

**AGENDA**  
**SEVIER SCHOOL DISTRICT**  
**BOARD OF EDUCATION**  
**SEVIER SCHOOL DISTRICT OFFICE**  
**WEDNESDAY, MARCH 16, 2016 – 3:00 PM**

*Welcome*

1. **PRELIMINARY** – *Stewart Shaver*
  
2. **CONSENT AGENDA – 3:05**
  - A. Approval of Minutes
  - B. Approval of Employees
  - C. **Revised Policies**
    1. #1215, Board of Education Meetings – First Reading
    2. #2005, Employee Background Checks – First Reading
    3. #2030, Vacation – Second Reading
    4. #2045, Leave – Second Reading
    5. #2150, Travel – Second Reading
    6. #2156, Employment: Career Classified Employee and Provisional Classified Employee – First Reading
    7. #2185, Nepotism – First Reading
    8. #2190, Educator Evaluation- First Reading
    9. #2225, Orderly School Termination for Employees – First Reading
    10. #2625, Nursing Mothers in the Workplace – First Reading
  - D. Sevier School District IDEA Policies and Procedures
  - E. Out-of-State Travel
  - F. Part B Indian Application & Assurances
  - G. Board Meeting Calendar for 2016-17 – Second Reading
  - H. Financial Summary for February 2016  
Checks issued February 2016
  
3. **Report – 3:10**  
Middle School Principal – Mike Willes
  
4. **PATRON DIALOGUE – 3:35**
  
5. **DISCUSSION – 3:50**
  - A. Items from the Board
  - B. Items from Administration  
**BREAK – 4:20**
  
6. **CLOSED MEETINGS (2) – 4:30**
  
7. **ACTION ITEMS**

In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify Gail Albrecht Assistant

Superintendent, at 180 East 600 North, Richfield, Utah, 896-8214, at least three working days prior to the meeting.

## **MARCH 16, 2016 – BOARD MEETING**

### **ITEM # 2.A. – APPROVAL OF MINUTES**

#### **Pertinent Information**

Minutes from the February 24, 2016, Board Meeting, Work Session, and Closed Meeting are enclosed for your consideration of approval.

#### **Additional Information Enclosed**

#### **Administration Recommendation**

Administration recommends approval of the minutes.

FEBRUARY 24, 2016 – NOTES OF ACTION TAKEN BY THE SEVIER SCHOOL DISTRICT BOARD OF EDUCATION AT A MEETING HELD ON FEBRUARY 24, 2016, AT 3:00 PM IN THE SEVIER SCHOOL DISTRICT OFFICE.

In attendance were President Jack Hansen, Vice President Richard Orr, members Clint Johnson, Tom Hales, and Stewart Shaver, Superintendent Cade Douglas, Assistant Superintendent Gail Albrecht, Business Administrator Chad Lloyd, and Executive Secretary Krista Nielson.

Also in attendance were Secretary Mavanee Loftus, Accountant Kari Carter, and patrons John Foster and Payton Torgersen.

President Hansen welcomed everyone to the meeting.

Chad Lloyd offered the reverence and led the group in the Pledge of Allegiance.

ITEM #2 – BUDGET REVISION FOR FY 2016. Accountant Kari Carter presented the budget revision for FY 2016.

Mr. Lloyd and President Hansen thanked Kari for her work on the budget revision.

ITEM #3 – OPEN MEETING TRAINING ROLL CALL. A roll call for the completion and passing of the training went as follows: yes, Jack Hansen, Richard Orr, Clint Johnson, Tom Hales, Stewart Shaver, Cade Douglas, Gail Albrecht, and Chad Lloyd.

ITEM #4. – CONSENT AGENDA.

- A. Approval of Minutes
- B. Approval of Employees
  - **Carol Anne Torgerson** for the position of a computer lab aide at Cedar Ridge High.
  - **Anne Demings** for the position of a part-time cook at South Sevier Middle.
  - **Wesley Burr** for the position of the transportation mechanic at the Sevier School District transportation department.
  - **Carol Blackett** for the position of a bus route driver in the Richfield attendance area.
  - **Erica Malles** for the position of a part-time custodian at North Sevier Middle.
- C. Approval of FY 2016 Budget Revision
- D. Out-of-State Travel requests
  - 1. North Sevier High School Child Nutrition Service Manager Julie Wanlass received approval for out-of-state travel to attend the *USDA's Produce Safety University* in Davis, California, on March 21 - 25, 2016.
  - 2. Sevier School District Director of Federal Programs Lisa Crane received approval for out-of-state travel for her and

Sevier School District Migrant Education Director Janet Gonzalez to attend the *National Migrant Education Conference* in San Diego, California, on April 24 - 27, 2016.

3. North Sevier High School volleyball coach Audrey Brown received approval for out-of-state travel for her and one assistant coach, Cena Rasmussen to attend a *Glazier Volleyball Coach's Clinic* in Las Vegas, Nevada, on February 18 - 20, 2016.
4. Richfield High School football coach Eric Thorson received approval for out-of-state travel for him and his assistant coaches, Steve Peterson, Craig Cunningham, Dave Clark, Corey Morrison, Tyson Hare, Rusty Riddle, Craig Leger, Matt Beard, Mark Rappleye, Kyron Waters, Nate Costa, and Bob Bate to attend the *Nike Football Coach's Clinic* in Las Vegas, Nevada, on February 25 - 27, 2016.
5. Richfield High School Child Assistant Coach/ Athletic Director Richard Barton received approval for out-of-state travel to attend the *NIAAA Board meeting* in Indianapolis, Indiana, on February 3 - 9, 2016.
6. North Sevier High School Drill Team coach Kelsey Shaw received approval for out-of-state travel for herself, one assistant coach, and 18 students to attend the *United Spirit Association 2016 Dance Nationals Competition* in Anaheim, California, on March 17 - 21, 2016.
7. North Sevier High School Cheerleading coach Heidi Mickelsen received approval for out-of-state travel for herself, one assistant coach, and 18 students to attend the *United Spirit Association 2016 Cheer Nationals Competition* in Anaheim, California, on March 17 - 21, 2016.
8. South Sevier High School Football coach Weston Zabriskie received approval for out-of-state travel for himself, and six assistant coaches to attend the *Glazier Coaches Clinic* in Las Vegas, Nevada on February 19-21, 2016

E. New Policies. Revisions

1. 2030, VACATION – First Reading. Revisions to the policy outline the procedure if an employee is requesting leave for more than three consecutive working days. Revisions to the policy received first reading approval.
2. 2045, LEAVE POLICY – First Reading. Revisions to the policy outline requirements for employees requesting leave for more than three consecutive working days. Revisions to the policy received first reading approval.
3. 2150, TRAVEL – First Reading. The following changes outline the purpose of the policy and establish procedures for authorization of travel by District employees or officials who may be required to travel in fulfilling their official duties or in attending seminars, conferences or other professional or educational activities benefitting the District. Revisions to the policy received first reading approval.

4. 3240, SERVICES FOR HOMELESS STUDENTS – Second Reading. Revisions to the policy received second reading approval.

INSERT A

- F. 2016 - 17 School Calendar – Second Reading. Revisions to the calendar received second reading approval.

INSERT B

- G. 2016 -17 Board Meeting Calendar– First Reading. The proposed calendar received first reading approval.
- H. Student Recognition\*
- I. Employee Recognition\*
- J. Financial Summary for January 2016
- K. Checks issued January 2016

\*INSERTS C & D

There was brief discussion about the out-of-state travel requests among the Board.

**President Hansen called for objections to the consent agenda. Since there were no objections, the consent agenda received Board approval.**

ITEM #4. – PATRON DIALOGUE. There was no patron dialogue.

ITEM #5.A. – DISCUSSION – ITEMS FROM THE BOARD.

1. The Keys to Board Excellence
2. USBA – Board Member Longevity Recognition Awards  
Clint Johnson – 12 Years of Distinguished Service  
Tom Hales – 24 Years of Distinguished Service

Superintendent thanked Mr. Hales and Mr. Johnson for their years of dedicated service and support.

ITEM #5.B. — ITEMS FROM ADMINISTRATION

**Items from Superintendent Douglas**

**Information Items:**

1. Legislative update
2. ObserverTab Update: 659/1162 Observations completed through January.
3. Participation Update: U of U Survey for Students, Parents, and Staff. Final results will be coming soon. Creating a culture of feedback.
4. District Wide Student Improvement Day: April 1st 9:00 a.m. and 11:30 a.m. at Richfield High. "Champion of Choices, Suicide Prevention, and Anti-Bullying. Keynote speaker is Mark Mero.

***Discussion Items:***

1. Update on District Goal Focus: Graduation Rates and Number of F grades.
2. Update on Principal Evaluation Process: "The first responsibility of a leader is to define reality. The last is to say thank you. In between the two, the leader must become a servant and a debtor." --Max DePree.
3. Update on 5x5, Canvas, School Messenger, and Dropout Detective.
4. Employee retirement projections.

**Items from *Gail Albrecht***

1. ACT Testing for all Juniors-
  - a. Tuesday, March 1st
  - b. Make-up Date, March 15th
2. Every Student Succeeds Act (ESSA) replaces No Child Left Behind (NCLB).
3. State of Utah Professional Learning Standards.
4. *Grading Smarter not Harder* employee feedback.

**Items from *Chad Lloyd***

1. Update on Richfield High construction.
2. North Sevier future projects – North Sevier Middle school will receive upgrades to the gymnasium including installing new HVAC equipment and roof replacement. Repairs to the parking lot will also be made.
3. Roof at Richfield High – A change order will be submitted to replace the roof on the older portion of the building.
4. Spring Maintenance walk-throughs will begin February 29th.
5. National Conference travel
6. Spring USBA Meeting – March 29th at 6:00 p.m. in Manti.
7. Richfield High Change Order.

**ITEM #6. – CLOSED MEETINGS. The closed meeting took place during the work session.**

**ITEM #7. – ACTION ITEMS. A motion was made by Clint Johnson and seconded by Richard Orr to approve the Richfield High School change order #11 . Motion passed unanimously.**

INSERT E

**A motion was made by Richard Orr and seconded by Stewart Shaver to move the April Board meeting to April 20, 2016. Motion passed unanimously.**

**A motion was made at 4:48 p.m. by Stewart Shaver and seconded by Richard Orr to adjourn the meeting. Motion passed unanimously.**

*I certify that upon motion duly made, seconded and passed, the Board of Education of the Sevier School District approved the foregoing minutes on the 16th day of March 2016. I*

*further certify that a quorum of the Board was present on both the day covered by these minutes and the day of approval.*

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*Chad W. Lloyd, Business Administrator*

## **MARCH 16, 2016 – BOARD MEETING**

### **ITEM #2.B. – APPROVAL OF EMPLOYEES**

#### **Pertinent Information**

The following individuals are being presented for consideration of employment:

**Devon Orton** for the position of a full-time custodian at Red Hills Middle School.

**Devin Lindley** as a full-time physical education and weights conditioning teacher at North Sevier High School.

**Desirae Beaulieu** for the position of a bus aide for the South Sevier attendance area.

#### **Additional Information Enclosed**

#### **Administration Recommendation**

Administration recommends approval of the proposed employees.



# SEVIER SCHOOL DISTRICT

180 E. 600 N., Richfield, Utah 84701 • 435-896-8214 • Fax 435-896-8804

CADE J. DOUGLAS, Ph.D.  
SUPERINTENDENT

GAIL ALBRECHT  
ASST. SUPERINTENDENT

CHAD W. LLOYD  
BUSINESS ADMINISTRATOR

## Memorandum

To: Superintendent Douglas  
Sevier School Board of Education

From: Gary Kyhl 

Date: February 25, 2016

Subject: Custodian  
Red Hills Middle School

The purpose of this memorandum is to recommend **Devon Orton** for the position of a full-time custodian at Red Hills Middle School.

Mr. Orton will replace John Syphrett who recently resigned.

District hiring procedures have been followed in this hiring activity. Documents containing interview ratings are on file in the Human Resources Office.

### Contract Information:

Length of Contract: 40 hrs/wk – 256 days/yr

Funding Source: M & O

Reference checks completed: Yes

**EXCELLENCE IN TEACHING & LEARNING**

Board of Education: Clint Johnson • Jack Hansen • Tom Hales • Richard Orr • E. Stewart Shaver



# Red Hills Middle School

To: Superintendent Cade Douglas  
Sevier School District Board of Education  
From: Selena Terry  
Date: February 25, 2016  
Re: Recommendation for Hiring

The purpose of this letter is to recommend **Devon Orton** for the position of custodian at Red Hills Middle School. This position was made available by the resignation of John Syphrett.

The hiring committee consisted of Selena Terry - RHMS Principal, Gary Kyhl - Human Resources Director, Sandy Stevens - Head Custodian, McKenzie Christensen - School Counselor and Miguel Echeverria - Teacher.

Mr. Orton was selected from those that applied. Sevier School District hiring procedures were followed.

Respectfully,

A handwritten signature in cursive script that reads "Selena Terry". The signature is fluid and matches the name of the sender.



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GAIL ALBRECHT  
ASST. SUPERINTENDENT

CHAD W. LLOYD  
BUSINESS ADMINISTRATOR

## Memorandum

**To:** Superintendent Douglas  
**From:** Gary Kyhl   
**Date:** February 22, 2016  
**Subject:** PE/Weights Teacher and Head Football Coach  
North Sevier High School

I support the recommendation that we hire **Devin Lindley** as a full-time physical education and weights conditioning teacher at North Sevier High School. He will also be assigned as the head football coach. Mr. Lindley's license and Highly Qualified status have been verified on CACTUS.

Mr. Lindley will replace Mr. Charles Woodhouse who recently resigned.

District hiring procedures have been followed. Documents containing interview ratings are on file in the Human Resources Office.

cc: personnel file

**EXCELLENCE IN TEACHING & LEARNING**

Board of Education: Clint Johnson • Jack Hansen • Tom Hales • Richard Orr • E. Stewart Shaver



# North Sevier High School

350 West 500 North Salina, Utah 84654  
Telephone: 435-529-3717 Fax: 435-529-7910

PRINCIPAL: Jade Shepherd jade.shepherd@seviersd.org  
VICE-PRINCIPAL: Paul Torgerson paul.torgerson@seviersd.org  
COUNSELOR: Barry Smith barry.smith@seviersd.org  
SECRETARY: Connie Hansen connie.hansen@seviersd.org

*The mission of North Sevier High School is to provide every student the opportunity to acquire the knowledge, skills and habits to become responsible contributors to society.*

TO: Superintendent Cade Douglas

FROM: Jade Shepherd

DATE: 2/18/16

RE: Hiring

Sevier School District Board of Education

The purpose of this letter is to recommend Devin Lindley as a new teacher at North Sevier High School Replacing Mr. Charles Woodhouse. Mr. Lindley will be teaching the following subject areas: Physical Education, Weights and Conditioning & Head Football Coach.

Devin is qualified. His degree is in Physical Education (Level 1) 7 Health (Level 1) License #561026

The selection committee consisted of Jade Shepherd, Paul Torgerson, Jason Edwards, Lexa Larsen, and Barry Smith. Mr. Lindley was selected from those who applied, and District hiring procedures were followed in this hire.

#### Contract Information:

FTE: 1.0

License Level: Provisional

License and endorsements: PE/Secondary Education

Length of Contract: One year

Funding Source: M & O

Reference checks completed: Yes

Sincerely,

Jade Shepherd

North Sevier High School



# SEVIER SCHOOL DISTRICT

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CADE J. DOUGLAS, Ph.D.  
SUPERINTENDENT

GAIL ALBRECHT  
ASST. SUPERINTENDENT

CHAD W. LLOYD  
BUSINESS ADMINISTRATOR

## Memorandum

To: Superintendent Douglas  
Sevier School Board of Education

From: Gary Kyhl 

Date: March 10, 2016

Subject: Bus Aide  
South Sevier Attendance Area

The purpose of this memorandum is to recommend **Desirae Beaulieu** for the position of a bus aide for the South Sevier attendance area.

Ms. Beaulieu will replace Whisper Martin who recently resigned her position but will remain with the District as a substitute bus aide.

Ms. Beaulieu had been working as a substitute and accepted the change in assignment. Therefore, no interviews were conducted. District hiring procedures have been followed in this hiring activity.

### Contract Information:

Length of Contract: 2.5 hours per day

Funding Source: Transportation

Reference checks completed: Yes

**EXCELLENCE IN TEACHING & LEARNING**

Board of Education: Clint Johnson • Jack Hansen • Tom Hales • Richard Orr • E. Stewart Shaver



# ***SEVIER SCHOOL DISTRICT***

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**CADE J. DOUGLAS, Ph.D.**  
**SUPERINTENDENT**

