefits	\$1,105.00	\$75.11	\$241.23	\$7.95	\$855.82	77.45%
270 - Industrial Insurance	\$4,968.00	\$309.32	\$985.54	\$53.00	\$3,929.46	79.10%
280 - Unemployment Insurance	\$18,000.00	\$0.00	\$0.00	\$0.00	\$18,000.00	100.00%
320 - Professional - Educational Services	\$5,800.00	\$0.00	(\$17.00)	\$0.00	\$5,817.00	100.29%
330 - Employee Training and Development	\$33,857.00	\$865.01	\$2,728.03	\$0.00	\$31,128.97	91.94%
340 - Other Contracted Professional Services	\$28,500.00	\$0.00	\$11,360.00	\$0.00	\$17,140.00	60.14%
432 - Repairs & Maintenance Services	\$55,000.00	\$7,681.44	\$8,343.70	\$0.00	\$46,656.30	84.83%
440 - Rentals	\$8,500.00	\$0.00	\$8,007.00	\$0.00	\$493.00	5.80%
530 - Communication (Telephone & Other)	\$5,300.00	\$580.16	\$1,919.85	\$0.00	\$3,380.15	63.78%
531 - Communication (Telephone & Other)	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	100.00%
580 - Staff Travel/Per Diem	\$108,038.00	\$7,843.29	\$12,735.86	\$0.00	\$95,302.14	88.21%
610 - General Supplies	\$27,494.00	\$1,412.50	\$3,261.95	\$0.00	\$24,232.05	88.14%
611 - General Supplies	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	100.00%
612 - General Supplies	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00	100.00%
644 - Library Books	\$4,724.00	\$898.84	\$3,744.64	\$0.00	\$979.36	20.73%
650 - Supplies - Technology Related	\$22,000.00	\$0.00	\$11,548.00	\$1,916.00	\$8,536.00	38.80%
739 - Other Equipment	\$24,000.00	\$0.00	\$0.00	\$0.00	\$24,000.00	100.00%
2200 - Support Services - Instructional Staff Assistance Total:	\$1,693,125.00	\$102,238.32	\$327,737.22	\$516,749.65	\$848,638.13	50.12%
2300 - Support Services - General District Administration						
111 - Compensation - School Board	\$30,000.00	\$2,500.00	\$10,000.00	\$20,000.00	\$0.00	0.00%
112 - Salaries - Superintendent	\$152,000.00	\$14,133.33	\$144,529.99	\$113,066.68	(\$105,596.67)	-69.47%
152 - Salaries - Secretarial and Clerical Personnel	\$57,000.00	\$4,674.44	\$19,156.64	\$33,423.84	\$4,419.52	7.75%
210 - State Retirement	\$41,220.00	\$4,095.92	\$12,336.16	\$0.00	\$28,883.84	70.07%
220 - Social Security	\$18,580.00	\$1,438.68	\$10,532.61	\$0.00	\$8,047.39	43.31%
240 - Group Insurance - Certified	\$56,000.00	\$5,054.00	\$18,089.00	\$0.00	\$37,911.00	67.70%
243 - LTD Benefits	\$905.00	\$78.99	\$254.75	\$0.00	\$650.25	71.85%
245 - Life Ins Benefits	\$200.00	\$15.90	\$63.60	\$0.00	\$136.40	68.20%

Grand County School District

General Ledger - Monthly Exp Board Report w/Encumbrances

Fiscal Year: 2025-2026 From Date:10/1/2025 To Date:10/31/2025

Account Mask: ????????????????

Account Type: EXPENDITURE

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Include PreEncumbrance

Fund / Function / Object	Adjusted Budget	Range To Date	Year To Date	Encumbrance	Budget Balance	Percent Remains
270 - Industrial Insurance	\$1,405.00	\$112.93	\$920.54	\$0.00	\$484.46	34.48%
312 - Official/Administrative Services	\$39,000.00	\$4,000.00	\$32,000.00	\$0.00	\$7,000.00	17.95%
314 - Official/Administrative Services	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	100.00%
349 - Purchased Legal Services	\$20,000.00	\$270.90	\$8,565.30	\$0.00	\$11,434.70	57.17%
522 - Liability Insurance	\$30,000.00	\$0.00	\$23,830.00	\$0.00	\$6,170.00	20.57%
580 - Staff Travel/Per Diem	\$18,000.00	\$3,475.00	\$5,350.00	\$0.00	\$12,650.00	70.28%
581 - Staff Travel/Per Diem	\$12,000.00	\$2,371.00	\$3,637.28	\$0.00	\$8,362.72	69.69%
610 - General Supplies	\$9,000.00	\$1,053.19	\$2,296.62	\$0.00	\$6,703.38	74.48%
611 - General Supplies	\$6,000.00	\$100.00	\$571.64	\$0.00	\$5,428.36	90.47%
612 - General Supplies	\$2,000.00	\$0.00	\$322.94	\$0.00	\$1,677.06	83.85%
810 - Dues and Fees	\$10,000.00	\$0.00	\$220.00	\$0.00	\$9,780.00	97.80%
2300 - Support Services - General District Administration Total:	\$505,310.00	\$43,374.28	\$292,677.07	\$166,490.52	\$46,142.41	9.13%
2400 - Support Services - School Administration						
121 - Salaries - Principals and Assistants	\$689,000.00	\$55,625.53	\$166,418.18	\$500,629.91	\$21,951.91	3.19%
152 - Salaries - Secretarial and Clerical Personnel	\$373,500.00	\$31,463.79	\$82,001.92	\$182,976.75	\$108,521.33	29.06%
210 - State Retirement	\$224,650.00	\$17,856.48	\$58,675.76	\$1,781.28	\$164,192.96	73.09%
220 - Social Security	\$82,895.00	\$6,448.65	\$18,474.17	\$688.11	\$63,732.72	76.88%
240 - Group Insurance - Certified	\$63,800.00	\$8,610.40	\$20,245.80	\$1,122.00	\$42,432.20	66.51%
243 - LTD Benefits	\$4,690.00	\$365.77	\$1,043.31	\$39.16	\$3,607.53	76.92%
245 - Life Ins Benefits	\$1,475.00	\$104.93	\$306.84	\$7.95	\$1,160.21	78.66%
270 - Industrial Insurance	\$6,380.00	\$461.54	\$1,316.58	\$49.42	\$5,014.00	78.59%
530 - Communication (Telephone & Other)	\$2,800.00	\$39.77	\$333.22	\$0.00	\$2,466.78	88.10%
531 - Communication (Telephone & Other)	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	100.00%
560 - Tuition	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	100.00%
580 - Staff Travel/Per Diem	\$15,000.00	\$4,147.04	\$4,147.04	\$9.48	\$10,843.48	72.29%
610 - General Supplies	\$13,375.00	\$685.85	\$2,198.69	\$0.00	\$11,176.31	83.56%
2400 - Support Services - School Administration Total:	\$1,484,565.00	\$125,809.75	\$355,161.51	\$687,304.06	\$442,099.43	29.78%
2500 - SUPPORT SERVICES - Central Services						
114 - Salaries - School Business Administrator	\$147,000.00	\$10,763.25	\$50,163.24	\$86,106.00	\$10,730.76	7.30%
151 - Salaries - Professional Office Personnel	\$295,000.00	\$41,256.18	\$98,374.65	\$105,049.48	\$91,575.87	31.04%
152 - Salaries - Secretarial and Clerical Personnel	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	100.00%
184 - Salaries - Technology Personnel	\$195,000.00	\$14,845.11	\$55,577.70	\$126,838.97	\$12,583.33	6.45%
210 - State Retirement	\$125,220.00	\$10,088.66	\$38,932.63	\$2,648.69	\$83,638.68	66.79%
220 - Social Security	\$50,080.00	\$4,960.53	\$14,891.90	\$1,349.52	\$33,838.58	67.57%
240 - Group Insurance - Certified	\$75,000.00	\$3,938.00	\$18,551.00	\$550.00	\$55,899.00	74.53%

Grand County School District

General Ledger - Monthly Exp Board Report w/Encumbrances

Fiscal Year: 2025-2026 From Date:10/1/2025 To Date:10/31/2025

Account Mask: ????????????????