**GAIL ALBRECHT**  
**ASST. SUPERINTENDENT**

**CHAD W. LLOYD**  
**BUSINESS ADMINISTRATOR**

## ***Memorandum***

**TO:** Superintendent Cade Douglas, PhD  
**FROM:** Gary Kyhl, Transportation Director  
Jason Mitchell, Bus Driver Coordinator  
**DATE:** March 11, 2016  
**RE:** Recommending Desirae Beaulieu

~~~~~  
It is our recommendation that Desirae Beaulieu be approved for the position of Bus Assistant in the South Sevier attendance area. Whisper Martin, who has moved to Salina, previously held the position. The position is for 2.50 hours daily and is on the bus driven by Channon Roundy.

District hiring procedures have been followed in this hiring activity.

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***EXCELLENCE IN TEACHING & LEARNING***

**Board of Education:** *Clint Johnson • Jack Hansen • Tom Hales • Don Naser • Richard Orr*

## **MARCH 16, 2016 – BOARD MEETING**

### **ITEM # 2.C.1 – REVISED POLICY # 1215, BOARD OF EDUCATION MEETINGS – FIRST READING**

#### **Pertinent Information**

Revisions to the policy include Board meeting notice requirements and rules of order included in [Utah Code § 53A-3-106\(5\)\(2015\)](#).

#### **Additional Information Enclosed**

#### **Administration Recommendation**

Administration recommends first reading approval of the proposed revisions.

## **I. PURPOSE AND PHILOSOPHY**

1. The Board of Education recognizes that it is a public body as defined in Utah law. As such, the Board has a responsibility to conduct its official business in an open manner. All Meetings of the Board will be open to the public unless specifically exempt by the Utah Open and Public Meetings Act and properly closed in accordance with Utah law and this policy. However, while Meetings may be open to the public, public participation in the Meetings is limited as provided in Section VII below.
2. This policy outlines the types of Meetings the Board may hold and establishes procedures for conducting such Meetings. Board members may follow the guidelines found in the publication Coming to Order: A Guide to Successful School Board Meetings, published by the Utah School Boards Association, as updated and revised. However, since the laws governing open Meetings are continually being amended and interpreted, Board members should use caution and should always seek out the current versions of laws governing Board Meetings.

## **II. DEFINITIONS**

1. **“Closed Meeting”** or **“Closed Session”** means a Board Meeting or portion thereof closed to the public. No resolution, rule, policy, contract, or appointment may be approved at a Closed Meeting. Provisions governing Closed Meetings are found in Section XI below.
2. **“Emergency Meeting”** means a Board Meeting called because of unforeseen circumstances to consider matters of an emergency or urgent nature. The Board may take final action on a topic during an Emergency Meeting. Provisions governing Emergency Meetings are found in Section XII below.
3. **“Meeting”** means the convening of the Board of Education for the purpose of discussing, receiving comments from the public about, or acting upon a matter over which the Board has jurisdiction or advisory power. A Meeting may not be convened without a Quorum present, whether in person or by means of electronic communications, and may include a Work Session or a Closed Session. A Meeting does not include chance or social encounters by Board members or informal gatherings in which Board members do not appropriate funds for expenditure and which are convened solely for the discussion or implementation of administrative or operational matters for which no formal Board action or discussion is required.

4. **“Public Hearing”** means a Meeting or a portion thereof at which the public is given a reasonable opportunity to comment on the subject of the hearing. Provisions governing Public Hearings are found in Section XIII below.
5. **“Quorum”** means a majority of the members of the Board.
6. **“Regular Board Meeting”** means the official, regularly scheduled Meeting of the Board, held for the purpose of conducting official Board business, including but not limited to action relating to policy, business, planning, instructional matters, and issues of community interest. Provisions governing Regular Board Meetings are found in Section III below.
7. **“Work Session”** means a Board Meeting dedicated to more extensive review, study and discussion of issues, policies, programs, and other matters concerning the operations of the District than typically occurs in a Regular Board Meeting. No official action is taken during a Work Session. Provisions governing Work Sessions are found in Section IVX below.

### **III. REGULAR BOARD MEETINGS**

#### Notice Requirements

1. The Board shall give public notice at least once each year of its annual Regular Board Meeting schedule. The public notice shall specify the date, time, and place of the Regular Board Meetings.
2. In addition to the annual notice above, the Board shall also give at least twenty-four (24) hours public notice of the agenda, date, time, and place of each of its Meetings. Public notice is satisfied by all of the following:
  - a. Posting written notice at the District Office;
  - b. Posting notice on the Utah Public Notice Website; and
  - c. Providing notice to at least one local media correspondent or newspaper of general circulation within the geographic jurisdiction of the District. This requirement may be satisfied by allowing the newspaper or correspondent to subscribe and receive updates and

notices regarding Board Meetings from the Utah Public Notice Website.

~~3. The Board shall give notice of its Meetings to the mayor or the mayor's designee of any municipality that is partly or entirely within the boundaries of the District, and to the county commission chair, county executive, or county manager, or their designee, of any county with unincorporated area within the boundaries of the District by mail, email, or other effective means agreed to by the person to whom notice is given. Unless specifically requested otherwise by municipal or county officials, notice shall be deemed effectively given under this Section by posting notice on the Utah Public Notice Website.~~

***Notice of each Board meeting shall also be given to each interested mayor or interested county executive, (or their designee). An "interested mayor" is the mayor of a municipality that is partly or entirely within the boundaries of the school district. An "interested county executive" is the county executive or county manager of a county with unincorporated area within in the boundaries of the school district. This notice shall be provided by mail, email, or other effective means agreed to by the person to receive notice.***

***Utah Code § 52-4-202(3), (4) (2015)***

***Utah Code § 63F-1-701(4)(d) (2013)***

***Utah Code § 53A-3-409(3)(e) (2015)***

#### **IV. AGENDA**

1. The agenda for all Regular Board Meetings shall provide reasonable specificity to notify the public as to the topics to be considered at the Meeting. Each topic shall be listed under an agenda item on the Meeting agenda in a manner, which identifies the subject of discussion. The agenda will be prepared according to the following procedures.
  - a. The Superintendent shall prepare the agenda after consulting with the Board President and members of the executive staff.
  - b. A draft of the agenda is reviewed at executive staff meetings. Executive staff members submit recommended agenda items.
  - c. Others wishing to have an item placed on the Board agenda should submit the item to the Superintendent or the appropriate member of the executive staff.
  - d. The agenda is reviewed with the Board President for his/her approval prior to the distribution of materials to Board members.
  - e. Materials approved for transmittal to the Board should be submitted to the Superintendent's secretary by the Friday preceding the Regular Board Meeting.

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- f. The agenda, together with supporting materials, shall be distributed to Board members sufficiently prior to the Meeting to permit them to give items of business careful consideration.

### **V. QUORUM**

If a Quorum is not present at the time appointed for the Meeting to begin, the Board members then in attendance may adjourn. If a Quorum is present, the votes of a majority of the Board members in attendance will be controlling.

### **VI. PROCEDURES**

#### **1. Action Limited to Meeting Agenda**

- a. The Board shall follow the order of business set up by the agenda, unless the order is altered by approved motion.
- b. The Board may not consider a topic not listed under an agenda item and included with advance public notice of the Meeting unless the topic is raised by the public during the Meeting. In such cases, the Board may, at the discretion of the presiding Board member, discuss the topic but may not take any final action on it.
- c. The Superintendent and executive staff members determine the necessary follow-up after each Board Meeting, and the Superintendent is responsible for coordinating the follow-up activities.

#### **2. Rules of Order**

- a. All actions of the Board will proceed by a motion and second to the motion. Motions must be made one at a time and must be concluded prior to the introduction of additional motions.
- b. Voting shall be made by either a show of hands or a verbal indication such as "aye" or "nay" on each motion.
- c. No vote shall be taken by secret ballot.
- d. It is expected that all Board members will vote on all motions. However, special circumstances may require a Board member to abstain from voting. If any member abstains from voting for any reason, the member will be deemed to have not voted and the abstention will not count for or against the Board's vote.
- e. A member who has a personal or private interest in any proposed or pending matter which presents a conflict of interest will not vote.
- f. When a tie vote exists on a motion, the motion will be declared to have failed.

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g. Individual votes of Board members will be recorded in the minutes when the vote is not unanimous, when there is a roll call vote taken, or when requested by a Board member.

**h. 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 rules 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 § 53A-3-106\(5\)\)\(2015\)](#)**

**VII. PUBLIC PARTICIPATION**

In order to assure that the Board conducts its Meetings properly and efficiently, the Board adopts the following rules and procedures pertaining to public participation at Board Meetings:

1. Patrons who wish to address the Board must sign up prior to the start of the Regular Board Meeting either online as directed on the District website or on the sign-up sheet provided at the District Office. Patrons who sign up using the District website must do so no less than twenty-four (24) hours prior to the start of the Meeting. Patrons shall list their name, the schools their children attend, their city of residence, the topic they wish to address, and whether they are representing themselves or a group.
2. If several individuals are concerned with the same issue, they should select a spokesperson to address their views. In the interest of time, the Board may limit cumulative and repetitive information.
3. Comments are limited to three (3) minutes for each individual unless the person is speaking on behalf of a group, in which case the comments are limited to five (5) minutes. The District may time speakers to ensure compliance with this provision.
4. If an unforeseen circumstance prohibits a patron from using the District website to sign up to address the Board, said patron must fill out a "Public Participation" request form at least 1 hour before the start time of the

5. Board meeting. The Board President will determine if the topic is time sensitive or if the discussion could be postponed until the following months Board meeting.
6. To ensure sufficient time to conduct its business, the Board President or other presiding officer may limit the number of patrons allowed to address the Board in a given Meeting.
  - a. The total amount of time allotted for public comments will not exceed thirty (30) minutes.
  - b. Unless otherwise directed by the President, patrons will address the Board in the order they signed up.
  - c. A patron must have signed up, as required in Section 1 and 4 above, to address the board.
  - d. Patrons will be permitted to address the Board either in the order they signed up, by topic, or according to some other order as determined by the President.
7. Individuals should conduct themselves and present their comments in a respectful and courteous manner, giving due respect to the dignity and privacy of others who may be affected by their comments. Individuals should refrain from making rude or slanderous remarks that may violate the rights of others under laws of defamation or invasion of privacy.
8. Topics may include suggestions for improving District services or programs, and comments are welcome regarding new issues or new program or policy suggestions. Comments are not allowed regarding the following subjects:
  - a. Bidding or contract matters.
  - b. Employment or personnel issues.
  - c. Complaints, criticism, or personal attacks against individual students, employees, or other citizens.
  - d. Grievances, complaints, or other issues that are governed by specific hearing, appeal, or negotiation procedures.
9. Patrons may submit written comments to the Board regarding (a) employment or personnel issues and (b) complaints, criticism, or concerns with individuals.
10. Patrons presenting highly detailed or complex information should, before the Meeting, provide a written copy or synopsis of their comments for the Board.

11. Persons appearing before the Board are reminded that members of the Board are without authority to act independently as individuals in official matters. Thus, questions may be directed to individual Board members, but action by the Board is necessary to resolve such questions. Likewise, members of the Board may not immediately respond to patrons' questions or engage in discussion or debate. The Board will take each patron's comments under advisement, and if further discussion or action is required, the topic will be added to the agenda of an upcoming Board Meeting.

12. The Board President or other presiding officer may terminate the remarks of any individual who does not adhere to this policy. Individuals addressing the Board who engage in inappropriate or disruptive conduct will be removed from the Meeting.

13. Inappropriate or disruptive conduct by members of the audience will not be tolerated. Patrons in the audience should conduct themselves in a respectful, civil, and courteous manner, refraining from conduct that disrupts the Meeting or inhibits the Board from efficiently conducting its business. Individuals who engage in inappropriate or disruptive conduct

will be removed from the Meeting. Audience members may not participate unless they have signed up to address the Board.

**VIII. LOCAL GOVERNMENT PARTICIPATION**

A mayor or the mayor's designee of a municipality that is partly or entirely within the boundaries of the District, as well as a county commission chair, county executive, or county manager, or their designee, of a county with unincorporated area within the boundaries of the District may attend and participate in the Board discussions at Board Meetings.

**IX. NEWS MEDIA SERVICES AT BOARD MEETING**

The Board believes that one of its responsibilities is to keep the public informed of its deliberations, policies, and actions. Therefore, the Board encourages the attendance of press representatives at all Meetings except Closed Sessions.

1. News agencies desiring to bring audio or visual equipment are requested to seek clearance from the Board President at least twenty-four (24)

hours before the Meeting is held. This request will enable the Board to make any necessary accommodations.

2. Media personnel are asked to remain in a designated area in the Board room while the Meeting is in session and to avoid the display of microphones or other equipment near Board members or executive officers addressing the Board.
3. A copy of the agenda and agenda materials will be sent in advance to members of the press who request it. Following the Meeting, the previous months minutes shall be made available to the public and press.
4. In order that the Board may efficiently transact its business, questions from the press will not be entertained while Meetings are in progress. The Superintendent will be available after each Meeting to answer reporters' questions and to clarify points of discussion and action.
5. When individual Board members receive requests from news media representatives for information about Board Meetings, members shall refer the information-seekers to the Superintendent who shall be the spokesperson for the Board.

## **X. RECORD AND MINUTES**

1. The Business Administrator shall keep or cause to be kept written minutes and a recording of all open Board Meetings, except that a recording is not needed for site visits or traveling tours where no vote or action is taken by the Board.
  - a. A recording shall be a complete and unedited record of all open portions of a Meeting from commencement through adjournment and must be properly labeled with the date, time, and place of the Meeting.
  - b. Written minutes shall include the following:
    - i. The date, time, and place of the Meeting.
    - ii. The names of the Board members present and absent.
    - iii. The substance of all matters proposed, discussed, or decided by the Board, which may include a summary of comments made by Board members.

- iv. A record, by individual Board member, of each vote taken by the Board.
  - v. The name of each person who is not a member of the Board and who, after being recognized by the presiding Board member, provided testimony or comments to the Board.
  - vi. The names of all citizens who appeared and the substance, in brief, of their testimony.
  - vii. Any other information that any Board member requests be entered in the minutes.
2. Written minutes and recordings are public records, which shall be retained permanently and made available to the public within a reasonable time after the end of the Meeting. Specifically, recordings shall be available for listening within three (3) business days after the end of the Meeting. Minutes awaiting formal approval by the Board shall be clearly identified with appropriate notice that the minutes have not yet been approved and are subject to change until formally approved.

**XI. CLOSED MEETING PROVISIONS**

1. A Closed Meeting may be held upon the affirmative vote of two-thirds (2/3) of the Board members present at an open Meeting for which proper public notice has been given. The reason for holding the Closed Meeting, as well as the location of the Meeting and the vote of each member to hold the Closed Meeting shall be publicly announced and entered on the minutes of the open Meeting.
- A Closed Meeting may be held only for one or more of the following purposes:
- a. Discussion of the character, professional competence, or physical or mental health of an individual.
  - b. Strategy sessions to discuss collective bargaining.
  - c. Strategy sessions to discuss pending or reasonably imminent litigation.
  - d. Strategy sessions to discuss the purchase, exchange, or lease of real property (including water rights or shares) if public discussion of the transaction would disclose the appraisal or estimated value

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of the property under consideration or prevent the Board from completing the transaction on the best possible terms.

- e. Strategy sessions to discuss the sale of real property (including water rights or shares) if:
  - i. Public discussion of the transaction would disclose the appraisal or estimated value of the property or prevent the Board from completing the transaction on the best possible terms;
  - ii. The Board previously gave public notice that the property would be offered for sale; and
  - iii. The terms of the sale are publicly disclosed before the Board approves the sale.
- f. Discussion regarding deployment of security personnel, devices, or systems.
- g. Investigative proceedings regarding allegations of criminal misconduct.
- h. Discussion or consideration of all procurement issues as defined in Utah Code Ann., Section 52-4-2.

**2. Records of Closed Meetings**

- a. Except as provided in Section c. below, the Board shall keep a recording of the closed portion of the Meeting and may keep detailed written minutes that disclose the content of the closed portion of the Meeting. The recording must be complete and unedited, and the recording and any minutes shall include the following:
  - i. The date, time, and place of the Meeting;
  - ii. The names of Board members present and absent; and
  - iii. The names of all others present except where such disclosure would infringe on the confidentiality necessary to fulfill the original purpose of closing the Meeting.
  - iv. Both recordings and written minutes of Closed Meetings are protected records under the Government Records Access and Management Act (GRAMA).

- b. Notwithstanding the provisions of GRAMA, both recordings and written minutes of Closed Meetings, as protected records, may be disclosed pursuant to a court order only as provided by Utah Code Ann., Section 52-4-304.
- c. No recording or other minutes need to be kept if the Board closes a Meeting to discuss the character, professional competence, or physical or mental health of an individual or to discuss the deployment of security personnel, devices or systems. However, the person presiding shall sign a sworn statement affirming that the sole purpose for closing the Meeting was to discuss such matters.
- d. Due to the confidential nature of information discussed in Closed Meetings, Board members and others present at the Closed Meeting shall not discuss such information outside the Closed Meeting.

**XII. EMERGENCY MEETING PROVISIONS**

- 1. If unforeseen circumstances make it necessary for the Board to hold an Emergency Meeting to consider matters of an emergency or urgent nature, the Board may disregard the public notice requirement described in Section III above. However, the Board must give the best notice practicable of the time and place of the Emergency Meeting and the topics to be considered.
- 2. An Emergency Meeting may not be held unless an attempt has been made to notify all Board members and a majority of the members approve the Meeting.

**XIII. PUBLIC HEARING PROVISIONS**

The Board shall hold a Public Hearing as required by statute in the following situations.

- 1. When considering whether to close a school or change the boundaries of a school.
  - a. Notice shall indicate the following:
    - i. The school(s) under consideration for closure or boundary change, and
    - ii. The date, time, and location of the Public Hearing.

**BOARD OF EDUCATION MEETINGS....Page 12.....1215**

- b. At least ten (10) days before the hearing, notice shall be;
  - i. Published in a newspaper of general circulation in the area and on the Utah Public Notice Website and
  - ii. Posted in at least three public locations within the municipality or on the District's website.
  
- 2. Prior to the adoption or amendment of the District budget. The District budget is adopted at an annual budget hearing and may be amended throughout the year under certain circumstances. When a District budget is to be adopted or amended, specific elements may trigger various and differing notice requirements with regard to the Public Hearing. Such notice provisions are detailed below.
  - a. General Notice Requirements. Any time the District budget is to be adopted or amended, the following notice provisions apply. Additional notice provisions may be required in accordance with Sections XIII.2.b. and XIII.3.
    - i. Public notice shall be given in accordance with Section III above.
    - ii. The notice shall include information on how the public may access the proposed budget.
    - iii. In addition to the public notice provided above, at least ten (10) days prior to the hearing, the Board shall do the following:
      - a. Publish notice of the hearing in a newspaper or combination of newspapers of general circulation in the District. This requirement may be satisfied by allowing the newspaper(s) to subscribe and receive updates and notices regarding the hearing from the Utah Public Notice Website.
      - b. Publish notice of the hearing on the Utah Public Notice Website.
      - c. File a copy of the proposed budget with the Board's Business Administrator for public inspection.
      - d. Post the proposed budget on the District's website.

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- b. Annual Budget Hearing. Prior to June 22 of each year, the Board shall adopt a budget and make appropriations for the next fiscal year.
  - i. The general notice requirements in Section XIII.2.a apply to the annual budget hearing.
  - ii. If the proposed budget includes a tax rate in excess of the certified tax rate as defined in Utah Code Ann. Section 59-2-924, the Board shall give public notice in accordance with the provisions of Section 59-2-919, except as provided by Section 53A-17a-133.
- c. Budget Appropriation Increase. In order to increase a budget appropriation, the Board must hold a Public Hearing, and the following requirements must be met.
  - i. The general notice requirements in Section XIII.2.a apply to the hearing at which a request to make an increase to an appropriation is considered.
  - ii. The Board must receive a written request from the Superintendent setting forth the reasons for the proposed increase.
  - iii. Notice of the request must be published in a newspaper of general circulation within the District and on the Utah Public Notice Website at least ten (10) days prior to the hearing at which the request will be considered.
  - iv. The Board may reduce a budget appropriation at a Regular Board Meeting without holding a Public Hearing if notice of the proposed action is given to all Board members and the Superintendent at least one week prior to the Meeting.
- 3. Before issuing bonds. The Board will follow all required statute as found in Utah Code Ann., Section 11 Chapter 14. The Board must hold a Public Hearing and provide public notice of its intent to issue bonds.
  - a. Public notice of the Board's intent to issue bonds must:
    - i. Identify the purpose for the issuance of the bonds;

- ii. Identify the maximum principal amount of the bonds to be issued;
    - iii. Identify the taxes, if any, proposed to be pledged for repayment of the bonds;
    - iv. Identify the time, place, and location of the Public Hearing; and
    - v. Inform the public that the Public Hearing will be held to receive input regarding the issuance of bonds and the potential economic impact that the improvement, facility, or property for which the bonds pay will have on the private sector.
  - b. The public notice described in Section XIII.3.a, shall be published
    - i. Once a week for two (2) consecutive weeks in a newspaper of general circulation within the District, the first notice being published at least fourteen (14) days before the Public Hearing; and
    - ii. On the Utah Public Notice Website at least fourteen (14) days prior to the hearing.
  - c. If an election is required under Utah Code Ann., Section 11-14-101 et seq., the Hearing must take place no sooner than thirty (30) days before the day on which notice of the election is published under Section 11-14-202 and no later than five (5) business days before the day on which the notice of election is published under Section 11-14-202.
- 4. When considering changes to the Board member compensation schedule.
  - a. The Board shall set a time and place for a Public Hearing at which all interested persons shall be given an opportunity to be heard.
  - b. Notice of the time, place, and purpose of the Meeting shall be provided at least seven (7) days prior to the hearing by all of the following:
    - i. Publication at least once in a newspaper in the county;
    - ii. Publication on the Utah Public Notice Website;

- iii. Posting notice at each school in the District;
- iv. Posting notice in at least three other public places within the District; and
- v. Posting notice on the Internet in a manner accessible to citizens using the
- vi. Internet.

**IVX. WORK SESSION PROVISIONS**

The Board may hold Work Sessions. A Work Session is an open Meeting subject to the provisions in Section 3 of this policy except that no annual notice is required and no action is taken. When held on the same day as a Regular Board Meeting, a Work Session must be held at the District Office unless the session is an Electronic Meeting, a site visit or traveling tour, or in the case of emergency or extraordinary circumstances.

Approved:

## **MARCH 16, 2016 – BOARD MEETING**

### **ITEM # 2.C.2 – REVISED POLICY # 2005, EMPLOYEE BACKGROUND CHECKS – FIRST READING**

#### **Pertinent Information**

Revisions to the policy outline the employment screening process including personal identifying information required and employee review and respond guidelines for employees. The policy revisions outline District responsibilities related to employee background checks.

#### **Additional Information Enclosed**

#### **Administration Recommendation**

Administration recommends fist reading approval of the proposed revisions.

**1. PURPOSE AND PHILOSOPHY**

Sevier School District is committed to providing a safe and secure educational and working environment for students and employees. As part of this effort, the District requires criminal background checks of licensed and non-licensed employees, substitutes, and volunteers pursuant to Utah state laws, rules, and regulations, and in accordance with this policy.

**2. DEFINITIONS**

**2.1** “Licensed Educators” or “Licensed Employees” are individuals who hold a valid Utah educator license and have satisfied all requirements to be a Licensed Educator in the Utah public school system or is on a Letter of Authorization from the Utah State Office of Education (USOE) (i.e., school teachers, school administrators, psychologists, counselors, specialists, licensed substitute teachers, etc.). Licensed Educators may or may not be employed in a position that requires an educator license. Licensed Educators include individuals who are student teaching, who are involved in the alternative routes to licensure program, and individuals who hold District specific licenses.

**2.2** “Non-Licensed Employees” are all other employees of the District, except “Licensed Employees.” Non-Licensed Employees include, but are not limited to, the “Classified Employees” in the District. Non-Licensed substitute teachers, classified substitutes, and volunteers are included in this category.

**2.3** “Criminal History Report” is a document generated by the Bureau of Criminal Identification after a search of the State of Utah’s criminal history files and/or other state and federal databases designated by applicable law or by the District.

**2.4** “Background Check” means information on an applicant or employee that may include, but is not limited to, Criminal History Reports and driving record reports.

**3. EMPLOYMENT SCREENING**

**3.1** Utah law requires Background Checks on all prospective employees (i.e., the individual who is selected as the “successful applicant” for a particular job position in the District), substitutes, coaches, and volunteers who have significant unsupervised access to students (herein referred to cumulatively as the “prospective employee”) (Utah Code Ann., §53A-3-410). Accordingly, the District requires each prospective employee to submit to a Background Check prior to employment or service in the District.

***All employees seeking employment with the District shall provide personal identifying information including: 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.**

**3.2** The prospective employee shall pay the cost of the Background Check, except as otherwise provided herein. The Background Check is a condition of employment or volunteering ~~if:—(a) the prospective employee is selected as the “successful applicant” for the particular job or volunteer position. ; and (b) the prospective~~ **employee has not been the subject of a Background Check of similar scope during the preceding two (2) years that was requested by the USOE.**

**3.3** The District shall consider only those convictions, which are job-related. ~~The prospective employee shall have opportunity to respond to any information received as a result of the Background Check. In no case will the prospective employee be shown or given a copy of the Criminal History Report.~~

**An applicant, volunteer, or employer shall be extended an opportunity to review the information received as provided under and respond to any information received as a result of the criminal background check.**

**In making decisions regarding criminal history information, the District shall consider rules established by the State Board of Education and**

**(a) any convictions, including pleas in abeyance;**

**(b) any matters involving a felony; and**

**(c) any matters involving an alleged:**

**(i) sexual offense;**

**(ii) class A misdemeanor drug offense;**

**(iii) offense against the person under Title 76, Chapter 5,**

**Offenses Against the Person;**

**(iv) class A misdemeanor property offense that is alleged to have occurred within the previous three years; and**

**(v) 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**

**If the District disqualifies a person from employment because of information obtained through a criminal background check, the person or employee may request a review of the information received and the reasons for the disqualification and be extended an opportunity to respond to the reasons.**

**3.4** The District shall resolve any request for review by the prospective employee through applicable administrative procedures established by the District.

**3.5** If a current employee is dismissed from employment because of information obtained through a Background Check, the person shall receive written notice of the reasons for dismissal and have an opportunity to respond to the reasons for the dismissal.

~~3.6 Each current employee and prospective employee must agree to have his/her fingerprints taken and sign a document of acknowledgment and waiver permitting the District to request a Background Check of any state or federal criminal history file that the District might deem applicable as a condition of employment or volunteering.~~

***All employees seeking employment with the District shall sign a written consent, release, waiver, and authorization which authorize the District to request information from the prospective employee's past three 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 prospective employee's credentials including submitting the personal identifying information to the Bureau of Criminal Identification within the Department of Public Safety and retaining the personal identifying information for ongoing monitoring.***

**4. LICENSED EMPLOYEES - BACKGROUND CHECKS**

The District shall, upon the employee's request, submit fingerprint scans to the BCI for Background Checks for all Licensed Employees in the year in which their license is to be renewed between January 1 and June 30.

**5. NON-LICENSED EMPLOYEES - BACKGROUND CHECKS**

The District shall conduct periodic Background Checks for all Non-Licensed Employees every five (5) years.

**6. LICENSED EMPLOYEES AND NON-LICENSED EMPLOYEES - REPORTING OF ARRESTS AND CONVICTIONS**

**6.1** A Licensed Educator or Non-Licensed Employee who is arrested for any of the following alleged offenses shall report the arrest within forty-eight (48) hours or as soon as possible to the Superintendent or his/her designee:

**6.1.1** any matters involving arrests for alleged sex offenses;

**6.1.2** any matters involving arrests for alleged drug-related offenses;

**6.1.3** any matters involving arrests for alleged alcohol-related offenses;

**6.1.4** any matters involving arrests for alleged offenses against the person under Utah Code Ann., Title 76, Chapter 5, Offenses Against the Person. This Title and Chapter includes, but is not limited to, crimes where a person has

**EMPLOYEE BACKGROUND CHECKS . . . . . Page 4 . . . . . 2005**

assaulted, harassed, abused, neglected, exploited, endangered, kidnapped, murdered, trafficked, raped, sexually assaulted, etc. another person(s); and

- 6.1.5 any matters relating to arrests for violations of the vehicle code for employees who drive motor vehicles as an employment responsibility.
  
- 6.2 A Licensed Educator or Non-Licensed Employee shall report convictions, including pleas in abeyance and diversion agreements, within forty-eight (48) hours or as soon as possible upon receipt of notice of the conviction, plea in abeyance, or diversion agreement.
  
- 6.3 A Licensed Educator or Non-Licensed Employee will be immediately suspended from student supervision responsibilities for alleged sex offenses and other alleged offenses, which may endanger students during the period of investigation.
  
- 6.4 A Licensed Educator or Non-Licensed Employee will be immediately suspended from transporting students or driving a public education vehicle for alleged offenses involving alcohol or drugs during the period of investigation, and where reasonable cause exists, an existing employee may be required to submit to a Background Check.
  
- 6.5 The District will provide adequate due process for the accused employee consistent with Utah Code Ann., §53A-3-410(10) and applicable administrative procedures established by the District.
  
- 6.6 The Superintendent or his/her designee shall report a conviction, arrest, or offense information received from a Licensed Educator to the USOE within forty-eight (48) hours of receipt of information from Licensed Educators. This will be reported on the USOE electronic reporting link on the USOE website, and where reasonable cause exists, an existing employee must submit to a Background Check.
  
- 6.7 The Superintendent or his/her designee shall review arrest information and make employment decisions that protect both the safety of students and/or employees and the confidentiality and due process rights of employees.
  
- 6.8 The Licensed Educator **or Non-Licensed Employee** shall report for work following the arrest **of any matters listed in items 6.1.1 through 6.1.5 only after notice has been provided to the District** and ~~report to the Superintendent or his/her designee~~ unless directed not to report for work by the District.
  
- 6.9 ~~Records of arrests and convictions shall be placed in the employee's Personnel File upon receipt by the District and will:~~ **Documents and records related to an employee's arrest and/or conviction, plea in abeyance, or diversion agreements, as well as final administrative determinations and actions following investigation, shall be maintained for a minimum of two (2) years**

***following termination of employment with the District and require protection of confidential employment information.***

***6.9.1 include final administrative determinations and actions following investigation; and***

***6.9.2 be maintained only as necessary to protect the safety of students and/or employees and with strict requirements for the protection of confidential employment information.***

**7. SUBSTITUTES AND VOLUNTEERS**

The District shall require all substitutes to have a Background Check every five (5) years if they wish to remain on the substitute lists. The District shall require all volunteers who will be given significant unsupervised access to a student in connection with the volunteer’s assignment or participates in an overnight activity to have a Background Check every five (5) years if they wish to remain on the volunteer list.

**8. DISTRICT RESPONSIBILITIES**

**8.1** When arrest/conviction information is received by the District regarding a Licensed Employee, the Superintendent or his/her designee shall review that information and assess the employment status consistent with Utah Code Ann., §53A-6-501, Utah Administrative Code, R277-515, and District policy. The District will also report the arrest to the USOE within forty-eight (48) hours. ***“Licensed educator” means an individual who holds a valid Utah educator license and has satisfied all requirements to be a licensed educator in the Utah public school system (examples are teachers, school administrators, and school district specialists). A licensed educator may or may not be employed in a position that requires an educator license. Licensed educators include individuals who are student teaching, who are in alternative routes to licensing programs or positions and individuals who hold district-specific licenses.***

**8.2** When arrest/conviction information is received by the District regarding a Non-Licensed Employee, the Superintendent or his/her designee shall review that information and assess the employee's employment status while considering the Non-Licensed Employee's employment status consistent with applicable Utah law, rules, and regulations, District Policy, and any applicable Employment Agreements or Memorandums of Understanding.

**8.3** The District shall provide appropriate training to Licensed and Non-Licensed Employees about the provisions of this policy for self-reporting and ethical behavior.

8.4 The District shall cooperate with the USOE in investigations of Licensed Educators.

**8.5 By September 1, 2018, the District shall, for each non-licensed employee and volunteer who will be given significant unsupervised access to a student in connection with the volunteer's assignment, collect personal identifying information including: 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 and submit that personal identifying information to the Bureau of Criminal Identification within the Department of Public Safety.**

REFERENCES

Utah Code Ann., §53A-3-410

Utah Code Ann., §53A-6-401, et seq.

Utah Code Ann., Title 76, Chapter 5, Offenses Against the Person

Utah Administrative Code, R277-501

Utah Administrative Code, R277-516

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Approved        12/09/09  
Revised        11/17/10  
Revised:

**MARCH 16, 2016 – BOARD MEETING**

**ITEM # 2.C.3 – REVISED POLICY # 2030, VACATION – SECOND READING**

**Pertinent Information**

Revisions to the policy received first reading approval.

**Additional Information Enclosed**

**Administration Recommendation**

Administration recommends second reading approval of the proposed revisions.

## VACATION

2030

All year round employees\*, who have been in the employment of Sevier School District for the previous 12 consecutive months, shall have two weeks (10 working days) vacation with pay. After completing 10 consecutive years of employment, employees shall have three weeks (15 working days) vacation with pay.

Employees will be allowed to accrue a maximum of two times the employee's current yearly vacation day's accrual. Any accumulated vacation days in excess of two times the annual accrual will not carry over for the next contract year. (End of the contract year is defined as of pay period ending June 15) Unused vacation time in excess of two times the annual accrual will not be compensated at retirement or upon ending employment with the District. Vacation schedules are to be approved by the supervisor or principal in advance. ***If more than three consecutive working days are requested, the request will need prior approval by the Superintendent or designee.***

\*Year round employee is defined as:

- A. Equal or greater than 233 working days per year not counting paid holidays, and
- B. Each working day of the 233 or greater day contract is for six (6) hours or more, and
- C. The length of each of the 233 or greater days must be for contracted time, not in a substitute or temporary assignment capacity.

All current contracted employees who are presently accruing vacation and do not meet the new hours per week criteria, will be "Grandfathered In" and will continue to accrue vacation as per the policy.

Effective date of contract hour change from 4 to 6 is July 1, 2013.

Revised 11/09/93  
Revised 02/09/05  
Revised 09/15/10  
Revised 05/22/13

**MARCH 16, 2016 – BOARD MEETING**

**ITEM # 2.C.4 – REVISED POLICY # 2045, LEAVE– SECOND READING**

**Pertinent Information**

Revisions to the policy received first reading approval.

**Additional Information Enclosed**

**Administration Recommendation**

Administration recommends second reading approval of the proposed revisions.

## **I. DEFINITION AND PROCEDURE**

Employees desiring to use leave shall complete a Leave Request Form and submit it to their supervisor/principal at least three (3) days prior to the desired date of use for approval. In the case of an emergency absence, it is the employee's responsibility to notify their supervisor as soon as possible. Leave to be granted the day before or after a holiday will be subject to the approval of the supervisor. Holidays shall be defined as those days in the adopted school calendar or otherwise defined by District policy.

## **II. LEAVE ACCRUAL**

Employees will accrue 1.20 days of leave per contract month or part thereof. Usage of leave will be at the discretion of the employee for the reasons of illness, funeral, emergencies, or personal circumstances. The maximum amount of accumulated leave is 240 days. Employees must work a minimum of 30 contracted hours per week to be eligible to accumulate leave under this policy.

Employees in their first year of employment who are eligible to accrue leave under this policy will be awarded their first year's leave accrual in total at the beginning of the year. For employees hired during the school year they will receive the remaining number of days eligible to be accrued to the end of the school year. After the first year of employment, employees begin accruing leave on a monthly basis.

## **III. LEAVE USAGE**

~~Employees will be allowed to use no more than three consecutive working days for reasons other than illness or medical related conditions. The Board reserves the right to require written verification from a physician as to the medical condition and request a second medical opinion if it deems it necessary. If more than three consecutive working days are requested for other than medical care, then the request will need prior approval by the Superintendent or designee.~~

***Employees will be allowed to use no more than three consecutive working days without prior approval by the Superintendent or designee.***

Employees may use a maximum of 15 days of leave in any one-contract year. The only exceptions to this rule would be the following:

1. An extreme long-term medical related illness/condition verified in writing from a physician or health care provider (long-term is recognized as ten (10) working days or greater). An employee may request
2. long-term leave to provide care for a spouse or child in the case of a terminal illness. The maximum leave allowed under long-term medical is 60 working days during a contract year. If the employee qualifies, Family Medical Leave must be requested and runs concurrent with long-term leave. If an employee is granted long-term leave, that employee may still use their 15 days of leave outside the long-term leave, as long as the total of all leave does not exceed 75 days in a contract year.

2. An employee may use up to 10 additional leave days for maternity (equaling a total of 25 days in a contract year).
3. All leave described in this policy will only be “paid leave” dependent on the amount of accrued leave an employee has. All other leave beyond the days accrued will be leave without pay and policy #2280 will be followed.

Any leave days taken in excess of the limits identified in this policy and the leave days accrued by an employee will be leave without pay.

Employees will not be allowed to use more than three days of leave in the 4 weeks preceding their termination of employment from the District. The District may make exceptions to this restriction for reasons of illness or medical related conditions verified in writing by a physician or health care provider.

Employees may not use a day of leave to substitute for another employee within the District (i.e., receiving pay for two jobs on the same day).

**IV. LEAVE INCENTIVES**

**A. Annual Leave Incentive:**

An annual leave incentive will be established for employees who have successfully accumulated 30 days of leave as of June 15<sup>th</sup> and completed their current contract with Sevier School District. The annual incentive would be paid to those employees who have used less than two days leave during the contract year. The employee will receive one point for each 4-hour period of the first two days of unused leave. Points will be calculated on the basis of 8 hours per day. Points will be awarded based on their percentage of unused leave compared to 16 hours with the number of points generated being rounded down to the nearest point value.

An 8-hour per day employee can obtain a maximum of four points upon which their leave incentive would be calculated. The District will use (an amount equal to) \$5,000, which all points earned by employees will be divided into, to determine the amount paid per point. The maximum value established per point is \$125, with no minimum value being established. Any of the \$5,000 funds unused will be carried forward to the next year and used in the point value calculation for the distribution of funds to qualifying employees. The days purchased by the District will reduce the employee’s accumulated leave by the number of hours/days purchased with the annual leave incentive. The purchase of these days is automatically calculated by the District and paid, unless an individual requests in writing prior to April 15th of each year that they not participate. An employee who uses leave without pay during the contract year would not qualify for this incentive. Principals, directors, and administrators do not qualify for the annual leave incentive.

**B. Retirement Leave Incentive:**

The employee must work for the District a minimum of 10 years in a leave qualifying capacity to qualify for the retirement leave incentive. The employee must be of legal

retirement age or qualify for immediate retirement under the provisions of the Utah State Retirement guidelines. The maximum number of days the District will provide

the retirement leave incentive is 240 days. The cash settlement of unused accumulated leave will be paid based on the employee's regular salary schedule position in their final contract year excluding any extensions or salary modifications based on the following scale:

| Accumulated Leave | Percent of Daily Rate |
|-------------------|-----------------------|
| 1-89 Days         | 7.50%                 |
| 90-119 Days       | 12.50%                |
| 120-149 Days      | 17.50%                |
| 150-179 Days      | 22.50%                |
| 180-209 Days      | 27.50%                |
| 210-239 Days      | 32.50%                |
| 240 Days          | 37.50%                |

These new percentages for leave payoff will take effect for any employee who qualifies for the retirement leave incentive and retires on or after July 1, 2006. The current percentages will be paid to any qualifying employee who retires on or prior to June 30, 2006.

All payouts of the leave incentive will be combined with a vacation leave payout (if the employee is eligible) to determine the appropriate payout options, hereafter referred to as the combined payout.

- 1) If the combined payout is less than or equal to \$500, it will be paid through payroll.
- 2) If the combined payout is greater than \$500 and less than \$2,000 and the employee doesn't qualify for the District's defined medical benefit (DMB), it will be paid directly to the employee's designated 401k account.
- 3) If the employee qualifies for the District's DMB and the combined payout is greater than \$500 or if the combined payout is greater than \$2,000 whether the individual qualifies for the DMB or not, then the payout will be determined through an exit interview conducted by the employer to determine the appropriate payout option. Based on the exit interview the funds will be paid to the employee's DMB account or their designated 401k.

No other payout options are available.

**\*\*\*Note\*\*\***

This policy is intended to focus on the learning opportunities for students within Sevier School District. It recognizes that a fundamental educational philosophy is that our employees are well trained and professional in the performance of their duties and that their being on the job is paramount to students being given the greatest opportunity to learn. This

policy also establishes a financial incentive to employees for good attendance. This policy will sunset every three years from adoption at the election of the Board. The purpose for the sunset will be to evaluate if leave usage increases significantly or is abused by employees and creates an adverse effect on student learning opportunities. This policy replaces the following policies: 2040-Sick Leave, 2050-Funeral Leave, 2060-Personal Leave (Certificated Personnel Only), 2070-Maternity Leave, 2080-Special Leave, and modifies the retirement leave incentive in policy 2100-Retirement.

All current contracted employees who are presently accruing leave and do not meet the new hours per week criteria, will be “Grandfathered In” and will continue to accrue leave as per the policy.

Effective date of contract hour change from 20 to 30 is July 1, 2013.

|          |          |
|----------|----------|
| Approved | 09/11/01 |
| Revised  | 04/05/06 |
| Revised  | 12/17/08 |
| Revised  | 12/09/09 |
| Revised  | 02/26/14 |

**MARCH 16, 2016 – BOARD MEETING**

**ITEM # 2.C.5 – REVISED POLICY # 2150, TRAVEL – SECOND READING**

**Pertinent Information**

Revisions to the policy received first reading approval.

**Additional Information Enclosed**

**Administration Recommendation**

Administration recommends second reading approval of the proposed revisions.

**I. PURPOSE**

***The purpose of this policy is to establish procedures for authorization of travel by District employees or officials who may be required to travel in fulfilling their official duties or in attending seminars, conferences or other professional or educational activities benefitting the District.***

**II. GENERAL REIMBURSEMENT**

- A. Prior Approval: All employee travel on District business (except student activities), whether reimbursed by the District or not, must have prior approval with appropriate signatures.***
- B. Reimbursement: Requests for reimbursement must be accompanied by original receipts for all expense except those for which flat allowance amounts are established (i.e., per diem or mileage). Reimbursements must be submitted no later than 30 days after the conclusion of the travel.***

**III. ADVANCES**

- A. Travel advance are available no more than ten business days in advance of travel.***
- B. Travel advance may be made for approved travel costs.***

The District strives to provide on-the-job transportation for employees who must travel in connection with their job responsibilities. If it should become necessary for the employee to use his/her personal transportation, such vehicle use will be compensated at the rate established by the Board of Education. The current reimbursement rate established by the Board of Education is .45 cents per mile.

This mileage reimbursement must be approved in advance in writing by the Director of Transportation or the employee's supervisor and the source of funding for the reimbursement must also be identified in the approval. The employee must acknowledge that mileage reimbursements paid to them by the District for using a personal vehicle for District business is, in part, meant to reimburse the employee for all costs of operating the vehicle including insurance on the vehicle. The employee is required to have contacted his or her auto insurance company to determine if the employee's existing personal auto insurance coverage is sufficient to provide coverage to them in the event of an accident while using the employee's personal vehicle for District business and if it is not that the employee

has purchased additional insurance for business use of the auto. The employee must acknowledge this requirement and affirm compliance with this requirement in obtaining the advance approval for mileage reimbursement and also in submitting a reimbursement claim where a mileage reimbursement is claimed.

When district transportation is available and the employee makes the decision to not use district transportation no reimbursement will be made for use of private vehicles. The employee ~~also~~ acknowledges that his or her decision to use a personal vehicle relieves the District from any responsibility in the event of an accident or malfunction of their personal vehicle, except as may be otherwise required by statute.

**MARCH 16, 2016 – BOARD MEETING**

**ITEM # 2.C.6 – REVISED POLICY # 2156, EMPLOYMENT:  
CAREER CLASSIFIED EMPLOYEE AND PROVISIONAL  
CLASSIFIED EMPLOYEE – FIRST READING**

**Pertinent Information**

Revisions to the policy define employment hours for temporary employees.

**Additional Information Enclosed**

**Administration Recommendation**

Administration recommends first reading approval of the proposed revisions.

**EMPLOYMENT: CAREER CLASSIFIED EMPLOYEE  
AND PROVISIONAL CLASSIFIED EMPLOYEE**

**2156**

**I. CLASSIFIED PERSONNEL**

The Board approves the employment of classified personnel for the term and according to the conditions of employment as set forth in the approved District Hiring Authorization for that employee.

**II. CAREER CLASSIFIED EMPLOYEE**

Career classified employees are employees of the District who have obtained a reasonable expectation of continued employment. A classified employee who works 35 hours or more per week excluding extracurricular activities during their approved contract period, becomes a career classified employee upon the successful\* completion of three full consecutive contract years\*\* of employment with the District and receives the recommendation of status change from his/her immediate supervisor (the District may extend the three-year provisional status of an employee up to an additional two consecutive years). Career Classified employees employed by the District may be employed under and may receive a contract that is a "Career Classified Contract". All such contracts will be in writing, and may embody the terms and conditions of employment.

\*A year is successfully completed when an employee is not placed on probation during the contract year. If the employee is placed on probation during the contract year, the time that the employee is on probation is not counted for the consecutive years of service toward career status.

\*\*If the classified employee starts after the beginning of the normal contract year, he/she must successfully complete that contract year plus three additional consecutive full contract years before he/she becomes a career-classified employee. If probation causes an interruption of the classified employee's service towards career status, such that the employee completes three years of service during the contract year, the employee must successfully complete that full contract year in order to obtain career-classified status.

**III. PROVISIONAL CLASSIFIED EMPLOYEE**

Any classified employee who has not achieved career classified employee status is a provisional classified employee. A provisional employee is hired on individual, one-year terms of employment. Provisional employees have no expectation of continued employment beyond the current one-year term. Provisional employees are employed at will and their employment can be terminated at the discretion of the Board of Education, except that employees can be discharged during the term of employment only for cause and by following the procedures found in policy 2225. Provisional classified employees have no property right in their employment or expectation of continued employment.

**EMPLOYMENT: CAREER CLASSIFIED EMPLOYEE . . . PAGE 2 . . . 2156**  
**AND PROVISIONAL CLASSIFIED EMPLOYEE**

(Perry v. Sindermann, 92 S. Ct. 694; Board of Regents of State Colleges v. Roth, 92 S. Ct. 2701 (1972); Berube v. Fashion Centre, Ltd., 771 P.2d 1033 (Utah 1989); Utah Code 53A-8-103}

**IV. TEMPORARY EMPLOYMENT**

Any classified employee who is temporary, seasonal, or who works **15 19** or fewer hours per week, is a temporary employee. Temporary employees also include those who are employed for less than a full term of employment for employees of the same classification. All classified employees are considered temporary employees for the first 120 calendar days of their employment, this being an employment probationary period. An appointment of a temporary employee may not be for a period of time greater than one year. Temporary employees are employed at the will of the District and have no expectation of continued employment and their employment may be terminated at any time without cause. Temporary employees are not career employees or provisional employees as defined by Utah Code Annotated § 53A-8-102 and the policies of this District.

**V. NOTICE OF INTENT NOT TO OFFER A TERM OF EMPLOYMENT TO A PROVISIONAL CLASSIFIED EMPLOYEE**

Unless a provisional classified employee is otherwise notified by sixty (60) days prior to the end of the term of employment that they will not be offered employment for a following term, the classified employee shall automatically be employed for the next term of employment. This section does not affect the District's right to terminate any employee during the term of employment for cause or for reduction in force (RIF). {Utah Code 53A-8-104 (4)}

1. When a provisional employee's employment is terminated under this section, the District will consider the facts and circumstances of the termination when considering any subsequent applications submitted by the employee for any position with the District. The employee's prior termination may weigh against the employee being selected to fill the open position.

No person or entity other than the properly constituted Board or an individual who is designated by proper Board action has any authority to make oral representations or agreements for employment or for any specified length of time, or to make any other agreement or representation regarding employment.

Approved 01/07/97  
Revised 02/20/08  
Revised 03/23/11

Revised 10/8/14

## **MARCH 16, 2016 – BOARD MEETING**

### **ITEM # 2.C.7 – REVISED POLICY # 2185, NEPOTISM – FIRST READING**

#### **Pertinent Information**

Revisions to the policy were made to clarify what a relative is and outline the appointment, supervision, and acceptance of employment procedures. Changes to the policy adhere to Utah Code § 52-3-1(2)(a) (2015).

#### **Additional Information Enclosed**

#### **Administration Recommendation**

Administration recommends first reading approval of the proposed revisions.

Sevier School District shall not assign relatives to work in the same school or at the same location on a permanent basis. Exceptions to this policy may be made by the Board of Education based upon district need only. This policy applies to all employee assignments made after the date of policy adoption.

**Definitions:**

**Permanent basis** shall mean full time or part time contract status.

**Relative** shall be defined as any employee's father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law.

**I. Definition**

**For purposes of this section, "relative" means father, mother, husband, wife, son, daughter, sister, brother, grandfather, grandmother, uncle, aunt, nephew, niece, grandson, granddaughter, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law.**

[Utah Code § 52-3-1\(1\)\(d\) \(2015\)](#)

**II. Prohibited Appointment**

**No Board member or employee of the District may employ, appoint, or vote for or recommend the appointment of a relative or cohabitant in or to any position or employment, when the salary, wages, pay, or compensation of the appointee will be paid from public funds and the appointee will be directly supervised by a relative, unless:**

- 1. The appointee is the only person available, qualified, or eligible for the position;**
- 2. The appointee will be compensated from funds designated for vocational training;**
- 3. The appointee will be employed for a period of 12 weeks or less;**
- 4. The appointee is a volunteer as defined by the District; or**
- 5. The Superintendent determines that appointee is the only or best person available, qualified or eligible for the position.**

[Utah Code § 52-3-1\(2\)\(a\) \(2015\)](#)

**III. Prohibited Supervision**

**No District employee may directly supervise an appointee who is a relative or cohabitant when the salary, wages, pay, bid or compensation of the relative will be paid from public funds, unless:**

1. The relative was appointed or employed before the District employee assumed his or her supervisory position, if the relative's appointment was not unlawful at the time of appointment;
2. The appointee will be compensated from funds designated for vocational training;
3. The appointee will be employed for a period of 12 weeks or less;
4. The appointee is a volunteer as defined by the District;
5. The appointee is the only person available, qualified or eligible for the position;
6. The appointee is eligible or qualified to be employed by the District pursuant to State Office certification if applicable, civil service laws or regulations, or merit system or regulations; or,
7. The Superintendent determines that the employee is the only person available or best qualified to perform supervisory functions for the appointee.

When a District employee supervises a relative, the employee shall make a complete written disclosure of the relationship to the Superintendent. The District employee may not evaluate the relative's job performance or recommend salary increases for the relative.

[Utah Code § 52-3-1\(2\) \(2015\)](#)

#### IV. Acceptance of Employment

No appointee may accept or retain employment in the District if the appointee is under the direct supervision of a relative, unless:

1. The relative was appointed or employed before the District employee assumed his or her supervisory position, if the relative's appointment was not unlawful at the time of appointment;
2. The appointee will be compensated from funds designated for vocational training;
3. The appointee will be employed for a period of 12 weeks or less;
4. The appointee is a volunteer as defined by the District;
5. The appointee is the only person available, qualified or eligible for the position;
6. The appointee is eligible or qualified to be employed by the District pursuant to State Office certification if applicable, civil service laws or regulations, or merit system or regulations; or,

**7. The Superintendent determines that the employee is the only person available or best qualified to perform supervisory functions for the appointee.**

**V. Federal Funds**

**The rules against nepotism apply to employees paid with public funds regardless of the source of those funds, including employees paid with funds from a federal grant.**

**VI. General Exceptions**

**This policy on nepotism shall not apply to the employment of a relative if the following criteria are established:**

- 1. the job opening has had reasonable public notice; and**
- 2. the relative is the best qualified candidate for the position.**

**If an appointee is to be hired under this exception, the District shall make a written record of the proceedings in which it was established that the appointee met the criteria of this exception, which record shall include a written statement by the hiring officer certifying that the appointee satisfies the exception, all of which shall be retained in the personnel file of the appointee.**

Approved 07/13/89  
Revised 08/09/90  
Revised

## **MARCH 16, 2016 – BOARD MEETING**

### **ITEM # 2.C.8 – REVISED POLICY # 2190, EDUCATOR EVALUATION – FIRST READING**

#### **Pertinent Information**

The purpose of the formal educator evaluation system of the Sevier School District (referred to as District in this policy) is to insure that the best possible instruction and learning are accomplished and to provide feedback to the educator in order to promote professional growth in conjunction with the educator's plan for professional development. The evaluation process is also intended to establish behaviors that contribute to student progress.

#### **Additional Information Enclosed**

#### **Administration Recommendation**

Administration recommends first reading approval of the proposed revisions.

**I. PURPOSE:**

The purpose of the formal educator evaluation system of the Sevier School District (referred to as District in this policy) is to insure that the best possible instruction and learning are accomplished and to provide feedback to the educator in order to promote professional growth in conjunction with the educator's plan for professional development. The evaluation process is also intended to establish behaviors that contribute to student progress.

**II. POLICY:**

The Sevier School District Board of Education understands the importance of guaranteeing that every child has an effective educator. Research shows that educator quality affects student achievement greater than any other school based variable. It is the policy of the Sevier School District to focus on preparing, recruiting, and retaining quality educators as primary strategies to boost academic achievement. By linking educator evaluation with academic standards for students and professional standards for educators, the District intends to transform educator evaluation into a more effective tool for improving instructional practice and raising student achievement.

**III. PROCEDURE FOR EDUCATOR EVALUATION:**

References/Definitions:

1. "Career Educators" has the meaning given that term in UCA 53A-8a-201. <http://le.utah.gov/~code/TITLE53A/htm/53A08a020100.htm>

2. "Designee" as it pertains to a principal's designee in this specific policy, is a district or school administrator holding an active administrative endorsement or pursuing such endorsement. This designation is not applicable to the Superintendent's designee.

3. "Educator" means an individual licensed under Utah Code Section 53A-6-104 who, as a condition of licensure, is required to comply with the standards and requirements of Utah Administrative Rule R277-530 and R277-531. For the purpose of this policy an educator does not include

individuals who work less than three hours per day or who are hired for less than half of a school year.

4. "Effectiveness Standards" means the Utah Effective Teaching and Educational Leadership Standards found in Utah Administrative Code R277-530 located on-line at: <http://www.rules.utah.gov/publicat/code/r277/r277-530.htm>

5. "Formative Evaluation" means **formal** evaluations **that take place yearly and provide** Educators with feedback on how to improve their performance. The Administrator conducting a Formative Evaluation may review applicable and available Educator Evaluation Multiple Lines of Evidence to include, but not limited to observations, evidence, Educator effectiveness, stakeholder input, student growth and information obtained from at least two Walk-through Evaluations. This information may be used to "re-validate" the most recent Summative Evaluation or as a basis to conduct a formal Summative Evaluation. Formative Educator Evaluation is based on the Effectiveness Standards.

6. "EYE" has the meaning given that term in Utah Administrative Rules: R277-522. Entry Years Enhancements (EYE) for Quality Teaching - Level 1 Utah Educators. <http://www.usoe.k12.ut.us/cert/other/EYE.htm>

7. "Joint Educator Evaluation Committee" has the meaning given that term by UCA 53A-8a-403, and shall consist of four classroom teachers, four parents, and four administrators appointed by the Sevier School District Board of Education. Membership in the committee is temporary. The term of membership is four years unless otherwise extended or discontinued by the Board.

8. "Misconduct" means conduct that is designated as a cause for termination or disciplinary action under Section 53A-8a-501, a violation of District Policy or a reason for license discipline by the State Board of Education or as a basis for action recommended by the Utah Professional Practices Advisory Commission. Misconduct also includes, but is not limited to, a violation of work rules; a violation of Board policies, State

Board of Education rules, directives issued by an administrator or supervisor, or law; a violation of standards of ethical, moral, or professional conduct; or insubordination.

9. "Probationary Educator" means an Educator employed by the District who has been advised by the District that the Educator's performance is inadequate and is placed on a Plan of Assistance. The term may also include an Educator who is placed on "Formal Probation" for Misconduct. Educators placed on Formal Probation for Misconduct are not granted additional entitlements, rights, opportunities, or benefits as a condition of this policy.

10. "Provisional Educator" has the meaning given that term in UCA § 53A-8a-201. Specifically, a provisional employee must work for the Sevier School District on at least a half-time basis for three consecutive years to obtain career employee status. The District may extend the provisional status of an employee up to an additional two consecutive years as specified in this policy.

11. "Summative Evaluation" means **an evaluation conducted at a minimum of once every three years and is used** to make annual decisions or ratings of Educator performance and may inform decisions on salary, continued employment, personnel assignments, transfers, or dismissals. The Summative Evaluation will be used to help maintain effectiveness in teaching.

12. "Temporary Educators" has the meaning given that term in District Policy 2225. While temporary educators will be evaluated annually, temporary Educators serve at the will of the District and may be terminated at any time at the sole discretion of the District regardless of evaluation outcome. Compliance or failure to comply with this policy will not provide an expectation of continued employment or provide additional rights for at-will or temporary Educators.

13. "Unsatisfactory performance" means a deficiency in performing work tasks which may be due to insufficient or undeveloped skills, lack of

knowledge or aptitude, poor attitude, or insufficient effort; and remediated through training, study, mentoring, practice, or greater effort. Unsatisfactory performance does not include Misconduct.

14. “Utah Effective Teaching Standards” identified in Utah Administrative Rule R277-530.

15. Utah Code governing Educator Evaluations is contained in Utah Code 53A-8a-401 et seq.

**IV. Educator Evaluation Training and Notification**

1. The District will explain the evaluation process and provide comprehensive training and implementation guidance to principals, **require state evaluator certification and provide** follow-up training as needed. District leadership will monitor and enforce compliance and intervene as necessary.

2. Principals will notify Educators of the evaluation process, provide a copy of the instrument, and conduct a group meeting to explain the purpose of, procedure, and the methods used to evaluate Educators at least 15 days before an Educator's first evaluation. Evaluations may not occur prior to the orientation. No notification is required after the first evaluation.

3. All Educators, to include Career Educators, shall complete a self-assessment and develop professional growth goals using the Effectiveness Standards no later than 15 days following the Principal's group meeting.

**V. Provisional Educator Evaluation and Mentor Assistance**

1. The principal of a provisional Educator shall assign a mentor teacher to work with the provisional Educator. The mentor shall assist the provisional Educator to become effective and competent in the teaching profession and school system. The mentor teacher shall not serve as an evaluator of the provisional Educator. While the mentor teacher shall provide reasonable guidance and direction, based on observation and knowledge, it shall be the ultimate responsibility of the provisional Educator to seek advice and assistance as necessary from the mentor teacher.

2. Provisional Educators will receive a Summative Evaluation using the District Educator Evaluation Instrument at least twice each year. The first of two evaluations shall occur prior to **November 31<sup>st</sup>** and the second shall occur prior to **March 1st**. Administrators shall share and discuss summative ratings with provisional educators within 15 days of the observation.

3. The second lowest level of four levels of performance for Provisional Educators shall be designated as “emerging effective.” If a Provisional Educator receives a rating of emerging effective, it shall not result in a withholding of the most recent legislative allocated salary adjustment.

**VI. Career Educator Evaluation:**

1. Career Educators shall participate in and receive a Summative Evaluation at least once every three years. A Career Educator may be subject to additional Summative Evaluations at any time based on information obtained during the Formative Evaluation process, if any of the Lines of Evidence suggests a need for a Summative Evaluation, or if the Educator’s Administrator has reason to believe it would be helpful.

2. All Career Educators shall participate in at least one annual Formative Evaluation.

**VII. Educator Evaluation Process**

1. The District's Evaluation Instrument shall be based on the Utah Effectiveness Standards:
  
2. Educator Evaluation Multiple Lines of Evidence:
  - a. Self Evaluation: Each Educator shall engage in a self-assessment and develop a professional growth plan using the Effectiveness Standards no later than 15 days following the principal's group meeting to explain the purpose of and the methods used to evaluate Educators. Educators shall use the District on-line tool to conduct their self-assessment and document their professional growth plan.
  - b. Instruction: The District will measure effective, consistent, and meaningful instruction using the principles and guidelines outlined in the Effectiveness Standards. This is primarily accomplished and documented using the District Evaluation Instrument through a reasonable number of observations and other indicators of instructional knowledge, skill, and ability.
  - c. Student Achievement: The District will measure student growth using assessment data as required by Administrative Rule and State Code.
  - d. Parent and Student Input: Parents and students will be given the opportunity to provide input using available tools and web-based surveys. Data will be recorded and measured for both elementary and secondary schools to provide feedback on school climate and educator effectiveness.
  - e. Random Evaluation: (Walk-through Evaluation) At any time the principal or designee may randomly and informally evaluate an Educator and record observations using the applicable Effectiveness Standards and evaluation instruments.
3. Additional Evaluation Evidence:
  - a. Portfolio Evidence
  - b. Completed Professional Development