Account Type: EXPENDITURE

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Include PreEncumbrance

Fund / Function / Object	Adjusted Budget	Range To Date	Year To Date	Encumbrance	Budget Balance	Percent Remains
243 - LTD Benefits	\$2,905.00	\$280.84	\$857.08	\$91.14	\$1,956.78	67.36%
245 - Life Ins Benefits	\$800.00	\$51.67	\$200.31	\$15.90	\$583.79	72.97%
270 - Industrial Insurance	\$3,605.00	\$354.39	\$1,081.85	\$115.01	\$2,408.14	66.80%
280 - Unemployment Insurance	\$4,000.00	\$0.00	\$0.00	\$0.00	\$4,000.00	100.00%
311 - Business Consulting	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00	100.00%
330 - Employee Training and Development	\$7,000.00	\$294.00	\$850.00	\$0.00	\$6,150.00	87.86%
331 - Employee Training and Development	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	100.00%
340 - Other Contracted Professional Services	\$240,000.00	\$39,580.00	\$81,413.60	\$19,790.00	\$138,796.40	57.83%
522 - Liability Insurance	\$6,000.00	\$0.00	\$3,529.45	\$0.00	\$2,470.55	41.18%
530 - Communication (Telephone & Other)	\$20,000.00	\$1,127.61	\$3,409.71	\$0.00	\$16,590.29	82.95%
531 - Communication (Telephone & Other)	\$16,000.00	\$953.31	\$1,824.94	\$0.00	\$14,175.06	88.59%
540 - Advertising	\$20,000.00	\$1,217.00	\$3,336.00	\$0.00	\$16,664.00	83.32%
580 - Staff Travel/Per Diem	\$30,000.00	\$2,533.12	\$10,059.51	\$0.00	\$19,940.49	66.47%
611 - General Supplies	\$7,500.00	\$650.00	\$1,668.46	\$0.00	\$5,831.54	77.75%
650 - Supplies - Technology Related	\$18,500.00	\$391.97	\$1,003.28	\$0.00	\$17,496.72	94.58%
670 - Software	\$65,000.00	(\$730.83)	\$49,717.20	\$0.00	\$15,282.80	23.51%
739 - Other Equipment	\$6,000.00	\$0.00	\$0.00	\$0.00	\$6,000.00	100.00%
810 - Dues and Fees	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	100.00%
870 - Indirect Costs - Restricted	\$7,802.00	\$0.00	\$0.00	\$0.00	\$7,802.00	100.00%
890 - Miscellaneous Expenditures	\$5,000.00	\$0.00	\$97.50	\$0.00	\$4,902.50	98.05%
2500 - SUPPORT SERVICES - Central Services Total:	\$1,356,912.00	\$132,554.81	\$435,540.01	\$342,554.71	\$578,817.28	42.66%
2600 - Operation & Maintenance of Plant Services						
181 - Salaries - Operation & Maintenance Supervisors	\$115,000.00	\$8,117.92	\$32,471.68	\$64,943.32	\$17,585.00	15.29%
182 - Salaries - Custodial & Maintenance Personnel	\$973,500.00	\$73,075.64	\$301,558.02	\$569,845.36	\$102,096.62	10.49%
183 - Salaries - Custodial & Maintenance Personnel	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00	100.00%
210 - State Retirement	\$240,853.00	\$16,977.91	\$70,655.21	\$0.00	\$170,197.79	70.66%
220 - Social Security	\$90,321.00	\$5,952.31	\$24,634.34	\$0.00	\$65,686.66	72.73%
240 - Group Insurance - Certified	\$151,000.00	\$11,434.62	\$41,958.24	\$0.00	\$109,041.76	72.21%
243 - LTD Benefits	\$4,940.00	\$341.02	\$1,385.38	\$0.00	\$3,554.62	71.96%
245 - Life Ins Benefits	\$1,875.00	\$122.11	\$479.42	\$0.00	\$1,395.58	74.43%
270 - Industrial Insurance	\$7,215.00	\$430.32	\$1,770.36	\$0.00	\$5,444.64	75.46%
280 - Unemployment Insurance	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	100.00%
411 - Water/Sewage	\$134,000.00	\$11,732.55	\$33,202.16	\$0.00	\$100,797.84	75.22%
412 - Disposal Service	\$17,700.00	\$8,760.00	\$16,077.00	\$0.00	\$1,623.00	9.17%
430 - Repairs & Maintenance Services	\$24,000.00	\$480.00	\$2,283.77	\$0.00	\$21,716.23	90.48%

Grand County School District

General Ledger - Monthly Exp Board Report w/Encumbrances

Fiscal Year: 2025-2026 From Date:10/1/2025 To Date:10/31/2025

Account Mask: ????????????????

Account Type: EXPENDITURE

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Fund / Function / Object	Adjusted Budget	Range To Date	Year To Date	Encumbrance	Budget Balance	Percent Remains
431 - Repairs & Maintenance Services	\$578,000.00	\$4,077.17	\$22,680.93	\$3,154.00	\$552,165.07	95.53%
434 - Repairs & Maintenance Services	\$38,000.00	\$3,870.50	\$17,335.60	\$0.00	\$20,664.40	54.38%
441 - Building Rental	\$35,000.00	\$0.00	\$32,589.00	\$0.00	\$2,411.00	6.89%
490 - Other Purchased Property Services	\$49,000.00	\$0.00	\$0.00	\$0.00	\$49,000.00	100.00%
521 - Property Insurance	\$72,000.00	\$0.00	\$83,980.00	\$0.00	(\$11,980.00)	-16.64%
530 - Communication (Telephone & Other)	\$12,500.00	\$247.87	\$1,127.95	\$0.00	\$11,372.05	90.98%
580 - Staff Travel/Per Diem	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	100.00%
610 - General Supplies	\$659,720.00	\$5.00	\$25,873.66	\$7,819.92	\$626,026.42	94.89%
611 - General Supplies	\$97,000.00	\$8,307.57	\$11,786.86	\$248.99	\$84,964.15	87.59%
612 - General Supplies	\$60,000.00	\$11,349.76	\$14,340.63	\$0.00	\$45,659.37	76.10%
621 - Natural Gas	\$107,000.00	\$1,744.69	\$3,362.31	\$0.00	\$103,637.69	96.86%
622 - Electricity	\$384,500.00	\$31,481.90	\$109,659.23	\$0.00	\$274,840.77	71.48%
626 - Motor Fuel	\$11,000.00	\$921.00	\$2,974.24	\$0.00	\$8,025.76	72.96%
650 - Supplies - Technology Related	\$22,500.00	\$13,568.59	\$13,568.59	\$0.00	\$8,931.41	39.70%
683 - Repair Parts for Buses & Other Vehicles	\$6,000.00	\$0.00	\$0.00	\$0.00	\$6,000.00	100.00%
731 - Machinery & Equipment	\$12,000.00	\$0.00	\$0.00	\$0.00	\$12,000.00	100.00%
860 - Indirect Costs - Non-restricted	(\$2,099.00)	\$0.00	\$0.00	\$0.00	(\$2,099.00)	100.00%
2600 - Operation & Maintenance of Plant Services Total:	\$3,912,025.00	\$212,998.45	\$865,754.58	\$646,011.59	\$2,400,258.83	61.36%
2700 - Student Transportation Services						
171 - Salaries - Student Transportation Supervisor	\$86,000.00	\$7,113.00	\$28,452.00	\$56,904.00	\$644.00	0.75%
172 - Salaries - Bus Drivers	\$416,000.00	\$37,829.69	\$85,908.25	\$170,647.75	\$159,444.00	38.33%
173 - Salaries - Mechanics and Other Garage Employees	\$78,000.00	\$6,390.73	\$25,631.89	\$51,015.48	\$1,352.63	1.73%
174 - Salaries - Other Student Transportation	\$14,000.00	\$1,262.16	\$11,086.90	\$0.00	\$2,913.10	20.81%
175 - Salaries - Bus Aides	\$8,000.00	\$0.00	\$0.00	\$0.00	\$8,000.00	100.00%
210 - State Retirement	\$118,480.00	\$10,059.77	\$29,309.07	\$0.00	\$89,170.93	75.26%
220 - Social Security	\$47,115.00	\$3,684.21	\$10,697.53	\$0.00	\$36,417.47	77.29%
240 - Group Insurance - Certified	\$140,600.00	\$12,626.60	\$29,245.20	\$0.00	\$111,354.80	79.20%
243 - LTD Benefits	\$2,360.00	\$206.43	\$597.28	\$0.00	\$1,762.72	74.69%
245 - Life Ins Benefits	\$1,310.00	\$82.65	\$261.45	\$0.00	\$1,048.55	80.04%
270 - Industrial Insurance	\$3,850.00	\$278.76	\$800.71	\$0.00	\$3,049.29	79.20%
280 - Unemployment Insurance	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	100.00%
330 - Employee Training and Development	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00	100.00%
340 - Other Contracted Professional Services	\$2,000.00	\$135.00	\$135.00	\$0.00	\$1,865.00	93.25%
341 - Other Contracted Professional Services	\$1,500.00	\$75.00	\$75.00	\$0.00	\$1,425.00	95.00%
411 - Water/Sewage	\$4,000.00	\$118.44	\$343.49	\$0.00	\$3,656.51	91.41%