- c. Student or parent written praise or concerns
  - d. Peer feedback or written praise or concerns
  - e. PLC participation
4. Summative Evaluation
- a. Differentiated Levels of Performance:
    - i. Highly Effective
    - ii. Effective
    - iii. Third level based on license level
    - iv. Emerging Effective –provisional or in the first year of a new subject, grade level or school assignment.
    - v. Minimally Effective – Career Educators
    - vi. Not Effective
  - b. Components and Weight: Educators shall receive a Summative Evaluation score based on a formula using guidance from USOE that considers three weighted components;
    - i. Educational Effectiveness,
    - ii. Stakeholder Input, and
    - iii. Student Growth

Each component will be measured by one or more of the Multiple Lines of Evidence. The Summative Evaluation system shall align with the above four differentiated levels of performance:

- c. The administrator responsible for an Educator's Summative Evaluation shall allow the Educator to make a written response **and gather evidence** to any part of the Summative Evaluation and attach the Educator's response **and evidence** to the evaluation.
- d. Within 15 calendar days after the Summative Evaluation process is completed, the administrator shall discuss the written evaluation **and evidence provided** with the Educator and any revision of the written evaluation made after the discussion. The Administrator shall electronically file the evaluation and any related reports or documents and provide the Educator electronic access to the file.

- e. Administrators shall share and discuss summative ratings with career educators by **April 30<sup>th</sup>** of each year. The evaluating administrator may conduct further Formative or Summative Evaluations throughout the school year and if needed hold a teacher conference, develop a performance improvement plan, a Plan of Assistance, or adjust the Summative Evaluation rating as needed.
5. Summative Rating Review:
- a. A career educator who is not satisfied with a Summative Evaluation rating may request a review of the evaluation within 15 days after receiving the written evaluation.
  - b. If a review is requested, the Superintendent or the Superintendent's Designee shall appoint a person not employed by the District who has expertise in teacher or personnel evaluation to review the evaluation procedures and make recommendations to the superintendent regarding the Educator's Summative Evaluation in accordance with USOE guidelines.
6. Wage Increase and Legislative Supplemental Salary Adjustments
- a. Teachers shall be transitioned to the Educator Effectiveness Salary Schedule consistent with state implementation timelines of the statewide evaluation process.
  - b. An Educator that receives the lowest level (“Not Effective”) on the most recent evaluation may not advance on the salary schedule. A Not Effective Rating shall constitute a summative rating of less than satisfactory and subject the Educator to being placed on probation and to withholding of the most recent legislative allocated salary adjustment pursuant to UCA § 53A-17a-153 (4) c, and Administrative Rule R277-110.
  - c. An Educator that receives the second-lowest level on an evaluation (“minimally/emerging effective”) may not advance on the salary schedule, unless that Educator is provisional or in the first year of a new subject, grade level, or school assignment.

- d. The following events will subject the Educator to an interim withholding of the most recent legislative allocated salary adjustment until completion of the identified requirements regardless of evaluation results.
  - i. Failure to complete EYE, Alternative Route to Licensure, or other licensing requirements within USOE or District authorized time limits until such requirements are completed. Teacher salary adjustments will resume the month following satisfactory completion of omitted requirements.
  - ii. Placement on a District level Counseling/Probation form will result in a withholding of the most recent legislative allocated salary adjustment for a period of one year (12 months) commencing at the beginning of the next contract year following the issue date of the formal notice, regardless of evaluation results.

7. Educator Deficiencies:

- a. Notice of Improvement:
  - i. The administrator shall give an Educator whose performance is inadequate or in need of improvement (minimally or not effective as defined in paragraph 3.5.3.) a written document clearly identifying:
  - ii. specific, measurable, and actionable deficiencies;
  - iii. the available resources that will be provided for improvement; and
  - iv. a recommended course of action that will improve the Educator's performance.

1. The Educator is responsible for improving performance, including using any resources identified by the District, and demonstrating acceptable levels of improvement in the designated areas of deficiencies. **The educator must sign the Notice of Improvement.**

2. An administrator is not required to remediate an Educator with a Notice of Improvement if the Educator's unsatisfactory performance was documented for the same deficiency within the previous three years and a plan of assistance was implemented.
- b. Plan of Assistance:
1. If the District intends to not renew a career employee's contract for unsatisfactory performance or terminate a career employee's contract during the contract term for unsatisfactory performance, the District shall:
    - i. provide and discuss with the career employee written documentation clearly identifying the deficiencies in performance;
    - ii. provide written notice that the career employee's contract is subject to non-renewal or termination if, upon a reevaluation of the career employee's performance, the career employee's performance is determined to be unsatisfactory;
    - iii. develop and implement a plan of assistance in an attempt to allow the career employee an opportunity to improve performance;
    - iv. re-evaluate the career employee's performance; and
    - v. if the career employee's performance remains unsatisfactory, give notice of intent to not renew or terminate the career employee's contract.
  2. The period of time for implementing a Plan of Assistance:
    - i. may not exceed 120 school days, except as provided in this policy;
    - ii. may continue into the next school year;
    - iii. should be sufficient to successfully complete the plan of assistance; and
    - iv. shall begin when the career employee receives the written notice provided under and end when the

determination is made that the career employee has successfully remediated the deficiency.

3. An administrator may extend the period of time for implementing a plan of assistance beyond 120 school days if:
  - i. a career employee has been approved and qualifies for leave under the Family Medical Leave Act during the time period the plan of assistance is scheduled to be implemented; or
  - ii. For other compelling reasons as approved by the Board if the leave was scheduled before the employee was placed on a Plan of Assistance.
  
4. If upon a reevaluation of the career employee's performance, the District determines the career employee's performance is satisfactory, and within a three-year period after the initial documentation of unsatisfactory performance for the same deficiency, the career employee's performance is determined to be unsatisfactory, the District may elect to not renew or terminate the career employee's contract without implementing a new Plan of Assistance.
  
5. If the District intends to not renew or terminate a career employee's contract for performance under this section, the District will provide written documentation of the career employee's deficiencies in performance; and give notice of intent to not renew or terminate the career employee's contract.
  
6. **Nothing in this Policy shall prevent the District from taking appropriate disciplinary action for Misconduct defined in this Policy, the Utah Code, Utah Administrative Rule, or District Policy 1450.**

Approved:

**MARCH 16, 2016 – BOARD MEETING**

**ITEM # 2.C.9 – REVISED POLICY # 2225, ORDERLY SCHOOL  
TERMINATION FOR EMPLOYEES – FIRST READING**

**Pertinent Information**

Revisions to the policy define employment hours for temporary employees.

**Additional Information Enclosed**

**Administration Recommendation**

Administration recommends first reading approval of the proposed revisions.

**I. DEFINITIONS****Career Employee**

a. Any employee of the District who has obtained a reasonable expectation of continued employment. A certificated employee who works for the District on at least a half-time basis becomes a career employee upon the successful completion of at least three full consecutive academic school years with the District as a provisional employee and receives the recommendation of status change from his/her immediate supervisor (District may extend the three-year provisional status of an employee up to an additional two consecutive years). If the provisional employee starts after the beginning of the school year, that school year does not count toward "career employee" status. Successful completion is determined by performance of all contractual duties within standards acceptable to the District. For the purpose of this policy, a certified employee is a person that holds a Level 1, 2, or 3 license as defined in Section 53A-6-103. A person holding a competency-based license is not eligible for career status.

b. An employee who has obtained a reasonable expectation of continued employment under this policy and then accepts a position with the District which is substantially different from the position in which career status was obtained shall be placed on provisional status following the effective date of their new assignment. If the employee's contract is not renewed in the new assignment, they may be given the opportunity to continue employment with the District in a position of which he/she meets all qualification requirements if such a position is available at the time of the provisional employees non-renewal notice. An employee with career status who is separated from employment with the District and later returns to work with the District shall upon return be a provisional employee.

*Utah Code § 53A-8a-102 (2015)*

*Utah Code § 53A-8a-201 (2015)*

**Provisional Employee**

Any employee who has not achieved career employee status is a "Provisional Employee." A provisional employee is an employee, who works for the District on at least a half-time basis, hired on an individual, one-year contract and who is not a temporary employee. Provisional employees have no expectation of continued employment beyond the current one-year contract term. Provisional employees are employed at the will of the District and their employment can be terminated at the discretion of the Board of Education except that employees can only be discharged during the term of each contract for cause.

The District may extend the provisional status of an employee up to an additional two consecutive years by written notification to the provisional employee no later than thirty days before the end of the contract term of that individual. Circumstances under which an employee's provisional status may be extended include; (1) low scores on a performance evaluation; (2) receipt of complaint(s) or expression(s) of concern from a parent, co-worker, or member of the community that creates uncertainty about the employee's professionalism, performance, or character; (3) declining student enrollment in the district or in a particular program or class; (4) the discontinuance or substantial reduction of a particular service, program, or funding; or (5) budgetary concerns.

### **Classified Employees**

Classified employees are all non-certificated employees of the District. The terms and conditions of classified employees are set forth under District Policy 2156.

### **Temporary Employee**

Temporary employees are all employees employed on a temporary basis or who work **15 19** or fewer hours per week. Temporary employees also include those seasonal employees who are employed for less than the full academic year. An appointment of a temporary employee may not be for a period of time greater than one year. All classified employees are considered temporary employees for the first 120 calendar days of their employment, this being an employment probationary period. Temporary employees are employed at the will of the District and have no expectation of continued employment and their employment may be terminated at any time without cause. Temporary employees are not career employees or provisional employees as defined by Utah Code Annotated § 53A-8-102 and the policies of this District.

The District will limit the use of temporary employment authority to a period of not more than one year. Temporary certified employees are those that are;

1. Hired into a position that is tied directly to temporary funding with a predetermined end date, such as a grant,
2. Hired in the absence of an employee who is on an extended leave of absence, sabbatical leave, military leave, or short-term disability,
3. Hired for a temporary project, or
4. Hired as part of a training position or program, such as a student intern.

### **Extra Duty Contracts**

An employee who is given extra duty assignments in addition to a primary assignment, such as a teacher who also serves as a coach or activity advisor, is a temporary employee in those extra duty assignments and may not acquire career status beyond the primary assignment. There are no rights to a due process hearing if a person is released from coaching or an extra duty position. A person may be released from a coaching or extra curricular position at the discretion of their supervisor.

**Employee**

A person, other than the District superintendent or business administrator, who is a career or provisional employee of the District.

**Contracted Service Providers**

Contracted service providers are individuals regardless of employment status (full or part-time) who by nature of their profession are not required to hold a professional certificate issued by the Utah State Board of Education who are paid by contract to provide specific types of services for the District but who are not employees, are not on the District payroll and do not receive the same benefits enjoyed by regular employees of the District.

**II. TERM**

**Contract term or term of employment**

The contract term or term of employment is the period of time during which an employee is engaged to work for the District whether oral or written. The contract term or term of employment shall follow the number of workdays or annual hours approved by the Board of Education for each job type. The beginning date of each term shall be July 1 of the current calendar year. The ending date of each term shall be June 30 of the following calendar year. Employees in each job type shall work the workdays or annual hours for the term as agreed upon by the Board of Education and their immediate supervisor. If an employee is hired during the term, that employee shall at the most only be entitled to work the remaining approved workdays or annual hours of the current term for their job type.

**III. TERMINATION**

**Dismissal or termination**

An employee shall be deemed to be discharged upon occurrence of any of the following events:

1. Termination of the status of employment of an employee.
2. Failure to renew the employment contract of a career employee.
3. Reduction in salary of an employee not generally applied to all employees of the same category employed by the District during the employee's contract term or term or employment.
4. Change of assignment of an employee with an accompanying reduction in pay unless the assignment change and salary reduction are agreed to in writing.

*Utah Code § 53A-8a-102 (2015)*

#### Unsatisfactory performance

- a. a deficiency in performing work tasks which may be:
  - i. due to insufficient or undeveloped skills or a lack of knowledge or aptitude, poor attitude, or insufficient effort; and
  - ii. remediated through training, study, mentoring, or practice.
- b. does not include the following conduct that is designated as a cause for termination or a reason for license discipline:
  - i. a violation of work rules;
  - ii. a violation of local school board policies, State Board of Education rules, or law;
  - iii. a violation of standards of ethical, moral, or professional conduct; or
  - iv. insubordination.

*Utah Code § 53A-8a-102 (2015)*

#### **Causes for dismissal or non-renewal**

An employee may be suspended or discharged during a contract term, or term of employment for any of the following:

1. Immorality
2. Insubordination or failure to comply with directives from supervisors.
3. Incompetence
4. Conviction, including entering a plea of guilty or nolo contendere (no contest) or a plea in abeyance, of a felony or of a misdemeanor involving moral turpitude or immoral conduct.
5. Conduct, which may be harmful to students or to the District.
6. Improper or unlawful physical contact with students.
7. Violation of District policy, State Board of Education rules, or law.
8. Unprofessional conduct not characteristic of or befitting a District employee including a violation of standards of ethical, moral, or professional conduct.
9. Manufacturing, possessing, using, dispensing, distributing, selling and/or engaging in any transaction or action to facilitate the use, dispersal or distribution of any illicit (as opposed to authorized) drugs or alcohol on District premises or as a party of any District activity.
10. Current addiction to or dependency on a narcotic or other controlled substance.
11. Dishonesty or falsification of any information supplied to the District; including data on application forms, employment records or other information given to the District.
12. Engagement in sexual harassment of a student or employee of the District.
13. Neglect of duty, including unexcused absence, excessive tardiness, excessive absences, and abuse of leave policies or failure to maintain certification.
14. Deficiencies pointed out as a part of any appraisal or evaluation.
15. Failure to fulfill duties or responsibilities or a violation of work rules.
16. Inability to maintain discipline in the classroom or at assigned school-related functions.

17. Drunkenness or excessive use of alcoholic beverages or controlled substances.
18. Disability not otherwise protected by law that impairs performance of required job duties.
19. Failure to maintain an effective working relationship, or to maintain good rapport with parents, co-workers, administrators, members of the Board of Education, the community or institutions of higher learning.
20. Failure to maintain requirements for licensure or certification.
21. Use of public property for personal gain.
22. Negligent or willful damage of District property.
23. The violation of the Utah Public Officers' and Employees' Ethics Act (Utah Code § 67-16-1 to 67-16-14), including but not limited to accepting, requiring, or receiving compensation or gifts as set out in that Act.
24. Unsatisfactory performance.
25. For any other reason justifying termination of employment for cause.

**IV. DISCIPLINARY ACTIONS**

The District may elect to proceed with disciplinary action to warn the employee that his/her conduct places the employee in danger of termination during the contract term or term of employment. The District may elect to exclude any or all of the following steps and proceed directly with termination for cause. No disciplinary action thereafter will prejudice the right of the District to proceed with termination for cause on the same facts, which gave rise to the disciplinary action.

1. Oral warning - Oral warning may be used by the immediate supervisor to assist the employee in correcting the conduct in question at the lowest possible level.
2. Oral reprimand - An oral reprimand may be issued by the immediate supervisor.
2. Written warning - A written warning may be issued by the immediate supervisor or District administration which gives the employee notice that his/her conduct is in question or that it is in violation of policy. This warning does not prejudice the right of the District to proceed with

## ORDERLY SCHOOL TERMINATION FOR EMPLOYEES....Page 7...2225

termination for cause should the misconduct continue.

4. Written reprimand - A written reprimand may be issued by the immediate supervisor or District administrator which warns the employee that his/her employment is in danger of being terminated. This warning does not prejudice the right of the District to proceed with termination for cause should the misconduct continue.
5. Probation - The District may elect, but is not required, to place the employee on probation for misconduct which could be grounds for termination during the contract term or term of employment. The District is solely responsible for determining the length of the probation. Probation shall not prejudice the right of the District to proceed with termination for cause on the same facts, which gave rise to the probation.
6. Administrative Leave - The District may, in its discretion, place the employee on administrative leave. After notice of termination has been given, administrative leave may be without pay once the employee has had the opportunity for an informal conference with a District representative and the representative has determined that the allegations against the employee are true and would warrant termination for cause under District policy. Administrative leave may be invoked by the District when further investigation is deemed necessary or desirable in order to make an informed decision concerning the employment of an employee or for the purpose of awaiting the outcome of criminal charges pending against an employee. Administrative leave without pay may also be imposed as a penalty for employee misconduct in lieu of termination for cause, once the misconduct has been established. However, the placement of an employee on administrative leave shall not in any way prejudice the right of the District to proceed with other action, including termination for cause, at a later date based on additional instances of misconduct. Furthermore, the fact that criminal charges against an employee may be resolved in favor of the employee shall not preclude the District from initiating or continuing termination for cause proceedings or other disciplinary action against the employee based all or part upon the same facts which gave rise to the criminal charges.
7. Termination - Any employee subject to disciplinary action shall be given the opportunity to be represented in any meeting or conference to which they are invited or required to attend with respect to the

disciplinary action. A career or tenured employee who has been dismissed or suspended from employment pending further investigation may appeal such action within the policies of the District.

**V. PROCEDURAL DUE PROCESS**

**CAREER EMPLOYEES**

**Notice to Career Employee Unsatisfactory Performance**

If the District intends not to renew the contract of a career employee for reasons of unsatisfactory performance it shall:

1. Confirm that unsatisfactory performance has been documented in at least two evaluations at any time in the preceding three (3) years in accordance with District policies or practices and the educator evaluation requirements of Utah Code Ann. §53A-10-101 to -108.
2. Notify a career employee at least thirty (30) days prior to issuing a notice of intent not to renew the employee's contract that continued employment is in question and the reasons for anticipated non-renewal.
3. The Principal or designee shall provide and discuss with the career employee written documentation clearly identifying the deficiencies in performance;
4. The Principal or designee shall develop and implement a plan of assistance, in accordance with procedures and standards established by Policy 2190, to allow the career employee an opportunity to improve performance;
5. Provide to the career employee a sufficient time period to successfully complete the plan of assistance of at least 30 days but not more than 120 days in which to correct the deficiencies; except the 120 day limit may be extended when:
  - a. a career employee is on leave from work during the time period the plan of assistance is scheduled to be implemented; and the leave was approved and scheduled before the written notice intent not to renew was provided; or
  - b. the leave is specifically approved by the Board.

6. The time period to correct the deficiencies may continue into the next school year;
7. The time period to implement the plan of assistance and correct the deficiencies shall begin when the career employee receives the written notice provided under Subsection (1) and end when the determination is made that the career employee has successfully remediated the deficiency or notice of intent to not renew or terminate the career employee's contract is given in accordance with Subsection (8);
8. The Principal or designee shall reevaluate the career employee's performance;
9. If upon a reevaluation of the career employee's performance, the district determines the career employee's performance is satisfactory, and within a three-year period after the initial documentation of unsatisfactory performance for the same deficiency pursuant to Subsection (2), the career employee's performance is determined to be unsatisfactory, the district may elect to not renew or terminate the career employee's contract.
10. If the career employee's performance remains unsatisfactory after reevaluation, the Superintendent or designee shall give notice of  
  
intent to not renew or terminate the career employee's contract, which shall include written documentation of the career employee's deficiencies in performance.
11. Nothing in this Policy shall be construed to require compliance with or completion of evaluations prior to non-renewal of a career employee's contract.
12. An employee whose performance is unsatisfactory may not be transferred to another school unless the Board specifically approves the transfer of the employee.

Utah Code § 53A-8a-503 (2015)

Utah Code § 53A-8a-506 (2012)

### **Notice of Intent not to Renew Contract of Career Employee**

If the District intends not to renew the contract of employment of a career employee after giving notice that continued employment is in question, it shall:

1. Give notice that a contract of employment will not be offered for the following school year to the individual.
2. Issue notice at least 30 days before the end of the contract term of the individual.
3. Serve notice by personal delivery or certified mail to the employee's most recent address shown on the district's personnel records.

***Notice of Intent to Terminate Employment During Term of Contract***

If the District intends to terminate an employee's contract during the contract term, the District shall:

1. Give written notice of that intent to the employee.
2. Serve the notice by personal delivery or by certified mail to the employee's most recent address shown on the District's personnel records.
3. Serve the notice at least thirty (30) days prior to the proposed date of termination.
4. State the date of termination and detailed reasons for termination.
5. Give notice of the individual's right to appeal the decision to terminate employment and the right to an informal conference and to a hearing with the right to legal counsel, to present evidence, cross-examine witnesses and present arguments at the hearing.
6. Notify the employee that failure to request a hearing within fifteen (15) days after the notice of termination or notice of intent not to renew the contract was either personally delivered or mailed to the employee's most recent address shown on the District's personnel records shall constitute a waiver of the right to contest the decision to terminate.

***Utah Code § 53A-8a-502 (2012)***

**Notice of Intent Not to Offer a Contract to a Provisional Employee**

If the District intends not to offer a contract of employment for the succeeding school year to a provisional employee, it shall give notice at least 60 days before the end of the provisional employee's contract term that the employee

will not be offered a contract for a following term of employment. Because provisional employees do not have an expectation of continued employment, they do not have a right to grieve the decision not to renew employment and do not have a right to a hearing.

Utah Code § 53A-8a-502 (2012)

### **Notice of Intent to Terminate or Not Offer a Contract to a Temporary Employee**

Temporary employees will be given notice of a minimum of 10 working days of the termination of their employment. Because temporary employees do not have an expectation of continued employment, they do not have a right to grieve the decision to terminate or not to extend employment and do not have a right to a hearing.

### **Expectation of Continued Employment in Absence of Notice**

In the absence of a notice, a career or provisional employee is considered employed for the next contract term with a salary based upon the salary schedule applicable to the class of employees into which the individual falls.

This provision does not preclude the dismissal of a career or provisional employee during the contract term for cause.

Utah Code § 53A-8a-502 (2012)

### **Right to an informal conference**

A notice of intention not to renew the contract of a career employee or of an intention to terminate the contract a career or provisional employee during its term must advise the individual that he/she may request an informal conference before the Superintendent or the Superintendent's designee. The request for an informal conference must be made in writing and delivered to the Superintendent's office within ten (10) days of the date on the notice of intention not to renew or notice of termination during the contract term. The informal conference will be held as soon as is practicable. Suspension pending a hearing may be without pay if the Superintendent or a designee determines after the informal conference, or after the employee had an opportunity to have an informal conference, that it is likely that the reasons for cause will result in termination.

### **Career Employees right to a hearing**

If after the informal conference the employee wishes a hearing on the matter, he/she must submit written notice to that effect to the Superintendent's office within five (5) days of the informal conference. If the employee wishes to not have an informal conference, but does wish to have

a hearing, he/she must submit written notice to that effect within fifteen (15) **days of the date on the notice of intent not to renew or notice of termination during the contract term.** Upon timely receipt of the notice, the Superintendent will notify the Board and will determine whether the hearing will be before the Superintendent as hearing officer, before a panel of three administrators selected by the Superintendent, or before a non-District independent hearing officer. The Superintendent shall determine the date of the hearing, after giving the employee and hearing officer(s) the opportunity for input, and shall give notice of the hearing date, time, and location to the employee and hearing officer(s). If the employee does not request a hearing within fifteen (15) days, then the employee shall have waived any right to a hearing and to contest the decision.

### **Hearing officer or panel**

If the Superintendent determines that the hearing shall be conducted by a district administrator-hearing panel, he or she shall appoint a board of three District administrators who have no substantial knowledge of the facts of the case. If the Superintendent determines that the hearing shall be conducted by a non-District independent hearing officer, he shall select that independent hearing officer from a list maintained by the District. If the Superintendent determines that the hearing will be before a non-District independent hearing officer, the District shall pay the fees charged by the officer.

If the employee demands a hearing before an independent, non-District hearing officer, the employee may select an officer from the list maintained by the District, and the charges and fees of the hearing officer shall be divided equally between the employee and the District. As a condition for scheduling the hearing before the independent hearing officer, the employee shall deposit with the District \$2,000 towards the employee's share of the hearing officer's charges.

In so appointing a hearing examiner or hearing board, the Board of Education may delegate its authority to the hearing officer or hearing board to make findings and decisions relating to the employment of the employee that are binding upon both the employee and the Board of Education. In the absence of an express delegation, the Board retains the right to make its own decision based on the factual findings of the hearing officer.

Utah Code § 53A-8a-504 (2012)

### **Rights of employee at a hearing**

At the hearing, the employee, and administration each have right to counsel, to produce witnesses, to hear testimony, to cross-examine witnesses, and to present and examine documentary evidence.

### **Hearing decision**

Within fifteen (15) days after the hearing, the person or entity that conducted the hearing, whether the hearing examiner or hearing panel, shall issue a decision with written findings and conclusions. These shall be provided to the employee by personal delivery or by certified mail to the most recent address shown on the District's personnel records.

In the event the decision of the board or hearing officer is to not terminate the employment of the employee, then the employee shall be reinstated and back pay shall be paid if the employee was suspended without pay pending a hearing.

*Utah Code § 53A-8a-502 (2012)*

### **Appeal to Board of Education**

Within fifteen (15) days after the delivery or mailing of the hearing decision, either the employee or the District may appeal the decision to the Board of Education. (If neither side appeals within fifteen days, the right to an appeal is waived and the decision is final.) The appeal is made by giving written notice to the other party with a copy delivered to the Board of Education. Upon receipt of a notice of appeal, the Board shall review the written decision of the initial hearing. The Board may decide to affirm the decision without further hearing, may decide to affirm the factual findings and allow the parties to present arguments to the Board regarding the hearing's conclusions, or may decide to allow the parties to present further evidence to the Board regarding factual findings and to present arguments regarding the appropriate conclusions thereon. If the Board allows further hearing, it shall render a written decision within fifteen (15) days of the hearing. After conducting its own hearing, the Board may adopt the prior hearing's factual findings and/or conclusions in whole or in part, or may modify or reject those as the Board determines in accordance with its deliberations.

### **Suspension during investigation**

The active service of an employee may be suspended by the Superintendent pending a hearing if it appears that the continued employment of the individual may be harmful or disruptive to students or to the District. The employee shall be provided written notice of the suspension, which may be included with written notice of termination of employment during the contract term or notice of non-renewal of contract.

*Utah Code § 53A-8a-502 (2012)*

**VI. Necessary staff reduction not precluded**

Nothing in this policy prevents staff reduction if necessary to reduce the number of employees because of the following:

1. Declining student enrollments in the District.
2. Discontinuance or substantial reduction of a particular service or program.
3. The shortage of anticipated revenue after the budget has been adopted.
4. School consolidation.

**No verbal agreements**

It is the policy of the District that all agreements with employees must be written; there are no verbal agreements because all agreements must be approved by the Board of Education. Only the Board of Education has authority to hire and fire unless such authority has been expressly delegated in writing.

***VII. Potential Reemployment***

***When an employee's employment is terminated under this policy, the District will consider the facts and circumstances of the termination when considering any subsequent applications submitted by the employee for any position with the District. The employee's prior termination may weigh against the employee being selected to fill the open position.***

**Notification to Utah Professional Practices Advisory Commission**

The Superintendent shall notify the Utah Professional Practices Advisory Commission if an educator is determined, pursuant to an administrative action, to have had disciplinary action taken for:

1. immoral behavior
2. unprofessional conduct, or professional incompetence which results in suspension for more than one week or termination, or which otherwise warrants Commission review.

Utah Admin. Rules R277-514-5(B) (October 9, 2012)

Approved 06/18/98  
Revised 02/20/08

Revised 03/23/11  
Revised 10/08/14  
Revised 12/09/15

**MARCH 16, 2016 – BOARD MEETING**

**ITEM # 2.C.10 – POLICY # 2625, NURSING MOTHERS IN THE  
WORKPLACE – FIRST READING**

**Pertinent Information**

This policy is adopted in conformance with the provisions of Nursing Mothers in the Workplace.

**Additional Information Enclosed**

**Administration Recommendation**

Administration recommends first reading approval of the proposed policy.

# Nursing Mothers in the Workplace

2625

## Purpose:

This policy is adopted in conformance with the provisions of Nursing Mothers in the Workplace,

[Utah Code § 34-49-101 et seq.](#)

## I. Reasonable Breaks

With regard to a breastfeeding employee, the District shall provide, for at least one year after the birth of the employee's child, reasonable breaks to accommodate the employee's needs to breast feed or express milk. The employee's supervisor shall consult with the employee to determine the frequency and duration of the breaks. A break shall, to the extent possible, run concurrent with any other break period otherwise provided to the employee.

[Utah Code § 34-49-202 \(2015\)](#)

## II. Private Location

The District shall provide for a breastfeeding employee a room or other location in close proximity to the breastfeeding employee's work area. The room or location may not be a bathroom or toilet stall. The room or location shall be maintained in a clean and sanitary condition, provide privacy shielded from the view of and intrusion from coworkers or the public, be available for the reasonable breaks as determined in consultation with the District and have an electrical outlet.

The District is not required to provide a room or other location if compliance would create an undue hardship on the operations of the District by causing the District significant difficulty or expense when considered in relation to the size, financial resources, nature, or structure of the District's operations.

[Utah Code § 34-49-202 \(2015\)](#)

## III. Refrigerator or Freezer

The District shall provide access to a clean and well-maintained refrigerator or freezer for the temporary storage of a breastfeeding employee's breast milk.

[Utah Code § 34-49-202 \(2015\)](#)

Approved:

## **MARCH 16, 2016 – BOARD MEETING**

### **ITEM #2.D. – SEVIER SCHOOL DISTRICT IDEA POLICIES AND PROCEDURES.**

The policy was revised with a few minor changes (addition of state preschool early learning standards, and SLD eligibility (the state no longer supports the cost of the estimator website for district's to generate discrepancies, so we are using a USOE approved spreadsheet to generate discrepancies). The most notable change was on Q. LRBI. This was changed in order to address current Least Restrictive Behavior Intervention (LRBI) guidelines and R277-609 (which is no longer considered a special education document and is now universally applied to ALL students).

#### **Additional Information Enclosed**

#### **Administration Recommendation**

Administration recommends approval of the proposed policy changes.

## I. GENERAL PROVISIONS.

### A. Policies and Procedures.

Sevier School District, in providing for the education of students with disabilities enrolled in its school, has in effect policies, procedures, and programs that are consistent with the Utah State Board of Education Special Education Rules (USBE SER) as described in this Policies and Procedures Manual.

### B. Definitions. Sevier School District has adopted all of the definitions as found in USBE SER I.E.1-44.

### C. Budget Information and Categories.

Sevier School District provides detailed budget information and budget categories in its annual application for IDEA Part B funding submitted to the Utah State Office of Education (USOE).

### D. Assurances.

Assurances with regard to compliance with IDEA Part A and Part B, as well as the National Instructional Materials Accessibility Standard, and compliance with other Federal laws including “New Restrictions on Lobbying,” “Debarment, Suspension, and Other Responsibility Matters,” and the Drug-Free Workplace Act of 1988 are submitted to the USOE annually with the application for IDEA Part B funding.

### E. General Program Description

Sevier School District is located at 180 East 600 North, Richfield, Utah. Sevier School District is comprised of five elementary and seven secondary schools from throughout Sevier County, Utah. Sevier School District has an estimated annual enrollment of approximately 4,600 students. Utah’s Core Standards are the foundation for the curriculum in all grade levels, with basal and supplementary materials used for daily instruction in classrooms.

### F. Free Appropriate Public Education (FAPE).

1. Sevier School District follows the requirements of the USBE SER.

- a. Students with disabilities ages 3 through 21 who attend public school district and their parents have rights under Part B of the IDEA and the USBE SER.
- b. Sevier School District is an LEA that receives funding under IDEA Part B, and is responsible for ensuring that all of the requirements of Part B of the IDEA and these Rules are met.
- c. Sevier School District provides a Free Appropriate Public Education (FAPE) to all eligible students with disabilities in conformity with the requirements of the Utah State Board of Education Special Education Rules (USBE SER) and the United States Department of Education Final Regulations for the Individuals with Disabilities Education Act of 2004 (IDEA), August 2006.

2. Free appropriate public education (FAPE). (USBE SER I.E.15)  
FAPE means special education and related services that:

- a. Are provided at public expense, under public supervision and direction, and without charge;
- b. Meet the standards of the USOE and Part B of the IDEA;
- c. Include preschool, elementary school, and secondary school education in Utah; and
- d. Are provided in conformity with an Individualized Education Program (IEP) that meets the requirements of Part B of the IDEA and these Rules.

G. Full Educational Opportunity Goal (FEOG).

Sevier School District hereby affirms the goal of providing a full educational opportunity to all students with disabilities determined eligible for special education or special education and related services under the IDEA and the USBE SER, of students between three and 22 years old, and in accordance with all of the timeline requirements of the IDEA with respect to the identification, location, evaluation, and provision of a free appropriate public education.

## II. IDENTIFICATION, LOCATION, and EVALUATION of STUDENTS SUSPECTED of HAVING DISABILITIES.

### A. Child Find. (USBE SER II)

Sevier School District has policies and procedures to ensure that all students with disabilities ages **birth through 21**, including students who are highly mobile, students who have been suspended or expelled from school, students who have not graduated from high school with a regular high school diploma, and those who are suspected of being a student with a disability and who are in need of special education or special education and related services even though they are advancing from grade to grade, and regardless of the severity of the disability, are identified, located, and evaluated. This includes a practical method for determining which students are currently receiving needed special education or special education and related services.

### B. Child Find Procedures.

Sevier School District conducts the following procedures to ensure that students suspected of having a disability are identified and located:

1. Finding students who have been receiving needed special education or special education and related services.
  - a. The **registration form** at each school includes questions about whether a student has received special education or special education and related services in the previous school or educational program.
  - b. Parents are asked during registration if the students received any services beyond the regular program in the previous school.
  - c. If parents respond in the affirmative, a phone contact is made with the previous school to locate the special education records.
  - d. Sevier School District follows all the procedures detailed on the In-State and Out-of-State Transfer Student Checklist of the USOE.
2. In identifying and locating students who are suspected of having a disability but have not been previously identified or

determined eligible for special education or special education and related services, Sevier School District implements the following procedures:

- a. Annual training of all staff on the Child Find obligation and how to be alert for observed behaviors that suggest a suspected disability.
  - b. Notice in a student and/or parent handbook and on the Sevier School District web site of the referral procedures and of the availability of services for eligible students with disabilities.
  - c. If a parent or staff member is concerned about a child under the age of three, information about the IDEA Part C Early Intervention Provider is given to the parent.
3. Sevier School District collaborates and coordinates with the local Department of Health, the Part C Early Intervention Provider, through an interagency agreement aligned with the Part C to Part B statewide interagency agreement of the USOE to ensure that students with disabilities are identified, located, evaluated, and have FAPE available by age 3, if eligible.
- C. Referral.
1. Procedure.

When a parent or school staff member suspects a student may have a disability, the following referral procedure is implemented:

- a. Teachers implement research-based and/or peer-reviewed interventions and provide documentation of the results on the Student Intervention Profile to be reviewed by a school team which includes a general education teacher, the building principal, and others as necessary.
- b. Note: Pre-referral interventions may not be used to substantially delay an evaluation for eligibility.
- c. The referring person completes and signs a referral form. If school personnel are making the referral, attach documentation of contacts with the parents about the

concerns regarding the student's educational performance.

- d. The Student Intervention Profile, accompanying data, and the referral form are given to the building principal, who reviews existing data (including pre-referral intervention results and school team recommendations) on the student and determines if the referral should go forward for a full evaluation. This review of existing data and evaluation determination is conducted in collaboration with the Special Education Learning Coordinator. If it is decided that the evaluation should take place, a special education staff member is assigned to oversee/conduct the evaluation. Written Prior Notice (WPN) is provided to the parent of the intent to conduct an evaluation. If the referral is not going to result in a comprehensive evaluation, the principal and the assigned special education case manager send the parent a Written Prior Notice of Refusal to take the action of conducting an evaluation.

D. Evaluation.

1. Parental Consent.

Prior to initiating a full and complete individual evaluation, parental consent is required. The consent informs the parent that the evaluation is being proposed because the student is suspected of having a disability that affects his educational performance and that he/she may be eligible for special education or special education and related services. The consent indicates the areas in which the evaluation team will conduct tests or administer other assessment tools to the student. Consent for evaluation must not be construed as consent for provisions of special education services.

Reasonable efforts to obtain parental consent are made and documented. Sevier School District follows the requirements of USBE II.C.4 with respect to parents who cannot be located.

Parental consent is not required before administering a test or other evaluation that is given to all students, or before conducting a review of existing data.

2. Written Prior Notice.

The parent is given WPN that the evaluation will occur. (See Section IV.C of this Manual).

3. Evaluation Timeline.

When the signed parental consent or refusal of consent for evaluation is received at the school, the assigned case manager/special education teacher writes the date it was received on the form to document the beginning of the timeline for the evaluation. Sevier School District completes all evaluations within 45 school days of receiving the written consent. The 45 school day timeline does not apply if the parent fails to produce the student for the evaluation. If the student enrolls in Sevier School District after the timeline has started in a previous LEA, Sevier School District must make sufficient progress to ensure prompt compliance in accordance with a written agreement with the parent as to when the evaluation will be completed.

4. Evaluation Process.

a. Review of Existing Data.

When conducting an initial evaluation (when appropriate), the evaluation team considers existing data on the student's educational performance. This may include student records of grades, courses completed, statewide test results, LEA-wide test results, classroom assessments, teacher interviews, observations, notes in the student's cumulative file, **parental input**, and any other information available.

b. Administration of Additional Assessments.

In addition, the special education staff administers assessments in other areas as part of a full and individual initial evaluation, as indicated on the Consent for Evaluation, in order to determine eligibility for special education and related services and the student's educational needs. The test administration follows all of the requirements of the USBER SER II.F-H, including:

- Use of a variety of assessment tools;
- Use of more than one procedure;

- Use of technically sound instruments;
- Selection of tools that are not discriminatory on a racial or cultural basis;
- Administration in student's native language or mode of communication;
- Use of assessments for the purposes intended and in accordance with the publisher's administration standards;
- Administration by trained and knowledgeable personnel;
- Use of tools that assess what they purport to measure and not just the student's disability;
- Assessment in all areas related to the student's suspected disability, and
- Comprehensive assessment, not just in areas commonly associated with the specific disability.

c. Evaluation Requirements.

Evaluations for students suspected of having a disability in any of the 13 categories of disability include the specific requirements for evaluation procedures and assessment of student performance as identified in USBE SER II.J.1-13.

E. Reevaluation Procedures. (USBE SER II.G)

1. Sevier School District conducts a reevaluation of each student with a disability when the educational or related services needs, including improved academic achievement and functional performance, of a student warrant a reevaluation; or if the student's parent or teacher requests a reevaluation.
2. Parental consent for reevaluations.
  - a. Sevier School District obtains informed parental consent prior to conducting any reevaluation of a student with a disability, if the reevaluation includes the administration of additional assessments to the student.
  - b. If the parent refuses to consent to the reevaluation, Sevier School District may, but is not required to, pursue the reevaluation by using the consent override procedures provided in the procedural safeguards, and including mediation or due process procedures.

- c. The reevaluation may be conducted without parental consent if the school can demonstrate that it made reasonable attempts to obtain such consent and the student's parent has failed to respond. A written record of the attempts is maintained in the student's special education file.

F. Additional Requirements for Initial Evaluation and Reevaluation Procedures. (USBE SER II.H)

1. As part of any initial evaluation (if appropriate) and as part of any reevaluation, the IEP team and other qualified professionals, as appropriate, must review existing evaluation data on the student. This review may be conducted without a formal meeting. The special education teacher/case manager may review and discuss the existing data with team members and the parent individually. Existing data may include evaluations and information provided by the parents of the student; current classroom-based, local or State assessments, and classroom-based observations; observations by teachers and related services providers; grades; attendance, and other information regarding the student's current educational performance.
2. The IEP team and appropriate other qualified professionals, based on their data review and input from the student's parents, identifies what additional data, if any, are needed to determine whether the student is or continues to be a student with a disability and the educational needs of the student, and
  - a. The present levels of academic achievement and related developmental needs of the student;
  - b. Whether the student needs special education and related services; or, in the case of a reevaluation of a student, whether the student continues to need special education and related services, and
  - c. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general education curriculum.
3. If the IEP team and other qualified professionals, as appropriate, determine that no additional data are needed to

determine continuing eligibility and student needs, the parents are given WPN of that decision and of their right to request additional assessment. Sevier School District then prepares a new Evaluation Summary Report, including new and previous data as appropriate, and sends a Notice of Meeting for Eligibility Determination. A new Summary Report and Eligibility Determination form is completed and signed by the team, and the parents are given Written Prior Notice of that determination along with a copy of the Summary Report and Eligibility Determination documents. Written Prior Notice is embedded in the Summary Report and Eligibility Determination document.

4. If the parent requests additional assessment as part of the reevaluation, Sevier School District obtains consent for and then conducts assessment in the areas of educational functioning requested. When the additional assessment is completed, Sevier School District then prepares a new Evaluation Summary Report, including new and previous data as appropriate, and sends a Notice of Meeting for Eligibility Determination. A new Eligibility Determination form is completed and signed by the team, and the parents are given WPN of that determination along with a copy of the Evaluation Summary Report and the Eligibility Determination documents. WPN is embedded in the Summary Report and Eligibility Determination document.
5. Evaluations before change in eligibility.
  - a. Sevier School District evaluates students with disabilities before determining that students are no longer eligible for special education or special education and related services. However, an evaluation is not required before the termination of a student's eligibility due to graduation from secondary school with a regular diploma, or due to the student's reaching age 22, as provided under State law.
  - b. For a student whose eligibility terminates due to graduation from secondary school with a regular high school diploma or due to exceeding the age eligibility for FAPE under State law, Sevier School District provides the student with a summary of the student's academic achievement and functional performance, including recommendations on how to assist the student in meeting the student's postsecondary goals.

6. Parental consent is not required before:
  - a. Reviewing existing data as part of an evaluation or a reevaluation, or
  - b. Administering a test or other evaluation that is administered to all students unless, before administration of that test or evaluation, consent is required of parents of all students.

G. Evaluation Timelines.

1. An initial evaluation must be completed within 45 school days of the date the school receives written parental consent for the evaluation.
2. Upon completion of the evaluation or reevaluation, the IEP team and other appropriate professionals determine eligibility within a reasonable time.
3. A reevaluation:
  - a. May not be conducted more than once a year, unless the parent and the LEA agree otherwise, and
  - b. Must occur at least once every three (3) years, unless the parent and the LEA agree that a reevaluation is unnecessary.

H. Eligibility Determination.

1. Notice of Meeting.

Upon completion of the evaluation, the special education teacher (case manager) arranges a meeting of the eligibility team at a mutually agreeable time and place. A Notice of Meeting will be sent to the parent and other members of the team stating the meeting purposes, time, place, who is expected to be in attendance, and letting the parent know that they may bring others who have knowledge of the student to the meeting.
2. Evaluation Summary Report.

The special education case manager in collaboration with a school psychologist collects all of the results of the evaluation, and writes a summary report of the evaluation information. This Evaluation Summary Report is included in Sevier School District's Eligibility Determination document for each disability category.

3. Eligibility Team Membership.

The eligibility team shall include a group of qualified professionals and the parent. In Sevier School District, this may include the principal, special education teacher, regular education teacher, speech-language pathologist, school psychologist, occupational therapist, physical therapist, and others who have conducted parts of the evaluation, as appropriate.

4. Eligibility Categories, Definitions, and Criteria.

Sevier School District has adopted the definitions, evaluation requirements, and eligibility criteria in USBE SER.II.J.1-13.

5. For the category of Specific Learning Disability (SLD) Sevier School District has selected Method C: Combination of Response To Intervention (RTI) and Discrepancy Methods. When Method C is used, the LEA procedures must include the elements outlined for both Method A and Method B of the USOE Guidelines for SLD. Data from the RTI method would be considered in combination with the confidence level from targeted, norm-referenced assessments, ~~as identified in the ESTIMATOR© manual~~ used with the Discrepancy method. If a student is referred by a parent, staff member or intervention team Sevier School District follows all of the procedures of the USBE SER and this Manual for referral and initial evaluation.
- a. For an initial evaluation, Sevier School District administers appropriate assessments that meet all the criteria in Section II of this Manual. Standardized norm referenced tests of achievement and cognition will be given once written parental permission is obtained. The student must score above the intellectual disability range on a standardized, norm-referenced individually administered cognitive measure. ~~Data from the assessments are used for input needed for the ESTIMATOR disk. The ESTIMATOR disk provides data to Sevier School District on the likelihood that there is a~~

~~severe discrepancy between the student's ability and the student's achievement.~~ Data from the assessments are used for input needed for the discrepancy report. Sevier School District utilizes a USOE approved discrepancy program which uses the Reynolds Formula to generate a discrepancy report. This report provides data to Sevier School District on the likelihood that there is a severe discrepancy between the student's ability and the student's achievement. Sevier School District uses this information along with sub-test scores and other existing data, including classroom observations, to determine possible gaps in learning.

- b. School personnel inform parents early on that due to concerns about their student's learning/achievement, an RTI approach has been implemented, in reading and/or math. In addition, parents are informed of the right to request an evaluation for eligibility at any time if they suspect their student has a disability, and of the State's policies regarding the amount and nature of student performance data that will be collected and the general education services that are provided. Documentation that parent received this information is in the student's file. Outlined below are the procedures for achievement grouping used in reading. Sevier School District also creates achievement-based groups for math and uses both interventions and aides, similar to the description below.

Sevier School District's current elementary reading program is research based and includes a multi-tiered model of service delivery. Students are grouped with instruction targeted to the appropriate instructional level of students within groups. Teachers may have an instructional aide to assist in providing interventions. Data from universal screening instruments, as well as teacher running records are used to determine placement and movement between groups. Progress monitoring is used for students below benchmark. Centers, reading groups within the achievement grouping, and individualized instruction are used to meet students' needs.

- c. If students are not achieving adequately for the student's age or State-approved grade-level standards, or are not making adequate progress toward the grade level expectations in one or more of the areas of specific learning disability—oral expression, listening comprehension, written

expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving--they are referred to a student interventions team that includes regular education teachers, administration, and a special education teacher. The team uses a data-based decision making process to evaluate the effectiveness of interventions. They may recommend, based on data presented at the meeting, further pre-referral interventions. ~~Data may include DIBELS, YPP, Northwest Evaluation Association Measure of Academic Progress (NWEA MAP) RIT scores, classroom assessment, program-embedded assessments, and others.~~ Data may include DIBELS, scores from Curriculum Based Measures, common formative assessments, classroom assessments, program-embedded assessments, and others.

- d. Parents are notified by the teacher frequently when a student is struggling. Each parent receives data-based documentation of student progress during instruction. If a student is not making adequate progress after an appropriate period of time, as determined by the intervention team, a referral for special education evaluation is made.

If at any time in the process of interventions the parent requests special education testing Sevier School District will communicate with the parent to determine if an evaluation for eligibility for special education should be done. Documentation of communication with the parent is kept. If the evaluation process is started, all of the requirements and procedures in Section II of this Policy and Procedures Manual are followed. If it is determined that an evaluation will not be conducted, the parent is given a Written Prior Notice of Refusal to conduct the evaluation.

Review of progress is done at each meeting on all students referred to the interventions team. Documentation of all assessments given to the student are kept for all students and shared regularly with the parent, including those students below benchmark and those students in special education pre-referral intervention.

- e. Sevier School District has received and will continue to receive professional development on RTI strategies and procedures.
- f. Sevier School District must ensure that the student is

observed in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty. The team may decide to use information from an observation in routine classroom instruction and monitoring of the student's performance that was done before the student was referred for an evaluation; or have at least one member of the team conduct an observation of the student's academic performance in the regular classroom after the student has been referred for an evaluation and parental consent is obtained.

- g. An eligibility team consisting of parents and qualified professionals including the student's general education teacher and an individual qualified to conduct individual diagnostic examinations determines whether the student is a student with a Specific Learning Disability by reviewing all data, looking for gaps in learning, why interventions have failed, whether the disability has an adverse effect on educational performance, and if specialized instruction is needed for the student to succeed, in accordance with the eligibility determination requirements of USBE SER II.
- h. Specific documentation for the eligibility determination (300.311). The team's documentation of the determination of eligibility with a specific learning disability must contain a statement of the (1) basis for making the determination; (2) the relevant behavior, if any, noted during the observation of the student and the relationship of that behavior to the student's academic functioning; (3) the educationally relevant medical findings, if any; (4) whether the student does not achieve adequately for student's age or to meet State-approved grade level standard; and, for the RTI Method selected, (5) whether the student is not making sufficient progress to meet age or State-approved grade-level standards (RTI). The documentation must also contain the determination of the team concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the student's achievement level.
- i. The eligibility team must refer to the *USOE Specific Learning Disability Guidelines*.

6. Determining Eligibility. (USBE SER II.)

a. Using the criteria for each category of disability as described above, the eligibility team shall determine:

- (1) Whether the student has a disability that
- (2) Adversely affects the student's educational performance, and
- (3) Whether the student requires special education or special education and related services.

*Special education* is defined (USBE SER I.E.38) as specially designed instruction to meet the unique needs of a student with a disability and may include related services if they meet the definition of special education. *Specially designed instruction* (USBE SER I.E.39) is adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability, and to ensure access of the student to the general curriculum, so that the student can meet educational standards of the school district that apply to all students.

b. Disclaimers. (USBE SER II.1.3(a)) A student must not be determined to be a student with a disability if the determinant factor is:

- (1) Lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, alphabetic principle, vocabulary, comprehension, and fluency);
- (2) Lack of appropriate instruction in math; or
- (3) Limited English proficiency.

c. The determination of eligibility is documented on the appropriate Eligibility Determination form with signatures of team members.

- d. If the disability is determined to be a Specific Learning Disability, any team member who disagrees with the rest of the team's decision may put the team member's reasons in writing.
  - e. Parents are provided with a copy of the Team Evaluation Summary Report and WPN of Eligibility Determination document.
- ~~7. Evaluations before Change in Eligibility. (USBE SER II.H.6)~~
- ~~a. The Sevier School District evaluates a student with a disability before determining that the student is no longer an eligible student with a disability.~~
  - ~~b. An evaluation is not required before the termination of a student's eligibility due to graduation from secondary school with a regular high school diploma, or due to exceeding the age of eligibility for FAPE under Utah law.~~
  - ~~c. For a student whose eligibility terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility for FAPE under Utah law, Sevier School District provides the student with a summary of the student's academic achievement and functional performance, which includes recommendations on how to assist the student in meeting the student's postsecondary goals.~~

### **III. IEP DEVELOPMENT and SERVICE DELIVERY.**

Sevier School District implements the following policies and procedures to address the IEP requirements of USBE SER III.I-U.

#### **A. IEP Team Meeting.**

Within 30 calendar days of the determination of eligibility, the special education teacher/case manager arranges a meeting of the IEP team to develop an IEP at a place and time that is mutually convenient to the parent and school personnel. A Notice of Meeting will be sent to the parent and other members of the team stating the purpose(s), time, place, who is expected to be in school may bring others who have knowledge or special expertise about the student to the meeting. The determination of knowledge or expertise of the invited person is made by the party who invited that person.

#### **B. Parental Opportunity to Participate.**

1. Parents are expected to be participants along with school team members in developing, reviewing, and revising the IEP. This includes providing critical information about needs and strengths of their student, contributing to discussions about the student's needs for special education, determining how the student will be involved and make progress in the general curriculum, deciding how the student will participate in the state- and district wide assessments, and deciding what services the SEVIER School District will provide and in what settings.
2. Sevier School District documents in writing its attempts to get parental participation in IEP meetings. If the parent cannot attend, participation by other means such as teleconference may be used. Parents must be given whatever help they need to understand the proceedings of the IEP meetings, such as sign language or non-English interpreters. If the LEA cannot obtain parental participation, it proceeds with the development of the IEP as required by Part B of the IDEA and USBE SER.

#### **C. IEP Team.**

The team shall consist of the parent, the special education teacher and regular education teacher of the student, a representative of Sevier School District, a person who can interpret the results of the evaluation, and the student, when appropriate. Other team members may be added when they are likely to provide services to the student.

The representative of Sevier School District must meet Sevier School District's administrator standards, and have knowledge of the general education curriculum and of the availability of resources of Sevier School District.

D. IEP Team Attendance. (USBE SER III.F)

1. A required member of the IEP team is not required to attend all or part of a particular IEP team meeting if the parent of a student with a disability and the representative of the LEA agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
2. A required member of the IEP team may be excused from attending all or part of a particular IEP meeting when the meeting does involve a modification to or discussion of the member's area of the curriculum or related services, if the parent and the representative of the LEA consent to the excusal in writing; and the member submits written input into the development of the IEP to the parent and the IEP team, prior to the meeting.

E. IEP Timelines.

1. An IEP is in effect for each identified student with a disability prior to the beginning of the school year.
2. Each student's IEP is reviewed and revised at least annually. The IEP Team reviews the IEP at least annually to determine whether the annual goals for the student are being achieved. The Team may decide to meet at the request of the parent or other IEP Team member to revise the IEP to address lack of expected progress toward annual goals and/or lack of progress in the general curriculum, the results of any reevaluation, information about the student provided to or by the parents, the student's anticipated needs, or other matters.
3. An IEP is developed within 30 calendar days of initial determination that a student is an eligible student with a disability.
4. Parental consent for initial placement in special education services is obtained before the student receives any special education or related services under the IEP. Once parental

consent for the initial provision of special education or special education and related services is obtained, the special education services, related services, and supplementary aids and services are provided as soon as possible.

F. Transfer Students.

Sevier School District provides a student transferring from another LEA in or out of the state with comparable services to those listed on an existing IEP while it determines next needed steps in accordance with the In-State and Out-of-State Transfer Student Checklist of the USOE.

G. IEP Development and Content.

1. The IEP Team develops an IEP that is reasonably calculated to confer a free appropriate public education for the student.
2. In developing the IEP, the IEP team must consider the student's strengths, parental concerns, evaluation results, academic development and functional needs, and special factors.
3. The IEP must include:
  - a. A statement of the student's present level of academic achievement and functional performance, including baseline data on the student's achievement and how the disability affects the student's involvement and progress in the general curriculum for age or grade level. ~~For preschool students, goals will be based on appropriate activities.~~ For preschool students, the school district has adopted Utah's State Preschool Standards, and individual goals will be based on those standards.
  - b. Measurable annual goals based on the present level statement that enable the student to be involved in and make progress in the general education curriculum and addressing each of the student's educational needs resulting from the student's disability. Short term objectives are included for students who will participate in a statewide alternate assessment, such as the Dynamic Learning Maps (DLM) or the Utah's Alternate Assessment (UAA), and for other students if determined needed by the IEP Team.

- c. How progress on the goals will be measured and reported to the parents on a periodic basis.
- d. The special education and related services, and the supplementary aids and services, the student needs to address the goals and make progress in the general curriculum. The services are based on peer-reviewed research to the extent practicable.
- e. Program modifications and supports for the student and the teacher in the regular education classroom.
- f. The dates that services, accommodations, and program modifications will begin and end (no more than one year from the date of the IEP); and the frequency, location, and amount of each service listed. Services listed must be specific, such as “reading comprehension,” not “resource.”
- g. Consideration of special factors as follows:
  - (1) In the case of a student with limited English proficiency, consider the language needs of the student as those needs relate to the student’s IEP;
  - (2) In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student’s reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student’s future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student;
  - (3) Consider the communication needs of the student, and in the case of a student who is deaf or hard of hearing, consider the student’s language and communication needs, opportunities for direct communications with peers and professional personnel in the student’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student’s language and communication mode;

- (4) Consider whether the student needs assistive technology devices and services, and if that need exists, whether the assistive technology device is needed at home; and
- (5) In the case of a student whose behavior impedes the student's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.
  - (A) When making decisions on behavioral interventions, the IEP team must refer to the *USOE Least Restrictive Behavior Interventions (LRBI) Guidelines* for information on research-based intervention procedures in order to protect the safety and well-being of students with disabilities, provide protection for students, teachers, other school personnel, the LEA, and the USOE, and ensure that parents are involved in the consideration and selection of behavior interventions to be used with their students.
    - (i) Definition of Emergency: When an emergency situation occurs that endangers staff or other students and therefore requires the immediate use of moderately or highly intrusive interventions to protect the student or others from harm, the staff shall complete and submit the emergency contact information to the Sevier School District Special Education Director and principal and notify the student's parents within 24 hours.
    - (ii) Pattern of Behavior: If a behavior requiring emergency procedures occurs more than once per week, two times in a month, or four times in a year, it is a pattern that must be addressed in the IEP and/or a behavior intervention plan.
    - (iii) Appeals: Parents may appeal a determination of emergency or implementation of emergency procedures by a written request to the Special Education Director of Sevier

School District. The LEA representative and two other staff members with knowledge of the incident will review the determination or implementation and make a final decision that will be provided to the parent in writing.

(iv) Training: Sevier School District ensures that all appropriate staff members receive the training necessary to effectively implement a continuum of behavioral interventions and supports.

(v) Oversight: Sevier School District has established an LRBI Committee to monitor its policies for disciplinary plans, actions and behavioral intervention procedures, protections and safeguards. This Committee reviews the use of highly intrusive interventions as well as the effectiveness of and need for additional staff training.

(B) As appropriate, the student should receive a functional behavioral assessment and behavior intervention services and modifications that are designed to address the behavior.