Grand County School District

General Ledger - Monthly Exp Board Report w/Encumbrances

Fiscal Year: 2025-2026 From Date:10/1/2025 To Date:10/31/2025

Account Mask: ????????????????

Account Type: EXPENDITURE

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Include PreEncumbrance

Fund / Function / Object	Adjusted Budget	Range To Date	Year To Date	Encumbrance	Budget Balance	Percent Remains
412 - Disposal Service	\$1,200.00	\$0.00	\$0.00	\$0.00	\$1,200.00	100.00%
430 - Repairs & Maintenance Services	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00	100.00%
431 - Repairs & Maintenance Services	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	100.00%
432 - Repairs & Maintenance Services	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	100.00%
515 - Payments in lieu of Transportation	\$1,200.00	\$0.00	\$0.00	\$0.00	\$1,200.00	100.00%
521 - Property Insurance	\$14,000.00	\$0.00	\$14,900.00	\$0.00	(\$900.00)	-6.43%
530 - Communication (Telephone & Other)	\$900.00	\$0.00	\$2.85	\$0.00	\$897.15	99.68%
580 - Staff Travel/Per Diem	\$29,500.00	\$2,146.37	\$4,277.62	\$0.00	\$25,222.38	85.50%
611 - General Supplies	\$7,500.00	\$580.74	\$901.11	\$0.00	\$6,598.89	87.99%
621 - Natural Gas	\$9,500.00	\$41.18	\$120.14	\$0.00	\$9,379.86	98.74%
622 - Electricity	\$8,000.00	\$482.05	\$1,802.51	\$0.00	\$6,197.49	77.47%
626 - Motor Fuel	\$71,000.00	\$4,793.29	\$8,076.99	\$0.00	\$62,923.01	88.62%
670 - Software	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00	100.00%
681 - Lubricants	\$7,500.00	\$0.00	\$0.00	\$0.00	\$7,500.00	100.00%
682 - Tires and Tubes	\$13,000.00	\$129.99	\$2,705.75	\$0.00	\$10,294.25	79.19%
683 - Repair Parts for Buses & Other Vehicles	\$43,000.00	\$3,437.07	\$7,382.10	\$0.00	\$35,617.90	82.83%
684 - Repair Parts for Garage Equipment	\$11,000.00	\$597.83	\$9,461.17	\$0.00	\$1,538.83	13.99%
736 - Technology Software	\$2,500.00	\$0.00	\$1,194.71	\$0.00	\$1,305.29	52.21%
2700 - Student Transportation Services Total:	\$1,167,015.00	\$92,070.96	\$273,368.72	\$278,567.23	\$615,079.05	52.71%
2900 - Community Services						
115 - Salaries - Supervisors and Directors	\$69,211.00	\$1,282.43	\$29,463.95	\$71,333.52	(\$31,586.47)	-45.64%
161 - Salaries - Teacher Aides and Para-Professionals	\$134,595.00	\$13,920.48	\$29,914.57	\$41,470.44	\$63,209.99	46.96%
163 - Salaries - Teacher Aides and Para-Professionals	\$68,613.00	\$7,701.89	\$19,524.72	\$43,924.99	\$5,163.29	7.53%
164 - Salaries - Teacher Aides and Para-Professionals	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	100.00%
165 - Salaries - Teacher Aides and Para-Professionals	\$75,019.00	\$2,916.67	\$8,750.01	\$26,249.99	\$40,019.00	53.35%
167 - Salaries - Teacher Aides and Para-Professionals	\$70,865.00	\$4,604.26	\$7,905.64	\$0.00	\$62,959.36	88.84%
169 - Salaries - Teacher Aides and Para-Professionals	\$33,250.00	\$6,226.87	\$9,292.87	\$23,164.80	\$792.33	2.38%
191 - Salaries - Food Service Personnel	\$8,000.00	\$0.00	\$0.00	\$0.00	\$8,000.00	100.00%
210 - State Retirement	\$61,202.00	\$5,119.29	\$17,116.77	\$0.00	\$44,085.23	72.03%
220 - Social Security	\$34,562.00	\$2,747.90	\$7,808.05	\$0.00	\$26,753.95	77.41%
240 - Group Insurance - Certified	\$41,932.00	\$3,444.00	\$13,071.00	\$0.00	\$28,861.00	68.83%
242 - Group Insurance - Classified	\$5,800.00	\$0.00	\$0.00	\$0.00	\$5,800.00	100.00%
243 - LTD Benefits	\$1,542.00	\$110.11	\$356.44	\$0.00	\$1,185.56	76.88%
245 - Life Ins Benefits	\$657.00	\$46.05	\$148.50	\$0.00	\$508.50	77.40%
270 - Industrial Insurance	\$3,628.00	\$194.29	\$555.76	\$0.00	\$3,072.24	84.68%

Grand County School District

General Ledger - Monthly Exp Board Report w/Encumbrances

Fiscal Year: 2025-2026 From Date: 10/1/2025 To Date: 10/31/2025

Account Mask: ????????????????