- h. If the IEP team in considering the special factors described above decides that a student needs a particular device or services for educational purposes, which could be an intervention, accommodation, or other program modification in order to receive a FAPE, the team must include these in the IEP.
- i. How the student will participate in LEA-wide and statewide assessments, such as the Student Assessment of Growth and Excellence (SAGE). While every student with a disability must participate, an individual student may be determined to participate with some accommodations based on the student's disability, or with modifications. Students who have the most significant cognitive disabilities, and meet other criteria listed in the USOE Assessment Participation and Accommodation Policy, may be assessed with alternate assessments such as the DLM or UAA as required by the USOE. The IEP Team must indicate this on the IEP Assessment Addendum, along with the reason that the

student cannot otherwise participate in the statewide assessment program.

- j. In addition to the required elements of the statewide assessment program, Sevier School District administers the following district wide assessments: DIBELS in grades K-3, CBM for math in grades 1-8, and common formative assessments developed at the school and district level, the EXPLORE assessment to all 8<sup>th</sup> grade students, the PLAN assessment to all 10<sup>th</sup> grade students, and the ACT to all 11<sup>th</sup> grade students. All students, including students with identified disabilities, are included in these assessments. Students with disabilities may participate in the assessments with appropriate accommodations and modifications as determined by the IEP Team and documented in the student's IEP. As determined by the student's IEP Team and documented in the student's IEP, alternate assessments for individual students are provided for students who cannot participate in the schoolwide assessment in any other way.
- k. How the student will participate in physical education services, specially designed or adapted if necessary.
- l. Each IEP team must determine whether the student will need Extended School Year (ESY) services in order to receive a free appropriate public education.
  - (1) Most students demonstrate regression and recoupment. ESY is most typically only for those students who require an extended school year to remain in their current least restrictive environment placement when they return to school and/or for students whose attainment of their expected level of self-sufficiency and independence is unlikely, in view of their disabilities, without ESY services. ~~If IEP teams choose to utilize a regression and recoupment model, they will need to collect data over at least two breaks in the school year consisting of 4 or more week days when there is no school.~~ This determination in Sevier School District will be based on regression and recoupment data collected over at least two breaks in the school year consisting of 4 or more week days when there is no school.

- (2) If the student's recovery from measured regression on pinpointed skills directly related to the IEP goals takes so long that he would not receive FAPE without services during the summer or other school break, the IEP Team must find him eligible for ESY services.
- (3) Other factors must also be considered in determining if the student needs ESY in order to receive FAPE. These includes but are not limited to rate of progress on IEP goals, emerging skills, vocational and transition needs, availability of alternative resources, information from parents and other caregivers, and other available data.
- (4) The IEP Team shall develop a written document that indicates which IEP goals the student will work on during the ESY, what services will be provided, how long and how often the ESY services will be provided, and the setting(s) in which the services will be provided.
- (5) Parents receive WPN of the ESY decision and, if the student requires ESY, the goals, services, schedule, and setting(s) for ESY.

m. Assistive Technology. Sevier School District makes assistive technology devices or assistive technology services, or both, available to a student with a disability if required as part of the student's special education, related services, or supplemental aids and services. School-purchased assistive technology devices may be used in the student's home, if the IEP Team determines, on a case-by-case basis, that assistive technology in the home is required for the student to receive a FAPE.

#### H. IEP Team Access to IEP Information.

1. Sevier School District makes the student's IEP accessible to each general education teacher, special education teacher, related service provider, and other service provider who are responsible for its implementation. Each teacher and provider is informed of his or her specific responsibilities related to the implementation of the students IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP.
2. Sevier School District special education teachers prepare a summary of the present level of academic achievement and

functional performance, goals, services, and program modifications and supports for each teacher of the student. This summary is provided to the teacher prior to the time of initial implementation of the IEP, as well as annual or other updates as appropriate.

- I. Placement in the Least Restrictive Environment (LRE). (USBE SER III.P)
  1. Placement decisions are made by a group of persons, including the parents and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. This group may be the IEP Team, including the parent. The group determines the placement on the continuum of placement options where the student will receive special education or special education and related services.
  2. Sevier School District ensures that the parents of each student are members of any group that makes decisions on the education placement of their student. If unable to get the parents to participate, after repeated and documented attempts, the team may need to proceed with a placement decision. However, no initial placement and provision of services may be put in place without written parental consent.
  3. Placement is determined at least annually, based on the student's present levels of performance, goals, services, and program modifications as detailed in the IEP.
  4. Identified students with disabilities shall receive the special education or special education and related services in the Least Restrictive Environment to the maximum extent appropriate to meet the student's needs. This means that the student will not be removed from the regular education classroom, with regular education peers, unless the IEP Team determines that due to the nature and severity of the disability, the student's educational needs cannot be addressed satisfactorily in the regular education environment, even with the use of supplementary aids and services.
  5. Sevier School District provides the IDEA required range of placement options, including placement in the regular education classroom, with or without itinerant services; placement in a special class; placement in a special school;

placement in a residential program, and homebound or hospitalized placement.

6. Sevier School District provides supplementary services, such as resource or itinerant instruction, in conjunction with placement in the regular education classroom, when needed.

J. Nonacademic Settings, Activities, and Services. (USBE SER III.U-V)

1. Sevier School District, through the IEP process including the provision of supplementary aids and services, provides eligible students with disabilities nonacademic and extracurricular services and activities in the manner necessary to afford eligible students with disabilities an equal opportunity for participation in those services and activities.
2. Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by Sevier School District, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by Sevier School District and assistance in making outside employment available.

K. Parental Consent for Initial Placement and Provision of Services. (USBE SER III.T)

1. In order for the IEP to be implemented and the special education services the team has decided on to begin, written parental consent must be obtained. If the parent refuses consent for the provision of those services, Sevier School District may not implement the IEP and may not access due process procedures.
2. Sevier School District does not use a parent's refusal to consent to one service or activity to deny the parent or student any other service, benefit, or activity of Sevier School District, or to fail to provide a student with a FAPE.
3. If, at any time subsequent to the initial provision of special education and related services, the parent of a student with disabilities revokes consent in writing for the continued provision of special education and related services, Sevier School District:

- a. Does not continue to provide special education and related services to the students, and provides Written Prior Notice to the parent before ceasing the provision of special education and related services;
- b. May not use the due process procedures in order to obtain agreements or a ruling that the services may be provided to the student;
- c. Will not be considered in violation of the requirement to make FAPE available to the student, and
- d. Is not required to convene an IEP team meeting or develop an IEP for the student.
- e. Consent means that the parent(s) understand that the granting of consent is voluntary on the part of the parent and may be revoked at any time. (§300.9) If a parent revokes consent, that revocation is not retroactive, that is, it does not negate an action that occurred after consent was given and before the consent was revoked.

L. Documentation of Participation.

1. All members of the IEP team will sign the IEP document indicating that they participated in the development of the IEP. A parent's signature on the IEP does not mean that the parent is in full agreement with the content of the IEP and does not abrogate the parental right to access the Procedural Safeguards of the IDEA.
2. If the school, despite at least two documented attempts, is unsuccessful in having parental attendance at the meeting, the rest of the IEP team shall proceed with the meeting.
3. Parents may participate via telephone conference or video conference.
4. Parents will be provided with a copy of the completed IEP, and WPN of the LEA's intent to implement the program and services in the IEP. If the LEA refuses to include in its offer of FAPE as detailed on the IEP any services or program modifications that the parent has requested, a WPN of that refusal is provided to the parent.

M. Changes to the IEP.

1. Changes to the IEP may be made at the request of any member of the IEP Team in a meeting or by amendment to the existing IEP.
2. Changes may be needed if there is new information about the student's performance.
3. Amendments to the IEP without a team meeting may be made only with the agreement of the LEA representative and the parent.
  - a. ~~Amendments that include minor changes in the amount of a special education or related service, a minor change of location, or a goal change that is the next logical step forward or backwards and is based on the student's progress may be made without a team meeting.~~ Amendments such as a change in the amount of a special education or related service that is no more than 30 minutes per week, a change of location that is no more than 60 minutes per week, or a goal change that is the next logical step forward or backwards and is based on the student's progress may be made without a team meeting.
  - b. If the change involves a move on the continuum of Least Restrictive Environment placement options, or the amount of services to be changed is more than indicated above, or a service is to be added, an IEP Team meeting is held with a Notice of Meeting to all team members.
4. The parent will be provided with a copy of the amended IEP including WPN that these additional actions or changes in actions will be implemented.

N. Transition from Part C to Part B. (USBE SER VII.A)

1. For students ages 3-5, Sevier School District follows these policies and procedures:
  - a. Every eligible student has an IEP developed and being implemented by the student's third birthday;
  - b. If a student's third birthday occurs after the end of the school year, the student's IEP team determines the date

in the next school year when services under the IEP will begin, unless the IEP team determines that ESY services are needed; and

- c. A representative of Sevier School District participates in transition planning conferences arranged by the designated lead agency for Part C.
  - d. In developing the IEP for a student with a disability ages 3 through 5 or, at the discretion of Sevier School District, a two-year-old student with a disability who will turn age 3 during the school year, the IEP team must consider the contents of the Part C Individual Family Services Plan (IFSP).
  - e. In the case of a student who was previously served under Part C of the IDEA, the parent may request that an invitation to the initial IEP meeting be sent to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition of services. Upon such request, Sevier School District shall provide the Notice of Meeting to the Part C representative.
- O. Transition from School to Post-School Settings. (USBE SER VII.B)
- 1. For a student with a disability beginning not later than the first IEP to be in effect when the student turns 16 (such as in an IEP meeting conducted when the student is 15 years old), or younger if determined appropriate by the IEP Team, the Notice of Meeting indicates that a purpose of the meeting is the consideration of the postsecondary goals and transition services for the student, that Sevier School District will invite the student, and identifies any other agency that will be invited, with the consent of the parents or student age 18 or older, to send a representative.
    - a. If the student does not attend the IEP meeting, Sevier School District takes other steps to ensure that the student's preferences and interests are considered.
  - 2. Transition services. Beginning not later than the first IEP to be in effect when the student turns 16 (such as in an IEP meeting conducted when the student is 15 years old), or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP includes:

- a. Appropriate measurable postsecondary goals, including academic and functional goals, based upon age-appropriate transition assessments related to training or education, employment, and, where appropriate, independent living skills;
  - b. The transition services, including courses of study, needed to assist the student in reaching the student's post-secondary goals.
3. Transfer of rights at age of majority.
  - a. Beginning not later than one year before the student reaches the age of majority (age 18), the IEP must include a statement that the student and the student's parents have been informed of the student's rights under Part B of the IDEA that will transfer to the student on reaching the age of majority (except for a student with a disability who has been determined to be incompetent by a court). These rights include:
    - (1) An adult student has the right to approve the student's own educational placement and Individualized Education Program (IEP) without help from parents, family, or special advocates.
    - (2) An adult student has the right to allow parents, family, or special advocates to help if the student so desires.
  - b. Sevier School District provides any notice required by Part B of the IDEA and these Rules to both the student and the parents.
  - c. All rights accorded to parents under Part B of the IDEA transfer to the student.
  - d. All rights accorded to parents under Part B of the IDEA transfer to students who are incarcerated in an adult or juvenile, State or local correctional institution.
4. If a participating agency, other than the LEA, fails to provide the transition services described in the IEP, Sevier School District must reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.

P. Graduation. (USBE VII.C)

1. Sevier School District is not obligated to make FAPE available to students with disabilities who have graduated from high school with a regular high school diploma.
  - a. The exception above does not apply to students that have graduated from high school but have not been awarded a regular high school diploma, even if they have received an alternative degree that is not fully aligned with the State's academic standards, such as a certificate of completion or a general educational development credential (GED).
  - b. Graduation from high school with a regular high school diploma is a change in placement, requiring WPN, containing all the requirements of WPN, and is given a reasonable time before Sevier School District proposes to terminate the student's eligibility under the IDEA by issuing the student a diploma.
2. The IEP Team may amend graduation requirements and must document in the IEP the nature and extent of any modifications, substitutions, and/or exemptions made to accommodate the needs of a student with disabilities.
3. The IEP teams at Sevier School District refer to the USOE Special Education Graduation Guidelines for additional information.

Q. Least Restrictive Behavior Interventions (LRBI).

Sevier School District follows all parts of the USOE LRBI Guidelines as written.

~~Sevier School District must refer to the USOE LRBI Guidelines as written. The Sevier School District also implements the following procedures:~~

- ~~1. Emergency Situations: When an emergency situation occurs that requires the immediate use of highly intrusive individual interventions to protect the student or others from harm, the staff shall complete and submit the emergency contact information to the Special Education Director and notify the~~

~~student's parents within 24 hours. Utah State Office of Education Special Education Rules III I (b)(5)(c).~~

- ~~a. In an emergency situation, school staff may intervene using a moderate to intensive (highly intrusive intervention) to ensure the safety of students and staff.~~

| <b>Emergency Situations</b>                                  | <b>Definition</b>                                                                                                                                              |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <del>Danger to others</del>                                  | <del>Physical violence/aggression toward others with sufficient force to cause bodily harm</del>                                                               |
| <del>Danger to self</del>                                    | <del>Self-abuse of sufficient force to cause bodily harm</del>                                                                                                 |
| <del>Severe destruction of property</del>                    | <del>Severe destruction or physical abuse of property resulting in substantial monetary loss</del>                                                             |
| <del>Threatened abuse toward others, self, or property</del> | <del>Substantial evidence of past threats leading to any of the behaviors defined as danger to others, danger to self, or severe destruction of property</del> |

- ~~b. Each school within Sevier School District will utilize MANDT trained staff to help implement emergency procedures.~~
- ~~c. Each school will submit emergency contact information using the USOE LRBI Guidelines Emergency Contact Form within 24 hours to the Special Education Director.~~
- ~~d. Parents will be notified of the emergency contact within 24 hours.~~

~~2. Pattern of Behavior: If a behavior requiring emergency procedures occurs more than once per week, two times in a month, or four times in a year, the behavior should no longer be considered an emergency or crisis and should be addressed in the IEP and/or BIP. Additionally, the allowable instances of a behavior requiring emergency procedures are cumulative in number, regardless of whether a different highly intrusive individual intervention (Few) is used.~~

~~3. Dispute Resolution/Appeals Process: **If a member of the IEP team disagrees with a decision regarding a behavioral intervention, an appeal must be made to the Special Education Director. An appeals conference should be held within 15 days of receipt of an appeal. During the pendency to an appeal, the behavioral intervention in question should not be implemented.**~~

~~The Special Education Director can grant an extension for up to 5 school days if extenuating circumstances warrant. A copy of the written recommendation should be mailed to each party within 5 days following the conference.~~

~~4. Provisions for Staff Training: Sevier School District will provide ongoing professional development related to the USBER Special Education Rules, the USOE LRBI Guidelines, and the Sevier School District Special Education Policies and Procedures Manual to staff.~~

~~5. Procedures for Monitoring LRBI Policies.~~

~~a. The Special Education Director will review all Emergency Contact forms for verification that procedures were followed. If procedures were not followed, intensive professional development will be provided to school staff where procedures were not followed.~~

~~b. All Behavior Intervention Plans that include Intensive Interventions will be reviewed by the LRBI Team and the Special Education Director for appropriate selection of interventions.~~

~~B. Students with Disabilities in Other Settings. (USBE SER VI)~~

~~Sevier School District has adopted all of the rules for Students with Disabilities in Other Settings as found in USBE SER VI. 117-133.~~

#### **IV. PROCEDURAL SAFEGUARDS.**

Sevier School District, consistent with the requirements of Part B of the IDEA and the USBE Special Education Rules, has established, maintains, and implements Procedural Safeguards for students with disabilities and their parents.

A. Opportunity for Parental Participation in Meetings.

Sevier School District affords parents the opportunity to participate in all decisions related to the location, identification, evaluation, and provision of FAPE for their student, including decisions related to the Discipline requirements of Part B of the IDEA. This includes arranging meetings at a mutually convenient time and place, providing Notice of Meeting at least one week prior to a scheduled

meeting, and making at least two documented attempts to obtain parent participation in meetings.

- B. Independent Educational Evaluation (IEE). (USBE SER IV.C)
1. Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the LEA responsible for the education of the student in question.
  2. Sevier School District has established and implements the following policies and procedures related to independent educational evaluation that meet the requirements of Part B of the IDEA and the USBE SER.
    - a. The parents of a student with a disability have the right to obtain an independent educational evaluation of the student at public expense if they disagree with an evaluation obtained by Sevier School District.
    - b. Sevier School District provides to parents, upon request for an independent educational evaluation, information about where an independent educational evaluation may be obtained, and the district's criteria applicable for independent educational evaluations. Sevier School District has available a list of persons and/or agencies where an IEE may be obtained by the parent. In addition, Sevier School District considers any other evaluator or agency proposed by the parent to conduct the IEE if the examiner and the evaluation meet the district's criteria. A qualified examiner is one who meets the USOE criteria for qualified personnel as a special education teacher, school psychologist, psychologist with expertise in administration and analysis of assessments, or other equivalent qualifications as determined by Sevier School District. Criteria for the evaluation are that the evaluation procedures meet all of the same standards as those listed in Section II.D-H of this Policy and Procedures Manual. Sevier School District either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent.
    - c. Sevier School District ensures that when a parent requests an IEE, either the district files a due process complaint to request a hearing to show that its evaluation is appropriate, or that the independent educational evaluation is provided at public expense, unless the

evaluation obtained by the parent does not meet the district criteria as described above. If a due process complaint decision finds the district's evaluation was appropriate, an IEE obtained by the parent is considered by the team, but is not provided at public expense.

- d. Additional protections for the parent of a student with a disability and for the district are followed as written in USBE SER IV.C.3(c-h).
- 3. An independent educational evaluation conducted at Sevier School District's expense becomes the property of Sevier School District, in its entirety.
- C. Written Prior Notice (WPN).

Sevier School District provides WPN to parents a reasonable time before it proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or provision of a free appropriate public education to the student.

The notice includes:

- 1. a description of the action proposed or refused,
  - 2. an explanation of reasons for the proposal or refusal,
  - 3. a description of evaluations or other information the proposal or refusal is based on,
  - 4. a statement that the parents and eligible student have protection under the Procedural Safeguards and how to obtain a copy of the Safeguards,
  - 5. sources of assistance to understand Part B of the IDEA,
  - 6. a description of other options the IEP Team considered and why the other options were rejected, and
  - 7. a description of other relevant factors to the proposal or refusal. The WPN is provided in understandable language and in the parents' native language or other mode of communication.
- D. Procedural Safeguards Notice.

A copy of the Procedural Safeguards is given to the parent once a year at the annual IEP review, except that a copy also is given to the parent upon initial referral or parental request for evaluation, upon receipt of the first State complaint or due process complaint in that school year, and upon request by the parent at any time. Sevier School District uses the USOE Procedural Safeguards Notice that is posted on the USOE website, [www.schools.utah.gov](http://www.schools.utah.gov). The special education teacher/case manager provides a brief explanation of the main provisions of the Procedural Safeguards to the parents at consent for evaluation, eligibility determination, and annual IEP meetings.

This notice contains an explanation of the procedural safeguards related to independent educational evaluations, written prior notice, parental consent, access to educational records, opportunity to present and resolve complaints through State complaint or due process complaint procedures, opportunity for the district to resolve the complaint, availability of mediation, student's placement during pendency of hearings, procedures for students placed in an interim alternative educational setting, requirements for unilateral placement of student in private schools at public expense, hearings on due process complaints, civil actions, attorney's fees. This notice is in language understandable to the parents.

E. Parental Consent.

Informed written parental consent is obtained for evaluation and reevaluation, initial placement/provision of special education, and for release of records to certain parties. Efforts to obtain consent are documented in writing. No student receives special education or special education and related services without the signed initial consent for placement in the student file. Other relevant parental consent requirements are addressed in Sections II and III of this Policies and Procedures Manual.

F. Dispute Resolution.

Sevier School District follows the Dispute Resolution requirements of the USBE SER described in IV.G-U as written. These include the procedures for State Complaints, Mediation, Due Process Complaints, Resolution Process, Due Process Hearings, Civil Actions, Attorney's Fees, and Student's Status during Proceedings.

G. Surrogate Parents.

Sevier School District assigns a surrogate parent for a student when the parent cannot be identified or cannot be located, the parent's rights to make educational decisions has been taken away by a court, the student is a ward of the state, or the student is an unaccompanied homeless youth. The surrogate parent meets the requirements of USBE SER IV.V.5-8. Sevier School District contacts the Utah Parent Center for assistance in obtaining names of trained surrogates who are available when needed.

#### H. Transfer of Rights.

When a student reaches age 18, the age of majority in Utah, and has not been determined incompetent under State law, all rights accorded to parents under Part B of the IDEA and USBE SER transfer to the student. The SEVIER School District provides written notice of this transfer of rights at least one year prior to the student's 18th birthday.

#### I. Confidentiality of Information. (USBE SER IV.SEVIER)

Sevier School District takes appropriate steps to ensure the protection of the confidentiality of any personally identifiable data, information, and records it collects or maintains related to Part B of the IDEA.

##### 1. Definitions. As used in these safeguards:

- a. *Destruction* means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
- b. *Education records* means the type of records covered under the definition of "education records" in 34 CFR 99, implementing regulations for the Family Educational Rights and Privacy Act of 1974, 20 USC 1232g (FERPA).
- c. *Participating agency* means any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.

##### 2. Access rights.

- a. Sevier School District permits parents to inspect and review any education records relating to their student that

are collected, maintained, or used by the district. Sevier School District complies with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing, or resolution session, and in no case more than 45 calendar days after the request has been made.

- b. The right to inspect and review education records includes the right to:
  - (1) A response from Sevier School District to reasonable requests for explanations and interpretations of the records;
  - (2) Request that Sevier School District provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
  - (3) Have a representative of the parent inspect and review the records.
- c. Sevier School District may presume that the parent has authority to inspect and review records relating to the parent's student unless the school has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

3. Record of access.

Sevier School District keeps a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of Sevier School District) in each student's special education file, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. If any education record includes information on more than one student, Sevier School District ensures that the parents of a student has the right to inspect and review only the information relating to their student or to be informed of that specific information.

4. List of types and locations of information.

On request, Sevier School District provides parents with a list of the types and locations of education records collected, maintained, or used by Sevier School District.

5. Fees.

Sevier School District may charge a fee for copies of records that are made for parents under Part B of the IDEA if the fee does not effectively prevent the parents from exercising their right to inspect and review those records; however, it may not charge a fee to search for or to retrieve information under Part B of the IDEA.

6. Amendment of records at parent's request.

a. A parent who believes that information in the education records collected, maintained, or used under Part B of the IDEA is inaccurate or misleading or violates the privacy or other rights of the student may request Sevier School District to amend the information. Sevier School District must decide whether to amend the information within a reasonable period of time of receipt of the request. If Sevier School District decides to refuse to amend the information, it must inform the parent of the refusal and advise the parent of the right to a hearing on the matter.

b. Sevier School District, on request, provides an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. If, as a result of the hearing, the district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it must amend the information accordingly and so inform the parent in writing.

If, as a result of the hearing, Sevier School District decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it must inform the parent of the right to place in the records it maintains on the student a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the district. Any explanation placed in the records of the student under this section must be maintained by the district as

part of the records of the student as long as the record or contested portion is maintained; and if the records of the student or the contested portion is disclosed by the district to any party, the explanation must also be disclosed to the party. Sevier School District follows the hearing procedures described in USBE SER IV.12 as written.

- c. If the parent revokes consent in writing for the student's receipt of special education and related services, the district is not required to amend the student's education record to remove any references to the student's receipt of special education and related services because of the revocation of consent.

7. Release and disclosure of records.

Parental consent is not required for disclosure of records to officials of agencies collecting or using information under the requirements of Part B of the IDEA, to other school officials, including teachers within the school who have been determined by the district to have legitimate educational interests, to officials of another school or school site in which the student seeks or intends to enroll, or for disclosures addressed in referral to and action by law enforcement and judicial authorities, for which parental consent is not required by 34 CFR 99.

(All Utah Local Education Agencies (LEAs) include in the annual Procedural Safeguards notice that it is their policy to forward educational records of a student with disabilities without parental consent or notice to officials of another school or school district in which a student seeks or intends to enroll.)

Written parental consent is obtained prior to releasing any records to any other person or agency not listed above.

8. Safeguards.

- a. Sevier School District protects the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
- b. The Special Education Director of Sevier School District assumes responsibility for ensuring the confidentiality of any personally identifiable information.

- c. Staff members at Sevier School District who collect or use personally identifiable information receive training or instruction regarding the State's policies and procedures in USBE SER IV.X and 34 CFR 99 on an ongoing basis.
  - d. Sevier School District maintains, for public inspection, an Access Authorization List, that is, a current listing of the names and positions of those employees within the school who may have access to personally identifiable information on students with disabilities. This list is posted on the locked cabinet in which students' special education files are maintained. The list is updated annually.
9. Destruction of information.

Sevier School District informs parents or the student age 18 or older when personally identifiable information collected, maintained, or used under Part B of the IDEA is no longer needed to provide educational services to the student. Information no longer needed must be destroyed at the request of the parents or student age 18 or older. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. Each student's records may be considered "no longer needed to provide educational services" and may be destroyed three (3) years after the student graduates or three (3) years after the student turns 22.

10. Students' rights.

The rights of privacy afforded to parents are transferred to the student who reaches the age of 18, providing the student has not been declared incompetent by a court order, including the rights with regard to education records.

## **V. DISCIPLINE.**

Sevier School District follows the Discipline requirements and procedures described in USBE SER V.A-K as written.

## **VI. STUDENTS WITH DISABILITIES IN OTHER SETTINGS.**

**A. PRIVATE SCHOOL PLACEMENTS BY LEAs. (§300.325)****1. Developing IEPs.**

- a. Before an LEA places a student with a disability in, or refers a student to, a private school or facility, the LEA must initiate and conduct a meeting to develop an IEP for the student in accordance with Part B of the IDEA and these Rules.
- b. The LEA must ensure that a representative of the private school or facility attends the meeting. If the representative cannot attend, the LEA must use other methods to ensure participation by the private school or facility, including individual or conference telephone calls.

**2. Reviewing and revising IEPs.**

- a. After a student with a disability is placed in a private school or facility, any meetings to review and revise the student's IEP may be initiated and conducted by the private school or facility at the discretion of the LEA.
- b. If the private school or facility initiates and conducts these meetings, the LEA must ensure that the parents and an LEA representative:
  - (1) Are involved in any decisions about the student's IEP; and
  - (2) Agree to any proposed changes in the IEP before those changes are implemented.

**3. Even if a private school or facility implements a student's IEP, responsibility for compliance with this part remains with the LEA and the USOE.****4. Residential placement. (§300.104)**

If placement in a public or private residential program is necessary to provide special education and related services to a student with a disability, the program, including non-medical care and room and board, must be at no cost to the parents of the student.

**B. STUDENTS WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOLS WHEN FAPE IS NOT AT ISSUE. (UNILATERAL PLACEMENT) (§300.130)**

1. Sevier School District follows the required procedures for Child Find, evaluation, provision of services, proportionate share expenditures, consultation, written affirmation, determination of equitable services, location of services, due process and State complaints, funds not to benefit a private school, use of personnel, separate classes prohibited, and use of property, equipment, and supplies.
2. Sevier School District for those private schools, including religious, elementary schools and secondary schools, located within its boundaries, in conducting the Child Find requirements, includes parentally placed private school students who reside in a state other than the state in which the private schools that they attend are located.
3. Sevier School District maintains in its records, and can provide to the USOE, the following information related to parentally placed private school students:
  - (1) The number of students evaluated;
  - (2) The number of students determined to be students with disabilities; and
  - (3) The number of students served.

**C. STUDENTS WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOLS WHEN FAPE IS AT ISSUE. (§300.148)**

1. Sevier School District is not required to pay for the cost of education, including special education and related services, of a student with a disability at a private school or facility if Sevier School District made a FAPE available to the student and the parents elected to place the student in a private school or facility. However, Sevier School District must include that student in the population whose needs are addressed consistent with Rule VI.B.
2. Disagreements between the parents and Sevier School District regarding the availability of a program appropriate for the student, and the question of financial reimbursement, are subject to the State complaint and due process procedures in Rule IV.G-V.
3. If the parents of a student with a disability, who previously received special education and related services under the authority of Sevier School District, enroll the student in a private preschool, elementary school, or secondary school without the consent of or referral by

Sevier School District, a court or a hearing officer may require Sevier School District to reimburse the parents for the cost of that enrollment if the court or hearing officer finds that Sevier School District had not made a FAPE available to the student in a timely manner prior to that enrollment and that the private placement is appropriate. A parental placement may be found to be appropriate by a hearing officer or a court even if it does not meet the State standards that apply to education provided by the USOE and LEAs.

4. The cost of reimbursement may be reduced or denied if:
  - a. At the most recent IEP team meeting that the parents attended prior to removal of the student from the public school, the parents did not inform the IEP team that they were rejecting the placement proposed by Sevier School District to provide a FAPE to their student, including stating their concerns and their intent to enroll their student in a private school at public expense; or
  - b. At least ten (10) business days (including any holidays that occur on a business day) prior to the removal of the student from the public school, the parents did not give written notice to Sevier School District of the information described in VI.C.4.a;
  - c. Prior to the parents' removal of the student from the public school, Sevier School District informed the parents, through the written prior notice requirements of its intent to evaluate the student (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parents did not make the student available for the evaluation; or
  - d. Upon a judicial finding of unreasonableness with respect to actions taken by the parents.
5. Notwithstanding the requirements for parents to provide notice to Sevier School District prior to removal of the student, the cost of reimbursement:
  - a. Must not be reduced or denied for failure to provide the notice if:
    - (1) The school prevented the parents from providing the notice;

- (2) The parents had not received written prior notice of the notice requirement in VI.C.4.a-b; or
  - (3) Compliance with the notice requirements in VI.C.4.a-b would likely result in physical harm to the student; and
- b. May, in the discretion of the court or a hearing officer, not be reduced or denied for failure to provide this notice if:
- (1) The parents are not literate or cannot write in English; or
  - (2) Compliance with VI.C.4.a-b would likely result in serious emotional harm to the student.

## **VII. TRANSITIONS.**

Sevier School District follows the relevant transition requirements and procedures described in USBE SER VII as written.

## **VIII. RESPONSIBILITIES OF THE UTAH STATE OFFICE OF EDUCATION.**

Sevier School District provides data as required for State and Federal reports and other State functions.

## **IX. LEA ELIGIBILITY and RESPONSIBILITIES.**

### **A. Participation in assessments and reporting of assessment results.**

All students enrolled in Sevier School District, including students with disabilities, participate in the statewide testing program and the school-wide testing program. Participation requirements in the USOE Assessment Participation and Accommodation Policy are followed. The IEP Team determines how a student with disabilities will participate and accommodations needed, if any. Results of statewide assessments are posted on the USOE website annually.

### **B. Public participation in policies and procedures development.**

This Policy and Procedures Manual, as well as any future changes to the contents, are presented to Sevier School District Board in a public meeting for review and input. The agenda for Sevier School District board meetings is posted at least 1 week prior to each meeting as required by State law.

### **C. Public posting of USOE monitoring results.**

Results of from Utah's Results Driven Accountability and the Utah Program Improvement Planning System are posted on the USOE website annually, as appropriate.

### **D. Methods of ensuring services.**

Sevier School District ensures that each eligible student with disabilities enrolled in the school receives the services included in the IEP through a systematic process of review of IEPs and monitoring of service delivery by Sevier School District personnel and contracted service providers.

### **E. Supervision.**

All personnel of the Sevier School District are supervised by appropriately qualified staff who meet the USOE's Educator Quality Standards for Licensure in Utah.

F. Use of Part B funds.

Sevier School District follows the requirements of USBE SER IX.B in ensuring the appropriate use of funds under Part B of the IDEA. This includes following the requirements for students with disabilities who are covered by public benefits or insurance as written. Sevier School District participates in the single audit process required by State law that includes an audit of Part B funds.

G. Personnel standards.

All special education and related services personnel of Sevier School District meet the educator licensing requirements of the USOE for the positions in which they work, as described in the USBE SER IX.H and the Highly Qualified requirements of the USOE State Plan under No Student Left Behind and Educator Licensing – Highly Qualified Assignment (Administrative Rule R-277-510-1 through 11). All personnel necessary to carry out Part B of the IDEA are appropriately and adequately prepared, subject to the requirements related to personnel qualifications and Section 2122 of the ESEA. Sevier School District provides a program of professional development for all special education personnel, based on the identified skill and knowledge needs of teachers, assistants, related service providers, and others, and including targeted training for persons working with students with specific and individual needs for academic and social behavior instruction.

H. Performance goals and indicators in the State Performance Plan.

Sevier School District participates in additional procedures and collects and provides additional information which the USOE may require in order to meet Federal reporting requirements, including suspension and expulsion rates, LRE environments, disproportionality data, and others. (USBE SER SEVIER.A.2)

I. Early Intervening Services.

Sevier School District uses not more than 15 percent of the amount it receives under Part B of the IDEA for any fiscal year, in combination with other amounts to develop and implement coordinated early intervening services for students who are not currently identified as needing special education or special education and related services,

and who need additional academic and behavioral support to succeed in a general education environment. These funds are used to carry out activities including professional development that enables school personnel to deliver scientifically based academic and behavioral interventions, as well as educational and behavioral evaluations, services, and supports.

Sevier School District provides any and all required data on its Early Intervening Services to the USOE annually.

J. Caseload Guidelines.

Sevier School District follows the USOE Caseload Guidelines in overseeing the caseload of each special educator, including related service providers, to ensure that a FAPE is available to all eligible students with disabilities.

K. Enforcement.

The confidentiality requirements of Part B of the IDEA are reviewed and approved as part of the LEA eligibility process.

**L. Routine checking of hearing aids and external components of surgically implanted medical devices.** Sevier School District must ensure that hearing aids worn in school by students with hearing impairments, including deafness are functioning properly. Sevier School District must ensure that external components of surgically implanted medical devices are functioning properly.

## **MARCH 16, 2016 – BOARD MEETING**

### **ITEM #2.E.1. REQUEST FOR OUT- OF – STATE TRAVEL**

South Sevier High School Coach, Dustin Shakespear is requesting out-of-state travel to attend the *Nike Championship Basketball Clinic*, in Las Vegas, Nevada, on April 29 – May 1, 2016. All expenses will be paid from the basketball fundraiser account.

#### **Additional Information Enclosed**

#### **Administration Recommendation**

Administration recommends approving the request.



# South Sevier High School



430 West Ram Blvd. – Monroe, Utah 84754 - (435) 527-4651 Fax (435) 527-4653

---

2/25/16

To Whom It May Concern:

I would like to travel to Las Vegas to attend the Nike basketball clinic. It is one of the best in the world. They have on court demonstrations and the top coaches from the world come to teach.

Thank you,

Dustin Shakespear

|                               |                                                                       |
|-------------------------------|-----------------------------------------------------------------------|
| <b>SEVIER SCHOOL DISTRICT</b> | <b>PERSONNEL<br/>EDUCATIONAL TRAVEL APPLICATION<br/>Policy # 2163</b> |
|-------------------------------|-----------------------------------------------------------------------|

**Note:** Pre-Approval – Personnel Educational Travel Application must be completed (MUST BE TYPED) and received by the Superintendent of Sevier School District at least 60 days prior to the proposed trip.  
Final Approval – Personnel Educational Travel Application must be completed (MUST BE TYPED) and resubmitted for final approval by the Superintendent of Sevier School District at least 20 days prior to travel departure.

|                                |                                                                                                                           |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Application Date: 2/25/16      | Board Member: <input type="checkbox"/> Employee <input type="checkbox"/> Coach <input checked="" type="checkbox"/> Other: |
| Participant: Dustin Shakespear | Principal: Randy Madsen      School/ Work Site: South Sevier High School                                                  |

**Note:** The Purchasing Department needs to coordinate Overnight Travel if an individual travel category (i.e. lodging, transportation, registration) exceeds \$5,000.00

|                                                                                                                                                                                                           |                                     |                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|
| Please indicate the travel category or categories for which approval is requested:<br><input type="checkbox"/> In-State one night <input checked="" type="checkbox"/> Out-of-State or more than one night |                                     | # of Participants: 1     |
| Event: Coaching Clinic                                                                                                                                                                                    | Inclusive Dates: 4/29 to 5/1        | # of work days missed: 1 |
| Destination: Las Vegas                                                                                                                                                                                    | Mode(s) of Transportation: Personal |                          |
| Purpose for request: Go attend the Nike Coaches Clinic                                                                                                                                                    |                                     |                          |

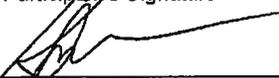
**ITINERARY**  
 Please attach a detailed itinerary of all proposed activities (events, performances, competition, enrichment, recreation, etc.) and include the date, hourly timeline, activity, purpose or objective, and location of activity for each day. Reminder: Seventy percent (70%) of the entire trip or five (5) hours per day must be of an educational nature or consist of events directly related to the purpose of the trip. Out-of-State travel must be done in personal vehicles. District vehicles are not allowed out-of-state.

| Estimated Total Costs Per Participant |                                                                                                                    | Final Total Costs Per Participant |                                                                                                     |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------------------------------------------------------------|
| <u>Expenses:</u>                      |                                                                                                                    | <u>Expenses:</u>                  |                                                                                                     |
| Transportation                        | \$ 100 <input type="checkbox"/> School <input type="checkbox"/> District <input type="checkbox"/> Other            | Transportation                    | \$ <input type="checkbox"/> School <input type="checkbox"/> District <input type="checkbox"/> Other |
| Lodging                               | \$ 300 <input type="checkbox"/> School <input type="checkbox"/> District <input type="checkbox"/> Other            | Lodging                           | \$ <input type="checkbox"/> School <input type="checkbox"/> District <input type="checkbox"/> Other |
| Registration                          | \$ 150 <input checked="" type="checkbox"/> School <input type="checkbox"/> District <input type="checkbox"/> Other | Registration                      | \$ <input type="checkbox"/> School <input type="checkbox"/> District <input type="checkbox"/> Other |
| Other                                 | \$ <input type="checkbox"/> School <input type="checkbox"/> District <input type="checkbox"/> Other                | Other                             | \$ <input type="checkbox"/> School <input type="checkbox"/> District <input type="checkbox"/> Other |
| <b>Total</b>                          | <b>\$ 550</b>                                                                                                      | <b>Total</b>                      | <b>\$</b>                                                                                           |
| <u>Contributions:</u>                 |                                                                                                                    | <u>Contributions:</u>             |                                                                                                     |
| School                                | \$ 550                                                                                                             | School                            | \$                                                                                                  |
| Donations                             | \$                                                                                                                 | Donations                         | \$                                                                                                  |
| Fundraising                           | \$                                                                                                                 | Fundraising                       | \$                                                                                                  |
| <b>Total</b>                          |                                                                                                                    | <b>Total</b>                      |                                                                                                     |

|                                                        |                     |           |                           |       |
|--------------------------------------------------------|---------------------|-----------|---------------------------|-------|
| <b>Travel Itinerary to and from basic destination:</b> |                     |           |                           |       |
| Departure Place: Monroe                                | Commercial Carrier: | Flight #: | Date:                     | Time: |
| Arrival Place: Las Vegas                               | Commercial Carrier: | Flight #: | Date:                     | Time: |
| Departure Place:                                       | Commercial Carrier: | Flight #: | Date:                     | Time: |
| Arrival Place:                                         | Commercial Carrier: | Flight #: | Date:                     | Time: |
| Emergency Contact Phone Number (Advisor Cell):         |                     |           | Hotel Name: La Quinta Inn |       |

|                                                      |  |  |  |
|------------------------------------------------------|--|--|--|
| <b>Names and cell phone numbers of Participants:</b> |  |  |  |
| Dustin Shakespear 435-463-4474                       |  |  |  |
|                                                      |  |  |  |
|                                                      |  |  |  |

The Board member/employee /coach/activity supervisor signing below certifies that he/she has read and agrees to comply with all stipulations contained in Sevier School District policy 2145, Personnel Out-of-State Travel. Initial here: \_\_\_\_\_

| Preliminary Personnel Travel Application approval:                                                                                   | Final Personnel Travel Application approval:                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <br>Participant's Signature      Date      2/25/16   | <br>Participant's Signature      Date                                                                                                  |
| <br>Principal's Signature      Date      2/25/16     | <br>Principal's Signature      Date                                                                                                    |
| <br>CTE Director (where applicable) Signature      Date                                                                              | <br>CTE Director (where applicable) Signature      Date                                                                                |
| <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved                                                   | <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved                                                     |
| <br>Superintendent's Signature      Date      3-3-16 | <br>Superintendent's Signature      Date      3-3-16 |

**Sevier School District**  
**Personal Vehicle Use for Out of State Travel**  
**Insurance Statement**

I request permission to use my personal vehicle for the travel associated with the Educational Travel Application that I have completed and submitted for approval. I hereby certify that my personal vehicle is fully insured and that I have contacted my auto insurance company to verify my coverage for occasional business use and the transportation of passengers. I understand that I'm personally liable in conjunction with my insurance company should I have an accident and accept all liability for personal injury to myself, passengers, others involved in an accident, damage to my vehicle, or other vehicles. I further certify that the vehicle I propose to use is in safe, usable working condition. If approved for mileage reimbursement the rate will be \$0.45 per mile, which is meant to reimburse for all costs of operating my vehicle to include costs such as fuel, taxes, repairs, insurance and any other costs associated with owning and operating a vehicle.

 2/25/16  
Signature Date

Name (Please print): Dustin Shakespeare

Vehicle Insurance Company: Bear River

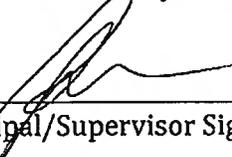
Insurance Contact Phone #: 801-267-5000

License Plate #: X109XJ

Vehicle Make, Model, Color, & Year: Toyota Sienna

My signature above attests that all travel information on the Educational Travel Application is true and accurate.

I give approval for this individual to use their personal vehicle for the travel associated with the attached application with the understanding they have stated their vehicle is fully insured.

 3/2/16  
Principal/Supervisor Signature Date

# *nike* CHAMPIONSHIP BASKETBALL CLINICS

## LAS VEGAS, NEVADA

The Orleans Resort and Casino - The Orleans Arena

"The Largest Clinic In The World" • "ON THE COURT WITH PLAYERS"

April 29, 30 and May 1, 2016 • Friday, Saturday and Sunday

— Register online at BasketballCoach.com —



**Bob Knight**  
Basketball  
Hall of Fame



**Bob Huggins**  
West Virginia



**Mark Few**  
Gonzaga



**Leon Rice**  
Boise State



**Cuonzo Martin**  
California



**Scott Drew**  
Baylor



**Doug Bruno**  
DePaul



**Roy Williams**  
North Carolina  
Basketball  
Hall of Fame



**Lindsay Gottlieb**  
California



**Mike Jarvis**  
Former NCAA Coach



**Swen Nater**  
Former NBA  
and UCLA Player



**Joe Abunassar**  
Impact Basketball!



**Ed Janka** Director  
Nike Championship  
Basketball Clinics

### Clinic Schedule

(Speakers Subject To Change Due To Unforeseen Circumstances)

ALL SESSIONS WILL BE HELD AT THE **ORLEANS ARENA**  
- ON THE COURT WITH PLAYERS

Friday, April 29, 2016

- \* 3:00 pm - 9:00 pm Registration
- \* 4:30 pm - 5:00 pm "Everybody Needs a Head Coach" Mike Jarvis, Former NCAA Coach
- \* 5:15 pm - 6:30 pm "Implementing a Full Year Player Development Program" Joe Abunassar, Impact Basketball
- \* 6:45 pm - 8:00 pm "Taking Over a Program, Leadership and My Favorite Competitive Drills" - Cuonzo Martin, California
- \* 8:10 pm - 8:15 pm "How Hudl Can Be Your End-to-End Video and Stats Solution"
- \* 8:15 pm - 9:30 pm "Our Transition Game" - Roy Williams, North Carolina

Saturday, April 30, 2016

- \* 8:30 am - 12:00 noon Registration Continues
- \* 9:00 am - 10:15 am "Attacking the Zone: Cal's Continuity and Quick Hit Zone Offenses" - Lindsay Gottlieb, California
- \* 10:15 am - 10:30 am "Game-Like Shooting Drills" Presented by Shoot-A-Way
- \* 10:45 am - 12:00 pm "Practice Determines Winning or Losing" - Bob Knight
- \* 12:00 pm - 1:45 pm Lunch On Your Own
- \* 1:45 pm - 3:00 pm "Offensive Concepts vs Man and Zone Defenses" Mark Few, Gonzaga
- \* 3:15 pm - 4:30 pm "Our Pressure Defensive Concepts" - Bob Huggins, West Virginia
- \* 4:30 pm - 6:30 pm NJCAA Men's Coaches' Association All Star Game and Dinner On Your Own
- \* 6:30 pm - 7:45 pm "Building the Culture You Want" - Leon Rice, Boise State
- \* 8:00 pm - 9:15 pm "John Wooden's UCLA Offense for Today" - Swen Nater

Sunday, May 1, 2016

- \* 8:00 am - 9:15 am "Pre-Season Defensive Conditioning Without a Ball" Doug Bruno, DePaul
- \* 9:30 am - 10:45 am "Competitive Practice and Free Throw Drills" Scott Drew, Baylor

## LAS VEGAS, NEVADA

To get special clinic room rates you must mention the Nike Championship Basketball Clinic

Special *nike* Championship Basketball Clinic Rates

For room reservations call or write:

The Orleans Hotel & Casino  
4500 West Tropicana Ave.  
Las Vegas, NV 89103  
(800) 675-3267

April 25-28 & May 1-2

|              |                    |
|--------------|--------------------|
| Single ..... | \$55.00            |
| Double ..... | \$27.50 per person |
| Triple ..... | \$23.35 per person |
| Quad .....   | \$21.25 per person |

April 29-30

|              |                    |
|--------------|--------------------|
| Single ..... | \$115.00           |
| Double ..... | \$57.50 per person |
| Triple ..... | \$43.35 per person |
| Quad .....   | \$36.25 per person |

#### Reservations:

Mon.-Fri. 6 am to 12 am P.S.T., Sat. & Sun. 7 am to 12 am P.S.T. - Or Book your reservation online:

Hotel's website: [www.orleanscasino.com/groups](http://www.orleanscasino.com/groups). Enter assigned reservation ID: NIKECO6

Our Clinic Room Block will be held until **March 26, 2016**. After this date the room reservations will be honored on a space available basis, **SO PLEASE RESERVE YOUR ROOM EARLY.**

"On The Court With Players"

# PRE-REGISTRATION FORM

- Register online at [BasketballCoach.com](http://BasketballCoach.com) -

## PRE-REGISTRATION DEADLINES

OVERLAND PARK, KS  
APRIL 7, 2016

CHICAGO, IL  
APRIL 14, 2016

PITTSBURGH, PA  
APRIL 21, 2016

LAS VEGAS, NV  
APRIL 28, 2016

BILOXI, MS  
MAY 5, 2016

MYRTLE BEACH, SC  
MAY 12, 2016

### CLINIC PRE-REGISTRATION FEES including same staff discounts:

|                |                             |               |                              |
|----------------|-----------------------------|---------------|------------------------------|
| One Coach:     | \$150 U.S. / \$190 Canadian | Four Coaches: | \$550 U.S. / \$705 Canadian  |
| Two Coaches:   | \$290 U.S. / \$370 Canadian | Five Coaches: | \$680 U.S. / \$870 Canadian  |
| Three Coaches: | \$420 U.S. / \$540 Canadian | Six or more:  | \$800 U.S. / \$1025 Canadian |

Registration fees at the door will be \$180 U.S. / \$225 Canadian per coach

Please register # \_\_\_\_\_ coach(es) for the following clinic(s):

\_\_\_\_ Overland Park  
\_\_\_\_ Las Vegas

\_\_\_\_ Chicago  
\_\_\_\_ Biloxi

\_\_\_\_ Pittsburgh  
\_\_\_\_ Myrtle Beach

**MAIL TO:** Championship Basketball Clinics  
5645 Woodsmore Drive  
Solon, Ohio 44139

Name(s) \_\_\_\_\_

School \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

To be put on future mailing list: Email address \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_



*(Speakers Subject To Change Due To Unforeseen Circumstances)*

For more brochures or questions call the Nike Clinic Hotline - 503-671-3041

## CLINIC FEATURES

- ☆ A *nike* Coach's String Bag
- ☆ A *nike* Championship Basketball Clipboard, Pad and Pen
- ☆ National Exhibitors
- ☆ Receive a "Buy 1, Get 1 Free" coupon for videos redeemable at the Championship Productions' clinic booth - a \$39.99 Value!
- ☆ Special Clinic Hotel Room Rates

### **NO SCHOOL PURCHASE ORDERS ACCEPTED**

**Credit Cards Accepted online only at [BasketballCoach.com](http://BasketballCoach.com)**

No phone confirmations of registration - confirmation of registration will be sent only if request is accompanied with a self addressed stamped envelope.

All online registrations will receive e-mail confirmation.

## **MARCH 16, 2016 – BOARD MEETING**

### **ITEM # 2.E.2. REQUEST FOR OUT- OF – STATE TRAVEL**

Child Nutrition Program Director, Kathy Torok is requesting out-of-state travel to attend the *School Nutrition National Leadership Conference*, in Minneapolis, MN, on April 20 –24, 2016. All travel expenses will be paid by the School Nutrition Association of Utah.

### **Additional Information Enclosed**

### **Administration Recommendation**

Administration recommends approving the request.

## Out of State Travel Request

---

March 10, 2016

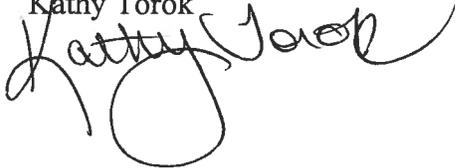
To Whom It May Concern:

The School Nutrition Association extends an invitation to state leaders holding current leadership positions to attend a national leadership conference held each year. This conference provides the opportunity to learn critical information about successfully leading a nonprofit association, to network with other leaders from across the country, and to gain new skills to become a more effective and engaging leader.

The School Nutrition Association of Utah sends the Vice President, President Elect, and Future Leader each year to this conference. This event is by invitation only and provides leaders with the opportunity to network with other emerging SNA leaders from across the country, hone their leadership and communication skills, and learn from seasoned SNA leaders in an interactive learning environment.

The School Nutrition Association of Utah covers all associated costs with this conference minus wages. This conference as well as other trainings provided by the association are excellent opportunities for leaders to grow, improve, and better their own Child Nutrition Program within their District.

Thank you,  
Kathy Torok

A handwritten signature in black ink, appearing to read "Kathy Torok". The signature is fluid and cursive, with a large loop at the end of the last name.

|                               |                                                                       |
|-------------------------------|-----------------------------------------------------------------------|
| <b>SEVIER SCHOOL DISTRICT</b> | <b>PERSONNEL<br/>EDUCATIONAL TRAVEL APPLICATION<br/>Policy # 2145</b> |
|-------------------------------|-----------------------------------------------------------------------|

**Note: Pre-Approval** – Personnel Educational Travel Application must be completed (MUST BE TYPED) and received by the Superintendent of Sevier School District at least 60 days prior to the proposed trip.  
**Final Approval** – Personnel Educational Travel Application must be completed (MUST BE TYPED) and resubmitted for final approval by the Superintendent of Sevier School District at least 20 days prior to travel departure.

|                             |                                                                                                                           |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Application Date: 2/29/2016 | Board Member: <input type="checkbox"/> Employee <input checked="" type="checkbox"/> Coach <input type="checkbox"/> Other: |
| Participant: Kathy Torok    | Principal: Chad Lloyd      School/ Work Site: District Office                                                             |

**Note:** The Purchasing Department needs to coordinate Overnight Travel if an individual travel category (i.e. lodging, transportation, registration) exceeds \$5,000.00

|                                                                                                                                                                                                           |                                                                                                                                                                   |                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Please indicate the travel category or categories for which approval is requested:<br><input type="checkbox"/> In-State one night <input checked="" type="checkbox"/> Out-of-State or more than one night |                                                                                                                                                                   | # of Participants:<br>1  |
| Event: School Nutrition Association National Leadership Conference                                                                                                                                        | Inclusive Dates: 4/20/2016 to 4/24/2016                                                                                                                           | # of work days missed: 3 |
| Destination: Minneapolis, MN                                                                                                                                                                              | Mode(s) of Transportation: Delta Airlines direct flight, hotel shuttle from airport to hotel and back to airport <i>* personal vehicle to St. George Airport.</i> |                          |
| Purpose for request: To attend National Leadership Conference this is held yearly. As a member of the SNAU Executive board, the conference is held to help develop and better leadership skills.          |                                                                                                                                                                   |                          |

**ITINERARY**  
 Please attach a detailed itinerary of all proposed activities (events, performances, competition, enrichment, recreation, etc.) and include the date, hourly timeline, activity, purpose or objective, and location of activity for each day. **Reminder:** Seventy percent (70%) of the entire trip or five (5) hours per day must be of an educational nature or consist of events directly related to the purpose of the trip. Out-of-State travel must be done in personal vehicles. District vehicles are not allowed out-of-state.

| Estimated Total Costs Per Participant |                                                                                                                       | Final Total Costs Per Participant |                                                                                                     |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------------------------------------------------------------|
| <b>Expenses:</b>                      |                                                                                                                       | <b>Expenses:</b>                  |                                                                                                     |
| Transportation                        | \$ 398.00 <input type="checkbox"/> School <input type="checkbox"/> District <input checked="" type="checkbox"/> Other | Transportation                    | \$ <input type="checkbox"/> School <input type="checkbox"/> District <input type="checkbox"/> Other |
| Lodging                               | \$ 982.00 <input type="checkbox"/> School <input type="checkbox"/> District <input checked="" type="checkbox"/> Other | Lodging                           | \$ <input type="checkbox"/> School <input type="checkbox"/> District <input type="checkbox"/> Other |
| Registration                          | \$ 400.00 <input type="checkbox"/> School <input type="checkbox"/> District <input checked="" type="checkbox"/> Other | Registration                      | \$ <input type="checkbox"/> School <input type="checkbox"/> District <input type="checkbox"/> Other |
| Other                                 | \$ 350.00 <input type="checkbox"/> School <input type="checkbox"/> District <input checked="" type="checkbox"/> Other | Other                             | \$ <input type="checkbox"/> School <input type="checkbox"/> District <input type="checkbox"/> Other |
| <b>Total</b>                          | <b>\$ 2130.00</b>                                                                                                     | <b>Total</b>                      | <b>\$</b>                                                                                           |
| <b>Contributions:</b>                 |                                                                                                                       | <b>Contributions:</b>             |                                                                                                     |
| School                                | \$                                                                                                                    | School                            | \$                                                                                                  |
| Donations                             | \$                                                                                                                    | Donations                         | \$                                                                                                  |
| Fundraising                           | \$                                                                                                                    | Fundraising                       | \$                                                                                                  |
| <b>Total</b>                          |                                                                                                                       | <b>Total</b>                      |                                                                                                     |

\*\* School Nutrition Association of Utah is paying all travel, lodging, registration, and per diem fees associated with this conference. \*\*

|                                                                           |                                    |                                       |                 |               |
|---------------------------------------------------------------------------|------------------------------------|---------------------------------------|-----------------|---------------|
| <b>Travel Itinerary to and from basic destination:</b>                    |                                    |                                       |                 |               |
| Departure Place: Saint George, Utah                                       | Commercial Carrier: Delta Airlines | Flight #: 5032                        | Date: 4/20/16   | Time: 7:26AM  |
| Arrival Place: Minneapolis, MN                                            | Commercial Carrier: Delta Airlines | Flight #: 5032                        | Date: 4/20/16   | Time: 1:00PM  |
| Departure Place: Minneapolis, MN                                          | Commercial Carrier: Delta Airlines | Flight #: 5008                        | Date: 4/24/2016 | Time: 7:25 AM |
| Arrival Place: Saint George, Utah                                         | Commercial Carrier: Delta Airlines | Flight #: 5008                        | Date: 4/24/2016 | Time: 12:52PM |
| Emergency Contact Phone Number (Advisor Cell): Kathy Torok (435) 669-0897 |                                    | Hotel Name: Hyatt Regency Minneapolis |                 |               |

|                                                      |  |  |  |
|------------------------------------------------------|--|--|--|
| <b>Names and cell phone numbers of Participants:</b> |  |  |  |
|                                                      |  |  |  |
|                                                      |  |  |  |
|                                                      |  |  |  |

The Board member/employee /coach/activity supervisor signing below certifies that he/she has read and agrees to comply with all stipulations contained in Sevier School District policy 3163, Personnel Out-of-State Travel. Initial here:

| Preliminary Personnel Travel Application approval:                                             | Final Personnel Travel Application approval:                                                   |
|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <p><u>Kathy Golok 3/10/16</u><br/>Participant's Signature      Date</p>                        | <p>_____<br/>Participant's Signature      Date</p>                                             |
| <p><u>[Signature] 3/11/16</u><br/>Principal's Signature      Date</p>                          | <p>_____<br/>Principal's Signature      Date</p>                                               |