Account Type: EXPENDITURE

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Include PreEncumbrance

Fund / Function / Object	Adjusted Budget	Range To Date	Year To Date	Encumbrance	Budget Balance	Percent Remains
301 - Official/Administrative Services	\$3,000.00	\$10,750.00	\$10,750.00	\$0.00	(\$7,750.00)	-258.33%
320 - Professional - Educational Services	\$16,400.00	\$0.00	\$0.00	\$0.00	\$16,400.00	100.00%
330 - Employee Training and Development	\$4,286.00	\$898.44	\$898.44	\$0.00	\$3,387.56	79.04%
340 - Other Contracted Professional Services	\$3,090.00	\$0.00	\$1,800.00	\$0.00	\$1,290.00	41.75%
530 - Communication (Telephone & Other)	\$6,580.00	\$309.48	\$1,255.99	\$0.00	\$5,324.01	80.91%
531 - Communication (Telephone & Other)	\$5,300.00	\$38.66	\$2,146.12	\$0.00	\$3,153.88	59.51%
580 - Staff Travel/Per Diem	\$1,312.00	\$0.00	\$0.00	\$0.00	\$1,312.00	100.00%
610 - General Supplies	\$19,175.00	\$2,482.77	\$5,731.84	\$0.00	\$13,443.16	70.11%
611 - General Supplies	\$1,000.00	\$97.34	\$97.34	\$0.00	\$902.66	90.27%
612 - General Supplies	\$1,570.00	\$0.00	\$0.00	\$0.00	\$1,570.00	100.00%
613 - General Supplies	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	100.00%
614 - General Supplies	\$1,100.00	\$0.00	\$0.00	\$0.00	\$1,100.00	100.00%
615 - Uniforms	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	100.00%
630 - Food	\$2,001.00	\$0.00	\$0.00	\$0.00	\$2,001.00	100.00%
860 - Indirect Costs - Non-restricted	\$2,099.00	\$0.00	\$0.00	\$0.00	\$2,099.00	100.00%
870 - Indirect Costs - Restricted	\$4,918.00	\$0.00	\$0.00	\$0.00	\$4,918.00	100.00%
2900 - Community Services Total:	\$683,207.00	\$62,890.93	\$166,588.01	\$206,143.74	\$310,475.25	45.44%
10 - General Fund Total:	\$27,391,179.50	\$2,054,441.33	\$5,724,634.64	\$10,074,532.94	\$11,592,011.92	42.32%

Grand County School District

General Ledger - Monthly Exp Board Report w/Encumbrances

Fiscal Year: 2025-2026 From Date: 10/1/2025 To Date: 10/31/2025

Account Mask: ????????????????

Account Type: EXPENDITURE

☐ Print accounts with zero balance
 ☐ Include Inactive Accounts
 ☐ Include PreEncumbrance

Fund / Function / Object

Adjusted Budget Range To Date Year To Date Encumbrance Budget Balance Percent Remains

21 - Student Activity Fund

1000 - Instruction

340 - Other Contracted Professional Services	\$74,000.00	\$0.00	\$0.00	\$0.00	\$74,000.00	100.00%
517 - Student Travel (Overnight)	\$82,500.00	\$0.00	\$0.00	\$0.00	\$82,500.00	100.00%
518 - Student Day Trips/Field Trips	\$35,500.00	\$0.00	\$0.00	\$0.00	\$35,500.00	100.00%
580 - Staff Travel/Per Diem	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00	100.00%
610 - General Supplies	\$169,000.00	\$0.00	\$0.00	\$0.00	\$169,000.00	100.00%
615 - Uniforms	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	100.00%
641 - Textbooks	\$13,000.00	\$0.00	\$0.00	\$0.00	\$13,000.00	100.00%
644 - Library Books	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	100.00%
730 - Equipment	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00	100.00%
810 - Dues and Fees	\$135,000.00	\$0.00	\$0.00	\$0.00	\$135,000.00	100.00%
890 - Miscellaneous Expenditures	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00	100.00%
1000 - Instruction Total:	\$580,000.00	\$0.00	\$0.00	\$0.00	\$580,000.00	100.00%
21 - Student Activity Fund Total:	\$580,000.00	\$0.00	\$0.00	\$0.00	\$580,000.00	100.00%

Grand County School District

General Ledger - Monthly Exp Board Report w/Encumbrances

Fiscal Year: 2025-2026 From Date:10/1/2025 To Date:10/31/2025

Account Mask: ????????????????

Account Type: EXPENDITURE

☐ Print accounts with zero balance ☐ Include Inactive Accounts ☐ Include PreEncumbrance

Fund / Function / Object	Adjusted Budget	Range To Date	Year To Date	Encumbrance	Budget Balance	Percent Remains
26 - Tax Increment Financing Fund						
3300 - Focused Populations						
890 - Miscellaneous Expenditures	\$163,081.00	\$0.00	\$0.00	\$0.00	\$163,081.00	100.00%
3300 - Focused Populations Total:	\$163,081.00	\$0.00	\$0.00	\$0.00	\$163,081.00	100.00%
26 - Tax Increment Financing Fund Total:	\$163,081.00	\$0.00	\$0.00	\$0.00	\$163,081.00	100.00%

Grand County School District

General Ledger - Monthly Exp Board Report w/Encumbrances

Fiscal Year: 2025-2026 From Date:10/1/2025 To Date:10/31/2025

Account Mask: ????????????????

Account Type: EXPENDITURE

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Include PreEncumbrance

Fund / Function / Object

Adjusted Budget

Range To Date

Year To Date

Encumbrance

Budget Balance

Percent Remains

31 - Debt Services Fund

5100 - SALE OF BONDS

830 - Interest on Debt	\$104,247.00	\$52,373.50	\$52,373.50	\$0.00	\$51,873.50	49.76%
840 - Redemption of Principal	\$2,639,000.00	\$0.00	\$0.00	\$0.00	\$2,639,000.00	100.00%
890 - Miscellaneous Expenditures	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00	100.00%
5100 - SALE OF BONDS Total:	\$2,758,247.00	\$52,373.50	\$52,373.50	\$0.00	\$2,705,873.50	98.10%
31 - Debt Services Fund Total:	\$2,758,247.00	\$52,373.50	\$52,373.50	\$0.00	\$2,705,873.50	98.10%

Grand County School District

General Ledger - Monthly Exp Board Report w/Encumbrances

Fiscal Year: 2025-2026 From Date:10/1/2025 To Date:10/31/2025

Account Mask: ????????????????

Account Type: EXPENDITURE

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Include PreEncumbrance

Fund / Function / Object

Adjusted Budget

Range To Date

Year To Date

Encumbrance

Budget Balance

Percent Remains

32 - Capital Projects Fund

1000 - Instruction

610 - General Supplies	\$30,000.00	\$0.00	\$14,592.00	\$0.00	\$15,408.00	51.36%
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733 - Furniture and Fixtures	\$60,000.00	\$0.00	\$157.37	\$0.00	\$59,842.63	99.74%
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1000 - Instruction Total:	\$90,000.00	\$0.00	\$14,749.37	\$0.00	\$75,250.63	83.61%
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2200 - Support Services - Instructional Staff Assistance

650 - Supplies - Technology Related	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	100.00%
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2200 - Support Services - Instructional Staff Assistance Total:	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	100.00%
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2500 - SUPPORT SERVICES - Central Services

734 - Technology Related Hardware	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00	100.00%
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2500 - SUPPORT SERVICES - Central Services Total:	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00	100.00%
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2600 - Operation & Maintenance of Plant Services

739 - Other Equipment	\$75,000.00	\$0.00	\$0.00	\$0.00	\$75,000.00	100.00%
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2600 - Operation & Maintenance of Plant Services Total:	\$75,000.00	\$0.00	\$0.00	\$0.00	\$75,000.00	100.00%
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2700 - Student Transportation Services

732 - School Buses	\$170,000.00	\$0.00	\$0.00	\$0.00	\$170,000.00	100.00%
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2700 - Student Transportation Services Total:	\$170,000.00	\$0.00	\$0.00	\$0.00	\$170,000.00	100.00%
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4300 - Unrestricted Federal-Received via Non-USBE State A

340 - Other Contracted Professional Services	\$400,000.00	\$35,770.00	\$60,883.00	\$0.00	\$339,117.00	84.78%
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341 - Other Contracted Professional Services	\$25,000.00	\$6,975.00	\$16,700.00	\$0.00	\$8,300.00	33.20%
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4300 - Unrestricted Federal-Received via Non-USBE State A Total:	\$425,000.00	\$42,745.00	\$77,583.00	\$0.00	\$347,417.00	81.75%
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4500 - Building Acquisition and Construction Services

830 - Interest on Debt	\$5,000.00	\$0.00	(\$47,152.74)	\$0.00	\$52,152.74	1043.05%
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4500 - Building Acquisition and Construction Services Total:	\$5,000.00	\$0.00	(\$47,152.74)	\$0.00	\$52,152.74	1043.05%
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4600 - SITE IMPROVEMENT

450 - Construction Services	\$5,000,000.00	\$602,083.92	\$3,123,647.63	\$0.00	\$1,876,352.37	37.53%
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451 - Construction Services	\$100,000.00	\$678,572.90	\$400,651.80	\$843.36	(\$301,495.16)	-301.50%
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4600 - SITE IMPROVEMENT Total:	\$5,100,000.00	\$1,280,656.82	\$3,524,299.43	\$843.36	\$1,574,857.21	30.88%
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5100 - SALE OF BONDS

830 - Interest on Debt	\$1,166,998.00	\$596,811.10	\$596,811.10	\$0.00	\$570,186.90	48.86%
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840 - Redemption of Principal	\$1,243,000.00	\$1,065,000.00	\$1,065,000.00	\$0.00	\$178,000.00	14.32%
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890 - Miscellaneous Expenditures	\$25,000.00	\$0.00	\$2,500.00	\$0.00	\$22,500.00	90.00%
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5100 - SALE OF BONDS Total:	\$2,434,998.00	\$1,661,811.10	\$1,664,311.10	\$0.00	\$770,686.90	31.65%
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32 - Capital Projects Fund Total:	\$8,404,998.00	\$2,985,212.92	\$5,233,790.16	\$843.36	\$3,170,364.48	37.72%
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Grand County School District

General Ledger - Monthly Exp Board Report w/Encumbrances

Fiscal Year: 2025-2026 From Date:10/1/2025 To Date:10/31/2025

Account Mask: ????????????????

Account Type: EXPENDITURE

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Include PreEncumbrance

Fund / Function / Object

Adjusted Budget

Range To Date

Year To Date

Encumbrance

Budget Balance

Percent Remains

49 - School Food Services Fund

3100 - Restricted Basic School Programs

152 - Salaries - Secretarial and Clerical Personnel	\$12,500.00	\$990.75	\$2,980.14	\$8,916.74	\$603.12	4.82%
191 - Salaries - Food Service Personnel	\$371,000.00	\$26,512.60	\$77,338.52	\$186,049.89	\$107,611.59	29.01%
192 - Salaries - Food Service Personnel	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	100.00%
193 - Salaries - Food Service Personnel	\$3,000.00	\$1,809.00	\$2,646.00	\$558.00	(\$204.00)	-6.80%
210 - State Retirement	\$79,640.00	\$4,964.34	\$15,220.07	\$126.61	\$64,293.32	80.73%
220 - Social Security	\$31,050.00	\$2,171.37	\$6,116.39	\$42.69	\$24,890.92	80.16%
240 - Group Insurance - Certified	\$72,200.00	\$3,643.40	\$11,618.80	\$0.00	\$60,581.20	83.91%
243 - LTD Benefits	\$1,670.00	\$108.83	\$330.66	\$2.34	\$1,337.00	80.06%
245 - Life Ins Benefits	\$925.00	\$52.84	\$166.47	\$0.00	\$758.53	82.00%
270 - Industrial Insurance	\$2,350.00	\$155.35	\$439.68	\$2.96	\$1,907.36	81.16%
280 - Unemployment Insurance	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00	100.00%
330 - Employee Training and Development	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	100.00%
430 - Repairs & Maintenance Services	\$13,000.00	\$0.00	\$0.00	\$0.00	\$13,000.00	100.00%
530 - Communication (Telephone & Other)	\$800.00	\$39.77	\$119.26	\$0.00	\$680.74	85.09%
540 - Advertising	\$3,500.00	\$0.00	\$0.00	\$0.00	\$3,500.00	100.00%
580 - Staff Travel/Per Diem	\$5,000.00	\$0.00	\$97.31	\$0.00	\$4,902.69	98.05%
610 - General Supplies	\$5,000.00	\$494.72	\$1,815.74	\$0.00	\$3,184.26	63.69%
611 - General Supplies	\$47,000.00	\$1,971.85	\$6,066.50	\$664.66	\$40,268.84	85.68%
626 - Motor Fuel	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00	100.00%
630 - Food	\$485,000.00	\$117,146.81	\$177,272.19	\$0.00	\$307,727.81	63.45%
632 - Food	\$60,000.00	\$0.00	\$0.00	\$0.00	\$60,000.00	100.00%
670 - Software	\$12,000.00	\$3,023.00	\$7,410.00	\$0.00	\$4,590.00	38.25%
810 - Dues and Fees	\$2,500.00	\$263.63	\$872.72	\$0.00	\$1,627.28	65.09%
3100 - Restricted Basic School Programs Total:	\$1,224,635.00	\$163,348.26	\$310,510.45	\$196,363.89	\$717,760.66	58.61%
49 - School Food Services Fund Total:	\$1,224,635.00	\$163,348.26	\$310,510.45	\$196,363.89	\$717,760.66	58.61%

Grand County School District

General Ledger - Monthly Exp Board Report w/Encumbrances

Fiscal Year: 2025-2026 From Date:10/1/2025 To Date:10/31/2025

Account Mask: ????????????????

Account Type: EXPENDITURE

☐ Print accounts with zero balance ☐ Include Inactive Accounts ☐ Include PreEncumbrance

Fund / Function / Object	Adjusted Budget	Range To Date	Year To Date	Encumbrance	Budget Balance	Percent Remains
Grand Total:	\$40,522,140.50	\$5,255,376.01	\$11,321,308.75	\$10,271,740.19	\$18,929,091.56	46.71%

End of Report

Grand County School District

General Ledger - Monthly Revenue Report

Fiscal Year: 2025-2026 From Date:10/1/2025 To Date:10/31/2025

Account Mask: ???????????????

Account Type: REVENUE

☐ Print accounts with zero balance
 ☐ Include Inactive Accounts
 ☐ Include PreEncumbrance

Fund / Function / Object	Adjusted Budget	Range To Date	Year To Date	Budget Balance	Percent Remains
10 - General Fund					
1110 - Basic Rate (General Fund)					
999 - Revenue	(\$5,231,511.00)	(\$267,593.05)	(\$476,744.18)	(\$4,754,766.82)	90.89%
1111 - Tax Sales and Redemptions - Basic					
999 - Revenue	\$0.00	(\$2,435.14)	(\$13,172.28)	\$13,172.28	100.00%
1112 - Voted Local Levy					
999 - Revenue	(\$3,346,043.00)	(\$171,150.88)	(\$304,922.67)	(\$3,041,120.33)	90.89%
1113 - Tax Sales and Redemptions - Voted Local					
999 - Revenue	(\$82,000.00)	(\$1,557.50)	(\$8,424.91)	(\$73,575.09)	89.73%
1114 - Board Local Levy					
999 - Revenue	(\$5,717,105.00)	(\$292,431.27)	(\$520,995.99)	(\$5,196,109.01)	90.89%
1115 - Tax Sales and Redemptions - Board Local					
999 - Revenue	(\$140,000.00)	(\$2,661.17)	(\$14,394.93)	(\$125,605.07)	89.72%
1160 - FILT--Basic Rate					
999 - Revenue	\$0.00	(\$12,444.45)	(\$38,820.43)	\$38,820.43	100.00%
1162 - FILT--Voted Local					
999 - Revenue	(\$95,000.00)	(\$7,959.39)	(\$24,829.31)	(\$70,170.69)	73.86%
1164 - FILT--Board Local					
999 - Revenue	(\$160,000.00)	(\$13,599.55)	(\$42,423.78)	(\$117,576.22)	73.49%
1310 - Tuition From Pupils or Parents					
999 - Revenue	(\$5,500.00)	(\$2,210.00)	(\$2,835.00)	(\$2,665.00)	48.45%
1410 - Transportation Fees					
999 - Revenue	(\$11,000.00)	\$0.00	(\$728.74)	(\$10,271.26)	93.38%
1440 - Transportation Fees from Private Sources					
999 - Revenue	(\$2,500.00)	\$0.00	\$0.00	(\$2,500.00)	100.00%
1510 - Interest on Investments					
999 - Revenue	(\$500,000.00)	(\$477.42)	(\$207,038.12)	(\$292,961.88)	58.59%
1740 - Fees					
999 - Revenue	(\$11,000.00)	\$0.00	\$0.00	(\$11,000.00)	100.00%
1910 - Rentals					
999 - Revenue	(\$18,000.00)	(\$3,047.28)	(\$6,144.56)	(\$11,855.44)	65.86%
1920 - Contributions and Donations From Private Sources					
999 - Revenue	(\$245,925.00)	(\$225,154.22)	(\$225,554.22)	(\$20,370.78)	8.28%
1922 - Contributions and Donations From Private Sources					

Grand County School District

General Ledger - Monthly Revenue Report

Fiscal Year: 2025-2026 From Date: 10/1/2025 To Date: 10/31/2025

Account Mask: ????????????????

Account Type: REVENUE

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Include PreEncumbrance

Fund / Function / Object	Adjusted Budget	Range To Date	Year To Date	Budget Balance	Percent Remains
999 - Revenue	(\$80,000.00)	(\$25.00)	(\$36,280.41)	(\$43,719.59)	54.65%
1923 - Contributions and Donations From Private Sources					
999 - Revenue	(\$163,603.00)	(\$3,828.05)	(\$26,419.07)	(\$137,183.93)	83.85%
1990 - Miscellaneous					
999 - Revenue	(\$180,189.00)	(\$14,182.50)	(\$19,509.54)	(\$160,679.46)	89.17%
3005 - Regular School Programs K					
999 - Revenue	\$0.00	(\$24,734.02)	(\$98,936.05)	\$98,936.05	100.00%
3010 - Regular School Programs 1-12					
999 - Revenue	(\$1,073,278.00)	(\$66,926.20)	(\$250,710.16)	(\$822,567.84)	76.64%
3012 - Online Course Access					
999 - Revenue	\$0.00	(\$6,373.00)	(\$6,373.00)	\$6,373.00	100.00%
3015 - Necessarily Existent Small Schools					
999 - Revenue	(\$1,335,292.00)	(\$111,274.33)	(\$445,097.33)	(\$890,194.67)	66.67%
3100 - Restricted Basic School Programs					
999 - Revenue	(\$2,522,757.00)	(\$215,019.10)	(\$1,074,408.28)	(\$1,448,348.72)	57.41%
3200 - Related to the Basic Programs					
999 - Revenue	(\$1,286,529.00)	(\$90,302.37)	(\$657,567.65)	(\$628,961.35)	48.89%
3300 - Focused Populations					
999 - Revenue	(\$349,707.00)	(\$11,640.25)	(\$143,930.69)	(\$205,776.31)	58.84%
3400 - Educator Supports					
999 - Revenue	(\$1,548,965.00)	(\$210,673.94)	(\$610,605.28)	(\$938,359.72)	60.58%
3500 - Statewide Initiatives					
999 - Revenue	(\$1,203,829.50)	\$0.00	(\$507,062.90)	(\$696,766.60)	57.88%
3800 - Non-MSP State Revenues (via USBE)					
999 - Revenue	(\$756,384.00)	(\$30,804.42)	(\$129,352.71)	(\$627,031.29)	82.90%
3900 - State Revenues from Non-USBE State Agencies					
999 - Revenue	\$0.00	\$0.00	(\$3,180.54)	\$3,180.54	100.00%
3990 - State Revenues from Non-USBE State Agencies					
999 - Revenue	(\$61,815.00)	\$0.00	(\$73,344.40)	\$11,529.40	-18.65%
3991 - Revenue - Mineral Lease Funds					
999 - Revenue	\$0.00	\$0.00	(\$4,796.99)	\$4,796.99	100.00%
4300 - Unrestricted Federal-Received via Non-USBE State A					
999 - Revenue	(\$16,356.00)	\$0.00	\$0.00	(\$16,356.00)	100.00%
4522 - IDEA - B -- Pre-School Disabled (Sec 619)					
999 - Revenue	(\$31,986.00)	\$0.00	\$0.00	(\$31,986.00)	100.00%

Grand County School District

General Ledger - Monthly Revenue Report

Fiscal Year: 2025-2026 From Date: 10/1/2025 To Date: 10/31/2025

Account Mask: ????????????????

Account Type: REVENUE

☐ Print accounts with zero balance
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 ☐ Include PreEncumbrance

Fund / Function / Object	Adjusted Budget	Range To Date	Year To Date	Budget Balance	Percent Remains
4524 - IDEA - B -- Disabled (PL 101-476)					
999 - Revenue	(\$289,126.00)	(\$5,556.69)	(\$5,556.69)	(\$283,569.31)	98.08%
4538 - Formula Allocation					
999 - Revenue	(\$50,000.00)	\$0.00	\$0.00	(\$50,000.00)	100.00%
4700 - FEDERAL REVENUE RECEIVED VIA OTHER AGENCIES					
999 - Revenue	(\$108,094.00)	(\$17,965.42)	(\$23,565.51)	(\$84,528.49)	78.20%
4710 - Federal Revenue Received via Other Agencies					
999 - Revenue	(\$168,158.00)	(\$808.11)	(\$1,805.87)	(\$166,352.13)	98.93%
4800 - FEDERAL NO CHILD LEFT BEHIND--(NCLB)					
999 - Revenue	(\$70,551.00)	\$0.00	\$0.00	(\$70,551.00)	100.00%
4801 - FEDERAL NO CHILD LEFT BEHIND--(NCLB)					
999 - Revenue	(\$284,052.00)	\$0.00	\$0.00	(\$284,052.00)	100.00%
4880 - FEDERAL NO CHILD LEFT BEHIND--(NCLB)					
999 - Revenue	(\$8,596.00)	\$0.00	\$0.00	(\$8,596.00)	100.00%
4901 - Medicaid Outreach					
999 - Revenue	(\$144,235.00)	(\$6,678.65)	(\$39,232.29)	(\$105,002.71)	72.80%
4910 - FEDERAL NO CHILD LEFT BEHIND--(NCLB)					
999 - Revenue	(\$95,000.00)	\$0.00	\$0.00	(\$95,000.00)	100.00%
5210 - TRANSFERS OUT TO OTHER FUNDS					
999 - Revenue	\$600,000.00	\$0.00	\$0.00	\$600,000.00	100.00%
10 - General Fund Total:	(\$26,794,086.50)	(\$1,819,513.37)	(\$6,044,764.48)	(\$20,749,322.02)	77.44%

Grand County School District

General Ledger - Monthly Revenue Report

Fiscal Year: 2025-2026 From Date:10/1/2025 To Date:10/31/2025

Account Mask: ????????????????

Account Type: REVENUE

☐ Print accounts with zero balance ☐ Include Inactive Accounts ☐ Include PreEncumbrance

Fund / Function / Object	Adjusted Budget	Range To Date	Year To Date	Budget Balance	Percent Remains
21 - Student Activity Fund					
1510 - Interest on Investments					
999 - Revenue	(\$1,100.00)	\$0.00	\$0.00	(\$1,100.00)	100.00%
1710 - Admissions					
999 - Revenue	(\$35,000.00)	\$0.00	\$0.00	(\$35,000.00)	100.00%
1720 - Other General Sales					
999 - Revenue	(\$5,300.00)	\$0.00	\$0.00	(\$5,300.00)	100.00%
1740 - Fees					
999 - Revenue	(\$25,000.00)	\$0.00	\$0.00	(\$25,000.00)	100.00%
1741 - General Student Fees					
999 - Revenue	(\$63,500.00)	\$0.00	\$0.00	(\$63,500.00)	100.00%
1742 - Contra - Fee Waivers					
999 - Revenue	\$6,000.00	\$0.00	\$0.00	\$6,000.00	100.00%
1743 - Curricular Activity Fees					
999 - Revenue	(\$10,000.00)	\$0.00	\$0.00	(\$10,000.00)	100.00%
1744 - Curricular Fees - Contra Waiver					
999 - Revenue	\$1,500.00	\$0.00	\$0.00	\$1,500.00	100.00%
1745 - Co-Curricular Activity Fees					
999 - Revenue	(\$3,500.00)	\$0.00	\$0.00	(\$3,500.00)	100.00%
1746 - Co-Curricular Fees - Contra Waiver					
999 - Revenue	\$200.00	\$0.00	\$0.00	\$200.00	100.00%
1747 - Extra-Curricular Activity Fees					
999 - Revenue	(\$70,000.00)	\$0.00	\$0.00	(\$70,000.00)	100.00%
1748 - Extra Curricular Fees - Contra Waiver					
999 - Revenue	\$7,500.00	\$0.00	\$0.00	\$7,500.00	100.00%
1750 - Revenues from Enterprise Activities					
999 - Revenue	(\$10,500.00)	\$0.00	\$0.00	(\$10,500.00)	100.00%
1760 - Fines					
999 - Revenue	(\$3,300.00)	\$0.00	\$0.00	(\$3,300.00)	100.00%
1770 - Fundraiser Proceeds					
999 - Revenue	(\$157,000.00)	\$0.00	\$0.00	(\$157,000.00)	100.00%
1790 - Other Student Activities					
999 - Revenue	(\$91,000.00)	\$0.00	\$0.00	(\$91,000.00)	100.00%
1910 - Rentals					
999 - Revenue	(\$1,500.00)	\$0.00	\$0.00	(\$1,500.00)	100.00%

Grand County School District

General Ledger - Monthly Revenue Report

Fiscal Year: 2025-2026 From Date:10/1/2025 To Date:10/31/2025

Account Mask: ????????????????

Account Type: REVENUE

☐ Print accounts with zero balance ☐ Include Inactive Accounts ☐ Include PreEncumbrance

Fund / Function / Object	Adjusted Budget	Range To Date	Year To Date	Budget Balance	Percent Remains
1920 - Contributions and Donations From Private Sources					
999 - Revenue	(\$109,000.00)	\$0.00	\$0.00	(\$109,000.00)	100.00%
1990 - Miscellaneous					
999 - Revenue	(\$14,300.00)	\$0.00	\$0.00	(\$14,300.00)	100.00%
21 - Student Activity Fund Total:	(\$584,800.00)	\$0.00	\$0.00	(\$584,800.00)	100.00%

Grand County School District

General Ledger - Monthly Revenue Report

Fiscal Year: 2025-2026 From Date:10/1/2025 To Date:10/31/2025

Account Mask: ????????????????

Account Type: REVENUE

☐ Print accounts with zero balance ☐ Include Inactive Accounts ☐ Include PreEncumbrance

Fund / Function / Object	Adjusted Budget	Range To Date	Year To Date	Budget Balance	Percent Remains
26 - Tax Increment Financing Fund					
1114 - Board Local Levy					
999 - Revenue	(\$159,335.00)	\$0.00	\$0.00	(\$159,335.00)	100.00%
26 - Tax Increment Financing Fund Total:	(\$159,335.00)	\$0.00	\$0.00	(\$159,335.00)	100.00%

Grand County School District

General Ledger - Monthly Revenue Report

Fiscal Year: 2025-2026 From Date:10/1/2025 To Date:10/31/2025

Account Mask: ????????????????

Account Type: REVENUE

☐ Print accounts with zero balance ☐ Include Inactive Accounts ☐ Include PreEncumbrance

Fund / Function / Object	Adjusted Budget	Range To Date	Year To Date	Budget Balance	Percent Remains
31 - Debt Services Fund					
1128 - Debt Service Levy					
999 - Revenue	(\$2,119,999.00)	(\$108,473.18)	(\$193,255.97)	(\$1,926,743.03)	90.88%
1129 - Tax Sales and Redemptions - Debt					
999 - Revenue	(\$52,000.00)	(\$987.12)	(\$5,339.60)	(\$46,660.40)	89.73%
1178 - FILT--Debt Service					
999 - Revenue	(\$59,000.00)	(\$5,044.56)	(\$15,736.48)	(\$43,263.52)	73.33%
1510 - Interest on Investments					
999 - Revenue	(\$90,000.00)	(\$8,905.66)	(\$33,680.81)	(\$56,319.19)	62.58%
31 - Debt Services Fund Total:	(\$2,320,999.00)	(\$123,410.52)	(\$248,012.86)	(\$2,072,986.14)	89.31%

Grand County School District

General Ledger - Monthly Revenue Report

Fiscal Year: 2025-2026 From Date: 10/1/2025 To Date: 10/31/2025

Account Mask: ????????????????

Account Type: REVENUE

☐ Print accounts with zero balance
 ☐ Include Inactive Accounts
 ☐ Include PreEncumbrance

Fund / Function / Object	Adjusted Budget	Range To Date	Year To Date	Budget Balance	Percent Remains
32 - Capital Projects Fund					
1124 - Capital Local Levy					
999 - Revenue	(\$5,098,732.00)	(\$260,801.36)	(\$464,644.08)	(\$4,634,087.92)	90.89%
1125 - Tax Sales and Redemptions - Capital Local					
999 - Revenue	(\$101,000.00)	(\$2,373.34)	(\$12,837.96)	(\$88,162.04)	87.29%
1174 - FILT--Capital Local Levy					
999 - Revenue	(\$150,000.00)	(\$12,128.59)	(\$37,835.13)	(\$112,164.87)	74.78%
1510 - Interest on Investments					
999 - Revenue	(\$225,000.00)	(\$10,556.01)	(\$66,077.73)	(\$158,922.27)	70.63%
5301 - SALE OF, OR COMP FOR LOSS OF FIXED ASSETS					
999 - Revenue	(\$5,000.00)	(\$100.00)	(\$927.59)	(\$4,072.41)	81.45%
32 - Capital Projects Fund Total:	(\$5,579,732.00)	(\$285,959.30)	(\$582,322.49)	(\$4,997,409.51)	89.56%

Grand County School District

General Ledger - Monthly Revenue Report

Fiscal Year: 2025-2026 From Date: 10/1/2025 To Date: 10/31/2025

Account Mask: ????????????????

Account Type: REVENUE

☐ Print accounts with zero balance
 ☐ Include Inactive Accounts
 ☐ Include PreEncumbrance

Fund / Function / Object	Adjusted Budget	Range To Date	Year To Date	Budget Balance	Percent Remains
49 - School Food Services Fund					
1510 - Interest on Investments					
999 - Revenue	(\$1,000.00)	\$0.00	(\$22.09)	(\$977.91)	97.79%
1610 - Sales to Students					
999 - Revenue	(\$105,000.00)	(\$4,796.75)	(\$25,657.00)	(\$79,343.00)	75.56%
1620 - Sales to Adults					
999 - Revenue	(\$11,000.00)	\$0.00	\$0.00	(\$11,000.00)	100.00%
1920 - Contributions and Donations From Private Sources					
999 - Revenue	(\$1,000.00)	\$0.00	\$0.00	(\$1,000.00)	100.00%
3800 - Non-MSP State Revenues (via USBE)					
999 - Revenue	(\$100,000.00)	(\$55.50)	(\$1,735.50)	(\$98,264.50)	98.26%
4561 - Federal Child Nutrition Programs					
999 - Revenue	\$0.00	\$0.00	(\$1,096.03)	\$1,096.03	100.00%
4571 - Federal Child Nutrition Programs					
999 - Revenue	(\$60,000.00)	(\$39.22)	(\$1,226.42)	(\$58,773.58)	97.96%
4572 - Federal Child Nutrition Programs					
999 - Revenue	(\$260,000.00)	(\$307.84)	(\$9,626.24)	(\$250,373.76)	96.30%
4574 - Federal Child Nutrition Programs					
999 - Revenue	(\$52,000.00)	(\$206.04)	(\$3,128.04)	(\$48,871.96)	93.98%
4970 - Federal USDA Commodities					
999 - Revenue	(\$60,000.00)	\$0.00	\$0.00	(\$60,000.00)	100.00%
5200 - TRANSFERS IN FROM OTHER FUNDS					
999 - Revenue	(\$600,000.00)	\$0.00	\$0.00	(\$600,000.00)	100.00%
49 - School Food Services Fund Total:	(\$1,250,000.00)	(\$5,405.35)	(\$42,491.32)	(\$1,207,508.68)	96.60%

Grand County School District

General Ledger - Monthly Revenue Report

Fiscal Year: 2025-2026 From Date:10/1/2025 To Date:10/31/2025

Account Mask: ????????????????

Account Type: REVENUE

☐ Print accounts with zero balance ☐ Include Inactive Accounts ☐ Include PreEncumbrance

Fund / Function / Object	Adjusted Budget	Range To Date	Year To Date	Budget Balance	Percent Remains
Grand Total:	(\$36,688,952.50)	(\$2,234,288.54)	(\$6,917,591.15)	(\$29,771,361.35)	81.15%

End of Report

**Grand County School District
OUT OF STATE TRAVEL REQUEST FORM**

PURPOSE: This document is required for any out of state travel involving any club, activity, or sport associated with Grand County School District students or staff. The document needs to be completed by the staff member traveling, teacher, head coach/advisor of the program and signed off approval from the Athletic Director (for athletics), Principal, Superintendent, and GCSD School Board member.

The completed form, and presentation to the GCSD School Board will be required to receive final approval from the board regarding any out of state travel for and must be completed 45 days prior to the departure date.

Head Coach/Advisor submitting this form: Holly Harris Today's Date: 10/15/25

Program Involved: Teachers at HMK and Principal; Rebecca Scheu, Kristi Nichols, Julie Zender, Eliza VanWetter

Dates of travel: Departure March 10, 2026 Return March 14, 2026

Destination(s): New Orleans, LA, _____, _____

Mode(s) of Transportation involved: Flying, _____, Uber to and from

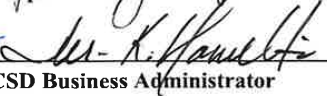
Purpose for Travel: Plain Talk Conference

Funding/Revenue Source(s): School Trust Lands

Chaperone/Supervision: Holly Harris, Principal

Overnight Accommodations: Hilton NOLA Riverside

Other Requirements need to be attached to this document. 1. Permission Slip being used. 2. Detailed Itinerary/Agenda of the trip.

<u></u>	<u>10/16/2025</u>	<u></u>	<u>10/16/25</u>
Athletic Director (if appropriate)	Date	Principal/Director	Date
<u></u>	<u>10/16/2025</u>	<u></u>	<u>10/16/25</u>
GCSD Superintendent	Date	GCSD Business Administrator	Date

Head Coach/Advisor _____ Date 3/24/5/24

Approved by GCSD Board on: _____
Date

Grand County School District
OUT OF STATE TRAVEL REQUEST FORM

PURPOSE: This document is required for any out of state travel involving any club, activity, or sport associated with Grand County School District students or staff. The document needs to be completed by the staff member traveling, teacher, head coach/advisor of the program and signed off approval from the Athletic Director (for athletics), Principal, Superintendent, and GCSD School Board member.

The completed form, and presentation to the GCSD School Board will be required to receive final approval from the board regarding any out of state travel for and must be completed 45 days prior to the departure date.

Head Coach/Advisor submitting this form: RONALD DOLPH Today's Date: 11/10/2025

Program Involved: WRESTLING

Dates of travel: Departure WED 11/7/2026 Return WED 11/7/2026

Destination(s): CORTEZ COLORADO

Mode(s) of Transportation involved: BUS

Purpose for Travel: WRESTLING TRI DUAL w/ CORTEZ & MONTICELLO

Funding/Revenue Source(s): DISTRICT TRAVEL

Chaperone/Supervision: KAYDEN ROBERTSON & LLOYD WILSON

Overnight Accommodations: NONE

Other Requirements need to be attached to this document. 1. Permission Slip being used. 2. Detailed Itinerary/Agenda of the trip.

[Signature] 11/10/2025 [Signature] 11/11/25
Athletic Director (if appropriate) Date Principal/Director Date

[Signature] 11/11/25 [Signature] 11-11-2025
GCSD Superintendent Date GCSD Business Administrator Date

[Signature] 11/10/25
Head Coach/Advisor Date

Approved by GCSD Board on: _____ 3/24;5/24
Date

**GRAND COUNTY WRESTLING TEAM
TRIP ITINERARY TO CORTEZ COLORADO ON WED 1/7/26**

DISMISSED FROM SCHOOL: 1415

BUS DEPARTS FOR MONTEZUMA-CORTEZ HIGH SCHOOL: 1430

ARRIVE IN CORTEZ: 1645

WEIGH INS: 1700

WRESTLING STARTS: 1800

WRESTLING ENDS: 2030

TEAM RETURNS TO MOAB: 2100

TEAM ARRIVES TO SCHOOL: 2330

**NO PERMISSION SLIP NEEDED AS IT IS PART OF THE EXISTING ATHLETIC
PROGRAM/SEASON FOR WRESTLING**

**Grand County School District
OUT OF STATE TRAVEL REQUEST FORM**

PURPOSE: This document is required for any out of state travel involving any club, activity, or sport associated with Grand County School District students or staff. The document needs to be completed by the staff member traveling, teacher, head coach/advisor of the program and signed off approval from the Athletic Director (for athletics), Principal, Superintendent, and GCSD School Board member.

The completed form, and presentation to the GCSD School Board will be required to receive final approval from the board regarding any out of state travel for and must be completed 45 days prior to the departure date.

Head Coach/Advisor submitting this form: _____ Today's Date: 11/14/2025

Program Involved: _____

Dates of travel: Departure __01/11/2026_____ Return __01/14/2026_____

Destination(s): ____San Antonio, TX_____, _____

Mode(s) of Transportation involved: _Flight

Purpose for Travel: High Reliability Schools Summit

—

Funding/Revenue Source(s): ____District_____

Chaperone/Supervision: _____

Overnight Accommodations: Hyatt_____

Other Requirements need to be attached to this document. 1. Permission Slip being used. 2. Detailed Itinerary/Agenda of the trip.

Athletic Director (if appropriate)	Date	Principal/Director	Date
------------------------------------	------	--------------------	------

GCSD Superintendent	Date	GCSD Business Administrator	Date
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Head Coach/Advisor	Date
--------------------	------

Approved by GCSD Board on: _____

Date

BOARD MEETING ADVANCE PLANNING

[illegible]