| <p>_____<br/>CTE Director (where applicable) Signature      Date</p>                           | <p>_____<br/>CTE Director (where applicable) Signature      Date</p>                           |
| <p><input checked="" type="checkbox"/> Approved      <input type="checkbox"/> Not Approved</p> | <p><input checked="" type="checkbox"/> Approved      <input type="checkbox"/> Not Approved</p> |
| <p><u>[Signature] 3/11/16</u><br/>Superintendent's Signature      Date</p>                     | <p><u>[Signature] 3/11/16</u><br/>Superintendent's Signature      Date</p>                     |



# YOUR TRIP TO:

SGU - Saint George Municipal Airport

47 MIN | 40.3 MI 

Trip time based on traffic conditions as of 4:03 PM on March 10, 2016. Current Traffic: Light

mapquest

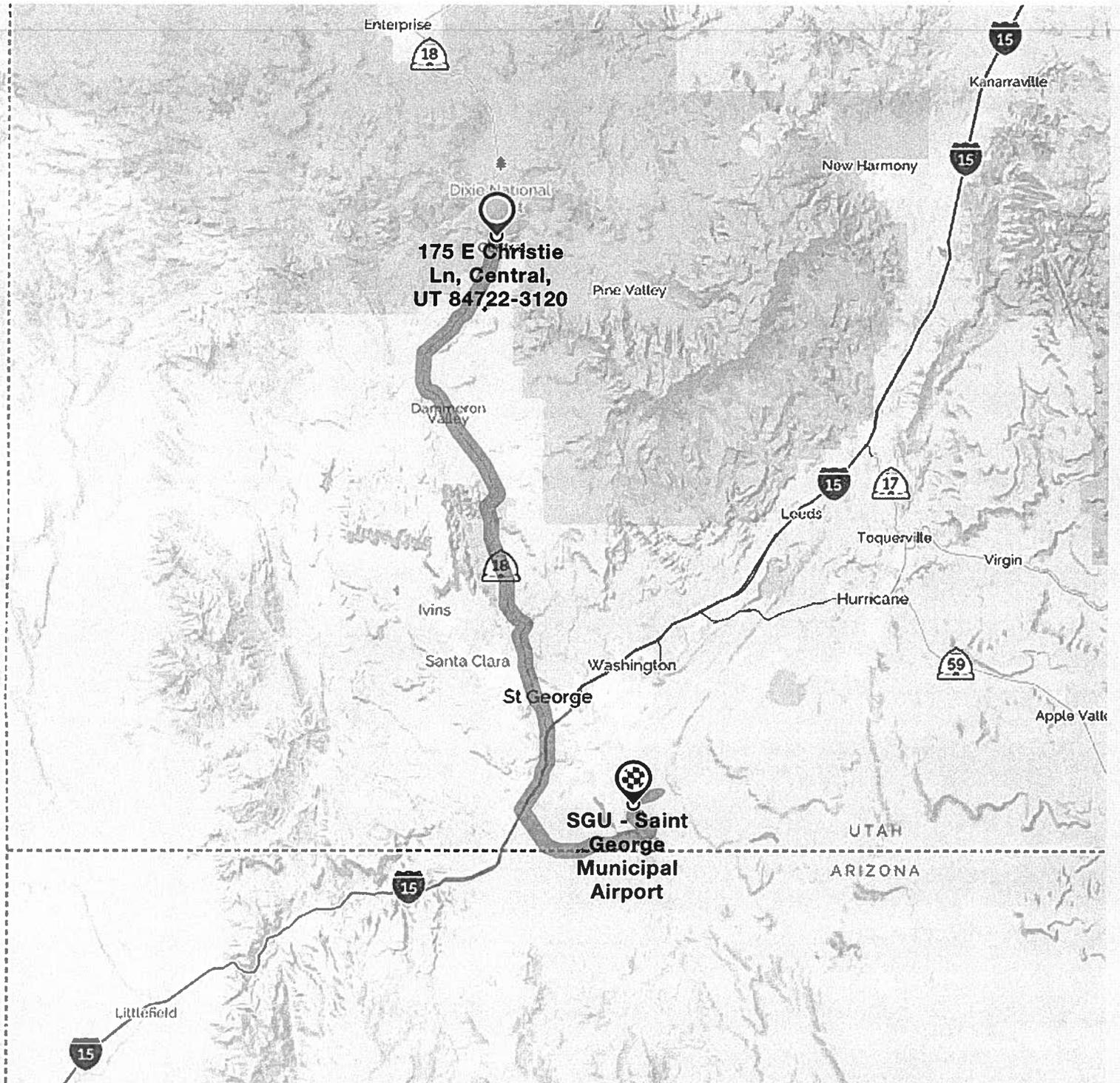
80.6 miles round trip

SNAU reimbursing mileage @ 56¢ per mile

-  1. Start out going west on E Christie Ln toward Lodge Rd.  
Then 0.11 miles ..... 0.11 total miles
-  2. Turn left onto Lodge Rd.  
Then 0.14 miles ..... 0.26 total miles
-  3. Take the 1st right onto Rex Layne Dr.  
*Rex Layne Dr is just past Launa Ln.*  
  
*If you are on N Lodge Rd and reach E Hunter Ln you've gone about 0.3 miles too far.*  
Then 0.05 miles ..... 0.31 total miles
-  4. Turn left onto UT-18/S Highway 18. Continue to follow UT-18.  
Then 23.15 miles ..... 23.46 total miles
-  5. Keep right at the fork to go on UT-18/N Bluff St.  
Then 3.84 miles ..... 27.30 total miles
-  6. Merge onto I-15 S toward Las Vegas.  
Then 3.97 miles ..... 31.27 total miles
-  7. Take the UT-7 E/Southern Parkway exit, EXIT 2.  
Then 0.26 miles ..... 31.53 total miles
-  8. Keep left to take the ramp toward St George Airport.  
Then 0.07 miles ..... 31.60 total miles
-  9. Turn slight left onto UT-7/Southern Pkwy.  
Then 6.86 miles ..... 38.47 total miles
-  10. Take the Airport Parkway exit, EXIT 7.  
Then 0.41 miles ..... 38.88 total miles
-  11. Turn left onto Airport Pkwy. Pass through 1 roundabout.  
*If you reach UT-7 you've gone about 0.3 miles too far.*  
Then 1.43 miles ..... 40.30 total miles

If you reach the end of Airport Pkwy you've gone about 0.5 miles too far.

se of directions and maps is subject to our [Terms of Use](#). We don't guarantee accuracy, route conditions or usability. You assume all risk of use.





# National Leadership Conference 2016

## Schedule-at-a-Glance

### Wednesday, April 20

10:00AM – 5:00PM

Registration

1:30PM – 5:30PM

Preparing for the Presidency Pre-Con (Part 1)

### Thursday, April 21

7:00AM – 5:00PM

Registration & TechCentral

8:00AM – 12:00PM

SNS Exam

Preparing for the Presidency Pre-Con (Part 2)

Present like a Leader Pre-Con

Managing Association Finances: Beyond the Basics Pre-Con

Future Leaders Program

12:00PM – 1:30PM

*Lunch on Your Own*

1:30PM – 3:15PM

Opening General Session

3:15PM – 3:30PM

*Networking Break*

3:30PM – 4:30PM

Break-Out Sessions/ Future Leaders

4:45PM – 5:45PM

Welcome Reception



# National Leadership Conference 2016

## Schedule-at-a-Glance

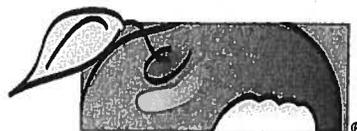
### Friday, April 22

|                   |                                                                                     |
|-------------------|-------------------------------------------------------------------------------------|
| 7:00AM – 5:00PM   | Registration & TechCentral                                                          |
| 7:15AM – 8:15AM   | <i>Working Breakfast &amp; Facilitated Discussions<br/>(By Leadership Position)</i> |
| 8:30AM – 10:00AM  | Second General Session                                                              |
| 10:15AM – 11:15AM | Break-Out Sessions/ Future Leaders/ Committee Meetings                              |
| 11:15AM – 11:45AM | <i>Networking Break</i>                                                             |
| 11:45AM – 12:45PM | Break-Out Sessions/ Future Leaders/ Committee Meetings                              |
| 1:00PM – 2:30PM   | <i>Working Lunch &amp; State Planning Session<br/>(By Region)</i>                   |
| 2:45PM – 4:00PM   | Third General Session                                                               |
| 4:15PM – 5:15PM   | Break-Out Sessions/ Future Leaders/ Committee Meetings                              |
| 5:30PM – 9:45PM   | <i>Roundtrip transportation provided by SNA to the Mall of America.</i>             |

### Saturday, April 23

|                   |                                                                                       |
|-------------------|---------------------------------------------------------------------------------------|
| 7:00AM – 12:00PM  | Registration & TechCentral                                                            |
| 7:45AM – 8:45AM   | <i>Working Breakfast &amp; State Planning Session<br/>(By State Association Size)</i> |
| 9:00AM – 10:00AM  | Break-Out Sessions/ Future Leaders/ Committee Meetings                                |
| 10:15AM – 11:15AM | Break-Out Sessions/ Future Leaders/ Committee Meetings                                |
| 11:30AM – 1:00PM  | <i>Final General Session and Lunch</i>                                                |

*Last updated on December 8, 2016. This is a draft schedule that is subject to change.*



**SCHOOL  
NUTRITION  
ASSOCIATION**

**MEMORANDUM**

**TO:** State Association Presidents, Presidents-Elect, Vice Presidents, and Executives

**FROM:** Dr. Becky Domokos-Bays, SNS, SNA President-Elect

**SUBJECT:** 2016 National Leadership Conference

**DATE:** January 7, 2016

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**Mark your calendar to attend the 2016 National Leadership Conference (NLC)! NLC will be held in Minneapolis, Minnesota at the Hyatt Regency Minneapolis on April 21-23, 2016, with the Opening General Session on Thursday, April 21 beginning at 1:30 pm.**

This conference will provide state and national leaders the opportunity to learn critical information about leading a nonprofit association, to network with state and national SNA leaders from across the country, and to gain new skills to become more effective and engaging leaders.

I encourage you to bring your 2016-17 State Leadership Team (specifically your State President, President-Elect, Vice President, and State Association Executive) to attend NLC so that together you can enhance your skills and knowledge to help lead your state association in the coming years.

Attached, you'll find a NLC Schedule-at-a-Glance, NLC Registration Form, and the SNA Future Leaders Program Nomination Form. Please visit [www.schoolnutrition.org/nlc](http://www.schoolnutrition.org/nlc) for more information.

**PRE-CONFERENCE SESSIONS:**

Special pre-conference sessions will be held on Wednesday, April 20 and Thursday, April 21. You can register for the pre-conference sessions on the attached registration form. Below is information about each session.

***Preparing for the Presidency***

SNA is pleased to offer the *Preparing for the Presidency* pre-conference session for a total of 8 hours, beginning on Wednesday, April 20 from 1:30 PM to 5:30 PM and continuing on Thursday, April 21 from 8:00 AM - Noon. Please note that you must attend both sessions. I encourage all 2016-17 State Presidents to attend!

***Present like a Leader***

New this year, SNA will offer the *Present like a Leader* pre-conference session on Thursday, April 21 from 8:00 AM - Noon. Space is limited to 20 attendees for this pre-conference session to make it as worthwhile as possible for each participant.

*Continued...*

### ***Managing Association Finances: Beyond the Basics***

SNA will also offer the *Managing Association Finances* pre-conference session on Thursday, April 21 from 8:00 AM - Noon.

### **SNA FUTURE LEADERS PROGRAM:**

I also encourage you to nominate one to three individuals to attend the SNA Future Leaders Program. The SNA Future Leaders Program takes place in conjunction with NLC and provides hands-on training to new and future leaders of SNA. Participants are given the opportunity to network with other emerging SNA stars from across the country, hone their leadership and communication skills, and learn from seasoned SNA leaders in a fun and interactive learning environment.

Nominees should be individuals who are involved in the state association but have not yet been Vice President. Please keep in mind that they must be current SNA members who hold a SNA Certificate in School Nutrition or the SNS Credential to be eligible. The SNA Future Leaders Program will begin at 8am on Thursday, April 21.

Each state may nominate up to two individuals for the Future Leaders Program. A third nomination may be submitted to be placed on the waiting list. If spaces are available after the deadline passes, nominations on the waiting list will be added to the program on a first-come, first-served basis.

### **REGISTRATION:**

The registration form is attached and may be mailed or faxed to SNA as noted on the form. Below are the rates to attend this event:

- By March 18, register at the Early Bird Rate: \$350
- From March 18 until April 8, register at the Regular Rate: \$395
- After April 8, you must register on-site at the On-Site Rate: \$420

If you are submitting a registration form for an individual attending as a future leader to the Future Leaders Program, please be sure to submit a Future Leaders nomination and check the "Future Leader" box on the registration form.

### **HOTEL RESERVATIONS:**

Please contact the Hyatt Regency Minneapolis directly to make your hotel reservation. To book your room, please call (888) 421-1442 and let them know you are booking a room to attend NLC 2016. To book guest rooms online, use the web link listed below. Rooms are issued on a first-come first-served basis. SNA's discounted room block will be released on **Friday March 25, 2016** but may be sold out prior to that date. There is a maximum of four persons per room.

#### **Hyatt Regency Minneapolis**

1300 Nicollet Mall

Minneapolis, MN 55403

(612) 370-1234

<https://resweb.passkey.com/go/SNALeadership2016>

#### **SNA Discounted Rates:**

\$179 Single/Double

\$204 Triple

\$229 Quadruple

**TRANSPORTATION:**

When making your online airline reservations, you may choose to use ATC Travel, SNA's official travel agency, at [www.atcmeetings.com/sna](http://www.atcmeetings.com/sna) or by calling (800) 458-9383. You may also choose to book your own travel directly through other online sites. Please book early for best flight options and lowest fare availability. The closest airport is Minneapolis/St. Paul International Airport (MSP). The Hyatt Regency is 13 miles from the airport.

**Super Shuttle Service:**

\$19 one way or \$34 round trip (Super Shuttle accepts cash or pre-paid via credit card)

**From airport to hotel:** Runs between 4:30 AM-11:00 PM. After 11:00 PM and before 4:30 AM, please call Super Shuttle to arrange pick up. Follow the signs for Hotel Shuttles and Scheduled Vans to the Ground Transportation Atrium. The Super Shuttle guest service desk is located near the center of the shuttle area. Service available 24-hours.

**From hotel to airport:** Reservations must be made at least 1.5 to 2 hours in advance. Reservations may be made by calling Super Shuttle at (800) 258-3826.

**Taxi cab:** Approximately \$45 arrival or departure from the airport.

**DRESS:**

Dress for the National Leadership Conference and the Future Leaders Conference is business casual.

**WELCOME RECEPTION:**

The Welcome Reception will be held at 4:45pm on Thursday, April 21 for all attendees. Join us for hors d'oeuvres and a hosted bar while you network with leaders from across the county. There is no additional charge for this event.

**EXCURSION TO THE MALL OF AMERICA:**

Since opening its doors in 1992, Mall of America® has revolutionized the shopping experience and become a leader in retail, entertainment and attractions. Mall of America is one of the top tourist destinations in the country as well as one of the most recognizable brands.

Mall of America has earned a national reputation for entertaining guests. From musical acts to celebrity book signings to fashion shows, Mall of America is the Hollywood of the Midwest. Along with coverage in many national and local broadcast and print media outlets, Mall of America has been featured on the Discovery Channel, Travel Channel and TLC. By hosting more than 400 events each year, the Mall has become the place where fans can meet and greet their favorite celebrities or take part in interactive, one-of-a-kind events. Mall of America has been described as a city within a city. Along with an extensive range of retail, restaurants and entertainment, there are many unique features to Mall of America likely to be found in any community.

SNA will provide transportation to the Mall of America on **Friday April 22, 2016**. Busses will begin departing the Hyatt at 5:30pm. Busses will begin departing from the Mall of America at 9:00pm and continue until 9:45pm.

**FOR QUESTIONS:**

If you have any questions or concerns, or need to have a registration form sent to one of your leaders, please do not hesitate to contact either of the following individuals at SNA headquarters:

**Deborah Van Balen**

Executive Assistant  
dvanbalen@schoolnutrition.org  
800-877-8822 (Ext. 114)

**Brenda Rowe**

Executive Office Operations Associate  
browe@schoolnutrition.org  
800-877-8822 (Ext. 156)

NLC is a wonderful meeting to network with other school nutrition professionals. Please bring your business cards to share with others to help facilitate networking with your colleagues after the meeting. I look forward to seeing you in Minneapolis!

***Attachments:*** *NLC Registration Form, NLC Schedule-at-a-Glance, and Future Leaders Nomination Form*

CC: Patti Montague, SNA Chief Executive Officer  
Sherry Carrigan, SNA SVP, Business Development and Meetings  
Deborah Van Balen, SNA Executive Assistant  
Jennifer Lewi, SNA SVP, Membership, Marketing, and Professional Development  
Akena Better, SNA Meetings Director  
Sara Sanders, SNA State Affiliate Relations Manager

## **MARCH 16, 2016 – BOARD MEETING**

### **ITEM #2.F. – PART B INDIAN APPLICATION & ASSURANCES**

#### **Pertinent Information**

Sevier School District will apply to the Bureau of Indian Education (BIE) for additional Part B Special Education funds to promote increased Indian student achievement. The District agrees to be accountable for meeting all program requirements.

#### **Additional Information Enclosed**

#### **Administration Recommendation**

Administration recommends approval of the proposed application and assurances.

**MARCH 16, 2016 – BOARD MEETING**

**ITEM #2.G. – BOARD MEETING CALENDAR FOR 2016–17 –  
SECOND READING**

**Pertinent Information**

The proposed calendar received first reading approval.

**Additional Information Enclosed**

**Administration Recommendation**

Administration recommends second reading approval of the proposed calendar.

**SEVIER SCHOOL DISTRICT  
2016 -2017**

**BOARD MEETING CALENDAR  
BOARD MEETING CALENDAR – APPROVED:**

| DATE            | WEEK DAY  | EVENT                               | TIME                    | LOCATION                           |
|-----------------|-----------|-------------------------------------|-------------------------|------------------------------------|
| August<br>10    | Wednesday | Board Meeting                       | 4:00 p.m.               | District Office                    |
| September<br>14 | Wednesday | Board Meeting                       | 3:00 p.m.               | District Office                    |
| October<br>12   | Wednesday | Board Meeting                       | 3:00 p.m.               | District Office                    |
| November<br>9   | Wednesday | Board Meeting                       | 3:00 p.m.               | District Office                    |
| December<br>7   | Wednesday | Board Work Session<br>Board Meeting | 12:00 p.m.<br>2:00 p.m. | District Office<br>District Office |
| January<br>11   | Wednesday | Board Meeting                       | 3:00 p.m.               | District Office                    |
| February<br>22  | Wednesday | Board Work Session<br>Board Meeting | 1:00 p.m.<br>3:00 p.m.  | District Office<br>District Office |
| March<br>15     | Wednesday | Board Meeting                       | 3:00 p.m.               | District Office                    |
| April<br>12     | Wednesday | Board Meeting                       | 3:00 p.m.               | District Office                    |
| May<br>17       | Wednesday | Board Meeting                       | 3:00 p.m.               | District Office                    |
| June<br>15      | Thursday  | Board Meeting                       | 4:00 p.m.               | District Office                    |
| July<br>12      | Wednesday | Board Meeting                       | 4:00 p.m.               | District Office                    |

Items to be placed on regular Board meeting agendas need to be delivered to the Superintendent or Superintendent’s Secretary at least one week prior to the Board meeting date. Some Board Work Sessions will be held throughout the year and will be advertised. Closed meetings may be held.

## **MARCH 16, 2016 – BOARD MEETING**

### **ITEM #2.H. – FINANCIAL SUMMARY**

#### **Pertinent Information**

The financial summary for the period ending February 29, 2016, is enclosed for your consideration of approval.

A listing of all checks issued during the month of February 2016, are enclosed for your review and approval.

#### **Additional Information Enclosed**

#### **Administration Recommendation**

Administration recommends approval of the financial summaries and all checks issued during the prior month.

## **MARCH 16, 2016 – BOARD MEETING**

### **ITEM #3. – REPORT- SOUTH SEVIER MIDDLE SCHOOL**

#### **Pertinent Information**

South Sevier Middle School principal Mike Willes will provide a presentation to the Board.



*March 16, 2016*

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# South Sevier Middle School

School Progress Report

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# Assessment Results

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EPAS, iReady, SAGE



# SSMS EPAS Results

## SOUTH SEVIER EPAS Trends

8th Grade

| <b>EXPLORE</b> | <b>2009-10</b> | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>2015-16</b> | <b>2015-16 Goals</b> |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------------|
| MATH           | 38%            | 36%            | 40%            | 41%            | 42%            | 41%            | 44%            | 42%                  |
| SCIENCE        | 12%            | 25%            | 11%            | 35%            | 40%            | 49%            | 44%            | 44%                  |
| LANGUAGE       | 57%            | 58%            | 76%            | 75%            | 71%            | 72%            | 75%            | 74%                  |
| READING        | 38%            | 36%            | 52%            | 58%            | 49%            | 33%            | 36%            | 39%                  |

Percent of Students who met or exceeded the College Readiness Benchmarks

10th Grade

| <b>PLAN</b> | <b>2009-10</b> | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>2015-16</b> | <b>2015-16 Goals</b> |
|-------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------------|
| MATH        | 27%            | 28%            | 30%            | 38%            | 42%            | 27%            | 35%            | 32%                  |
| SCIENCE     | 7%             | 15%            | 23%            | 23%            | 35%            | 27%            | 40%            | 35%                  |
| LANGUAGE    | 65%            | 63%            | 56%            | 68%            | 82%            | 75%            | 73%            | 74%                  |
| READING     | 44%            | 44%            | 38%            | 38%            | 51%            | 32%            | 41%            | 42%                  |

Percent of Students who met or exceeded the College Readiness Benchmarks

11th Grade

| <b>ACT</b> | <b>2009-10</b> | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>2015-16</b> | <b>2015-16 Goals</b> |
|------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------------|
| MATH       | 37%            | 26%            | 25%            | 24%            | 29%            | 27%            |                | 31%                  |
| SCIENCE    | 26%            | 13%            | 15%            | 17%            | 25%            | 29%            |                | 28%                  |
| LANGUAGE   | 63%            | 39%            | 41%            | 58%            | 50%            | 59%            |                | 59%                  |
| READING    | 55%            | 30%            | 37%            | 39%            | 33%            | 34%            |                | 34%                  |

Percent of Students who met or exceeded the College Readiness Benchmarks

ACT Goals based on State College Readiness Standards Benchmark scores

Plan and Explore Goals based on National College Readiness Standards Benchmark scores



# SSMS iReady Results

## SOUTH SEVIER MIDDLE SCHOOL

● Fall Window - 08/24/2015 - 10/30/2015 ● Winter Window - 12/01/2015 - 01/29/2016

| Grade   | % Students On or Above Level | Student Placement Distribution (%) |          |             | Average Scale Score | Number of Students Assessed | Number of Total Students |
|---------|------------------------------|------------------------------------|----------|-------------|---------------------|-----------------------------|--------------------------|
|         |                              | Below Level (Includes Emerging)    | On Level | Above Level |                     |                             |                          |
| Grade 6 | 54%                          | 46%                                | 53%      | <1%         | 489                 | 114                         | 115                      |
|         | 58%                          | 42%                                | 57%      | <1%         | 495                 | 114                         | 115                      |
| Grade 7 | 46%                          | 54%                                | 46%      | 0%          | 501                 | 102                         | 106                      |
|         | 63%                          | 37%                                | 62%      | <1%         | 518                 | 102                         | 108                      |
| Grade 8 | 46%                          | 54%                                | 46%      | 0%          | 508                 | 102                         | 109                      |
|         | 50%                          | 50%                                | 50%      | 0%          | 513                 | 102                         | 111                      |

# SSMS iReady Results



## Student Growth by Grade and School Report

Academic year: Current (2015-2016)  
Subject: Math

Show: Fall Window - 08/24/2015 - 10/30/2015  
Compare: Winter Window - 12/01/2015 - 01/29/2016

| School                     | Progress Towards Targeted Growth<br>(Average Across All Students) | Average<br>Scale<br>Score Gain | Average<br>Scale<br>Score Gain<br>Required<br>to Achieve<br>Target | % Students<br>who<br>Achieved<br>Target | % Students<br>On or Above<br>Grade Level | Number of<br>Students in<br>Summary | Number of<br>Students<br>in School |
|----------------------------|-------------------------------------------------------------------|--------------------------------|--------------------------------------------------------------------|-----------------------------------------|------------------------------------------|-------------------------------------|------------------------------------|
|                            | Target<br>100%                                                    |                                |                                                                    |                                         |                                          |                                     |                                    |
| PAHVANT ELEMENTARY SCHOOL  | 51%                                                               | +12                            | 24                                                                 | 16%                                     | 40%                                      | 435                                 | 508                                |
| RED HILLS MIDDLE SCHOOL    | 59%                                                               | +8                             | 13                                                                 | 24%                                     | 21%                                      | 440                                 | 493                                |
| SALINA ELEMENTARY SCHOOL   | 65%                                                               | +18                            | 27                                                                 | 25%                                     | 38%                                      | 467                                 | 482                                |
| SOUTH SEVIER MIDDLE SCHOOL | 92%                                                               | +12                            | 13                                                                 | 42%                                     | 26%                                      | 318                                 | 334                                |

# SSMS iReady Results



## Student Growth by Grade and School Report

Academic year: Current (2015-2016)  
 Subject: Reading

Show: Fall Window - 08/24/2015 - 10/30/2015  
 Compare: Winter Window - 12/01/2015 - 01/29/2016

| School                     | Progress Towards Targeted Growth<br>(Average Across All Students) | Average<br>Scale<br>Score Gain | Average<br>Scale<br>Score Gain<br>Required<br>to Achieve<br>Target | % Students<br>who<br>Achieved<br>Target | % Students<br>On or Above<br>Grade Level | Number of<br>Students in<br>Summary | Number of<br>Students<br>in School |
|----------------------------|-------------------------------------------------------------------|--------------------------------|--------------------------------------------------------------------|-----------------------------------------|------------------------------------------|-------------------------------------|------------------------------------|
|                            | Target<br>100%                                                    |                                |                                                                    |                                         |                                          |                                     |                                    |
| PAHVANT ELEMENTARY SCHOOL  | --                                                                | --                             | --                                                                 | --                                      | --                                       | 0                                   | 36                                 |
| RED HILLS MIDDLE SCHOOL    | 61%                                                               | +9                             | 15                                                                 | 25%                                     | 19%                                      | 355                                 | 486                                |
| SALINA ELEMENTARY SCHOOL   | 67%                                                               | +27                            | 40                                                                 | 26%                                     | 34%                                      | 311                                 | 341                                |
| SOUTH SEVIER MIDDLE SCHOOL | 137%                                                              | +21                            | 15                                                                 | 51%                                     | 28%                                      | 241                                 | 337                                |

# SSMS SAGE Results

## Percent of Students Tested and Percent of Students Proficient for Students in SOUTH SEVIER MIDDLE, 2014-2015

### ELA

| Grade   | Percent of Students Proficient | Percent of Students Tested |
|---------|--------------------------------|----------------------------|
| Grade 6 | 38%                            | 100%                       |
| Grade 7 | 36%                            | 100%                       |
| Grade 8 | 36%                            | 100%                       |
| Grade 9 | N/A                            | N/A                        |

### Mathematics

| Grade            | Percent of Students Proficient | Percent of Students Tested |
|------------------|--------------------------------|----------------------------|
| Grade 6          | 28%                            | 100%                       |
| Grade 7          | 51%                            | 100%                       |
| Grade 8          | 34%                            | 100%                       |
| Secondary Math I | N/A                            | N/A                        |

### Science

| Grade         | Percent of Students Proficient | Percent of Students Tested |
|---------------|--------------------------------|----------------------------|
| Grade 6       | 49%                            | 99%                        |
| Grade 7       | 46%                            | 99%                        |
| Grade 8       | 55%                            | 100%                       |
| Earth Science | N/A                            | N/A                        |
| Biology       | N/A                            | N/A                        |

# SSMS SAGE Results

## SAGE Summative Data Comparison 2014-15

### Math

| 6 <sup>th</sup> Grade | % Proficient | Average Score | 7 <sup>th</sup> Grade | % Proficient | Average Score | 8 <sup>th</sup> Grade | % Proficient | Average Score |
|-----------------------|--------------|---------------|-----------------------|--------------|---------------|-----------------------|--------------|---------------|
| State                 | 38%          | 412           | SSMS                  | 51%          | 451           | State                 | 42%          | 480           |
| SSMS                  | 28%          | 407           | State                 | 46%          | 440           | SSMS                  | 35%          | 477           |
| Dist.                 | 27%          | 401           | Dist.                 | 45%          | 440           | Dist.                 | 32%          | 472           |

### Language Arts

| 6 <sup>th</sup> Grade | % Proficient | Average Score | 7 <sup>th</sup> Grade | % Proficient | Average Score | 8 <sup>th</sup> Grade | % Proficient | Average Score |
|-----------------------|--------------|---------------|-----------------------|--------------|---------------|-----------------------|--------------|---------------|
| State                 | 44%          | 419           | State                 | 43%          | 432           | State                 | 43%          | 448           |
| SSMS                  | 39%          | 409           | SSMS                  | 37%          | 430           | SSMS                  | 37%          | 444           |
| Dist.                 | 34%          | 402           | Dist.                 | 37%          | 425           | Dist.                 | 34%          | 437           |

### Science

| 6 <sup>th</sup> Grade | % Proficient | Average Score | 7 <sup>th</sup> Grade | % Proficient | Average Score | 8 <sup>th</sup> Grade | % Proficient | Average Score |
|-----------------------|--------------|---------------|-----------------------|--------------|---------------|-----------------------|--------------|---------------|
| SSMS                  | 49%          | 842           | SSMS                  | 46%          | 837           | SSMS                  | 55%          | 840           |
| State                 | 47%          | 836           | State                 | 45%          | 835           | State                 | 47%          | 837           |
| Dist.                 | 43%          | 834           | Dist.                 | 41%          | 832           | Dist.                 | 43%          | 833           |

# SSMS SAGE Results

- 2015 Math

|         | Prof score | Prof Goal | Growth Perc. | Growth Goal | Rating              |
|---------|------------|-----------|--------------|-------------|---------------------|
| Grade 6 | 28%        | 30%       | 31%          | 40+         | Minimally Effective |
| Grade 7 | 51%        | 50%       | 57%          | 40+         | Effective           |
| Grade 8 | 34%        | 35%       | 34%          | 40+         | Minimally Effective |

- 2015 Language

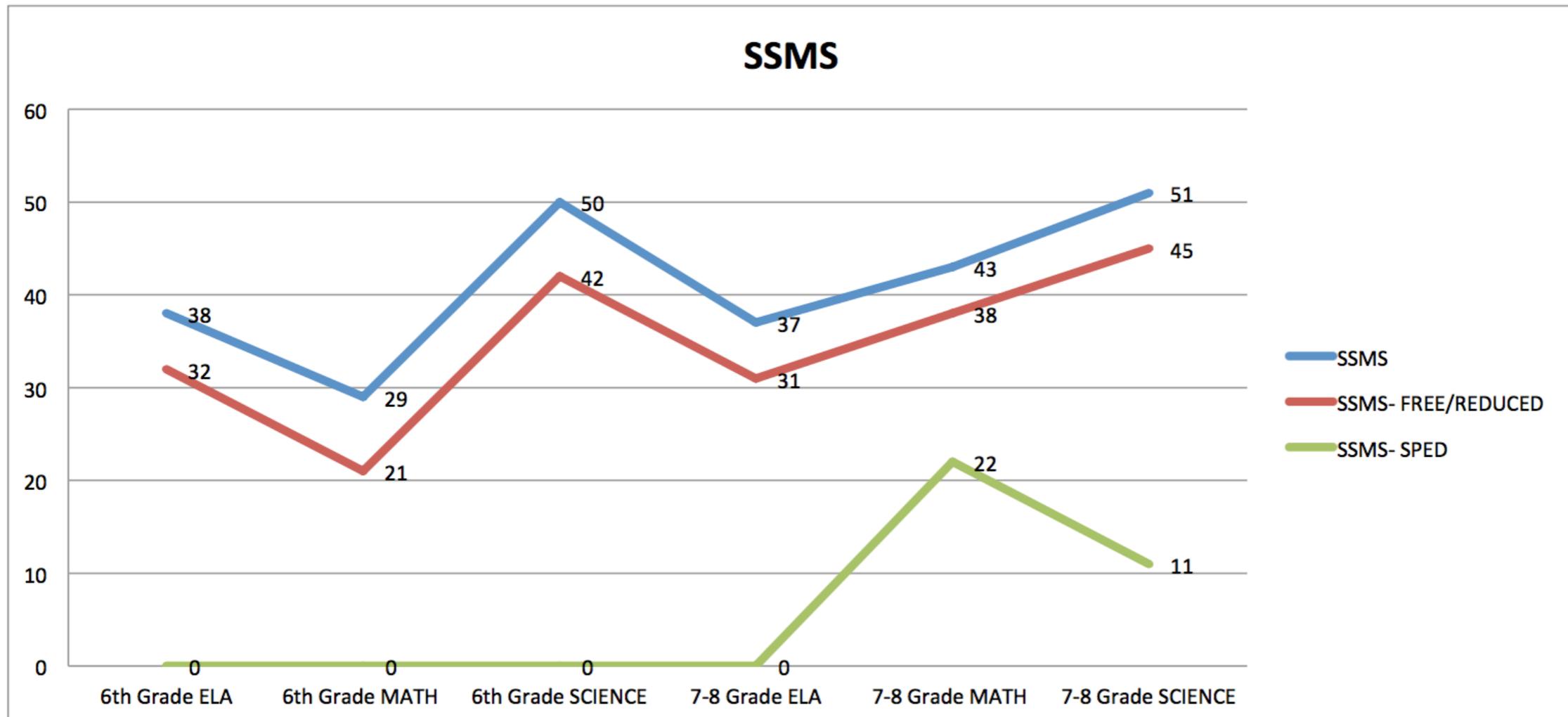
|         |     |     |     |     |                     |
|---------|-----|-----|-----|-----|---------------------|
| Grade 6 | 38% | 37% | 23% | 40+ | Not Effective       |
| Grade 7 | 36% | 41% | 34% | 40+ | Minimally Effective |
| Grade 8 | 36% | 37% | 42% | 40+ | Effective           |

- 2015 Science

|         |     |     |     |     |           |
|---------|-----|-----|-----|-----|-----------|
| Grade 6 | 49% | 47% | 65% | 40+ | Effective |
| Grade 7 | 46% | 45% | 53% | 40+ | Effective |
| Grade 8 | 55% | 47% | 51% | 40+ | Effective |

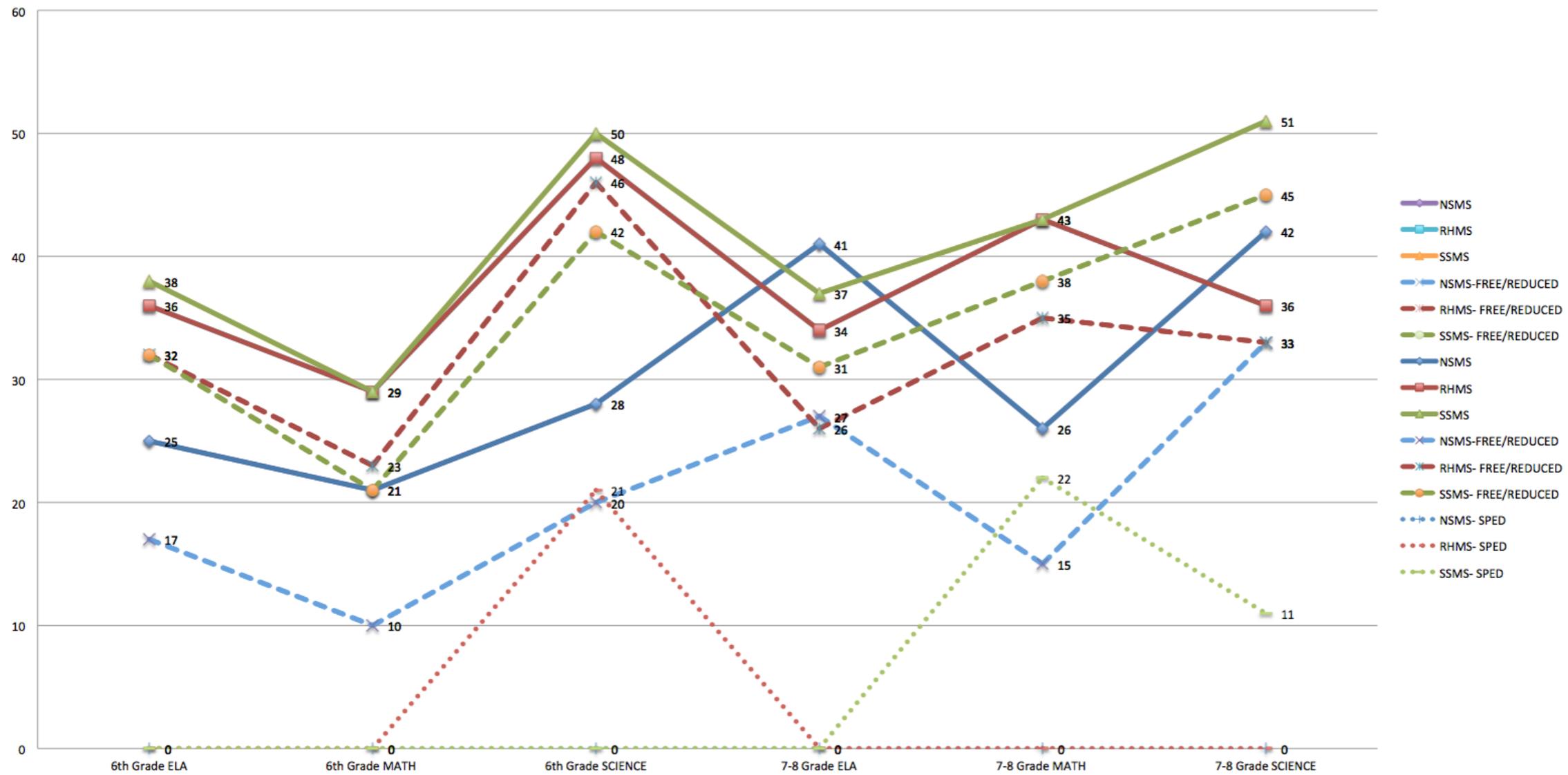
# SSMS SAGE Results

|                           | 6th Grade<br>ELA | 6th Grade<br>MATH | 6th Grade<br>SCIENCE | 7-8 Grade<br>ELA | 7-8 Grade<br>MATH | 7-8 Grade<br>SCIENCE |
|---------------------------|------------------|-------------------|----------------------|------------------|-------------------|----------------------|
| SSMS                      | 38               | 29                | 50                   | 37               | 43                | 51                   |
| SSMS- FREE/<br>SSMS- SPED | 32               | 21                | 42                   | 31               | 38                | 45                   |
| SSMS- SPED                | 0                | 0                 | 0                    | 0                | 22                | 11                   |



# SSMS SAGE Results

MIDDLE SCHOOL-  
SAGE PROFICIENCY AND FREE/REDUCED LUNCH SCORES



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# SSMS School Improvement Plan

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- ❖ SSMS Goals outlined within our S.I.P.

|                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>School Goals: Goals must be directly related to the results of the comprehensive needs assessment and directly tied to the Utah State Core Curriculum. Goals must be specific, measurable, attainable, realistic and time-based (SMART).</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Goal                                                                                                                                                                                                                                            | Our goal outlined by current trend data is to have 40% of our students considered proficient in reading and Language and 50% proficient in math and science by the end of the year, we will also be expected to illustrate a years growth per student. This will be measured using our state assessment, SAGE (Student Assessment of Growth and Excellence).                                                                                                                                                                                                                                                     |
| Strategies                                                                                                                                                                                                                                      | We will accomplish this goal by utilizing the data provided by fall to spring progress monitoring assessments, (SAGE fall and spring data. Other assessments will aide in accomplishing this goal ie; iReady in Math and Language, 8 <sup>th</sup> grade Explore data, Utah Compose, etc. ) to help us become more proficient and to use the data provided to drive our instruction. Also, using our observation and evaluation tool (Observertab) to provide critical feedback to our teachers on classroom strategies and to help them set important goals that will increase student engagement and learning. |

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# SSMS Professional Development

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- ❖ SSMS Professional Development outlined within our S.I.P.

|                                                |                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Professional Development to Support Strategies | Through school wide PLC (Professional Learning Community) meetings held monthly and district wide PLC meetings held twice a year, teachers will have the opportunity to meet and collaborate on professional development. Senate Bill 103 also affords our teachers two additional days of professional development to work on and increase their skills in the classroom. |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# SSMS Parent Involvement

❖ “There are no great schools without great communities, and no great communities without great schools.”

| Value |                     | Percent                                                                              | Count | Percent |
|-------|---------------------|--------------------------------------------------------------------------------------|-------|---------|
| 4     | Cedar Ridge High    |   | 3     | 0.6%    |
| 5     | North Sevier High   |   | 27    | 5.2%    |
| 6     | North Sevier Middle |   | 103   | 19.9%   |
| 7     | Red Hills Middle    |   | 101   | 19.5%   |
| 8     | Richfield High      |   | 84    | 16.2%   |
| 9     | South Sevier High   |   | 33    | 6.4%    |
| 10    | South Sevier Middle |   | 167   | 32.2%   |
| -     | Total               |  | 518   | 100.0%  |



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# SSMS Trust Land Expenditures

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- ❖ Goal #1 Salaries - Provide additional academic opportunities for our students.
- ❖ Goal# 2 Extensions - Provide extra access time for our library and computer Labs after school.
- ❖ Goal # 3 Interventions - Provide intervention time during elective classes for struggling students.
- ❖ Goal # 4 Technology - Provide tech support and training for our teachers on a consistent basis.
- ❖ Goal # 5 Transportation - Provide educational field trip opportunities for our students.
- ❖ Goal # 6 Teacher Training - Provide ongoing PLC Collaboration and Data Review opportunities for our teaching staff.
- ❖ Goal # 7 Equipment - Device implementation and upgrades in our classrooms.
- ❖ Goal # 8 Software - Supply teachers with the latest interactive software to supplement curriculum.

# SSMS Technology Leeway Implementation

- ❖ The money we have received from the Technology Leeway has been instrumental in supplying our school with several portable Chromebook labs that are used on a daily basis. This has also helped us become more proficient in assessing students and in a successful transition into the Canvas grading system.





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# Extensions

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- ❖ Additional time added to Core Classes
- ❖ USTAR Math and Science Classes
- ❖ Peer Tutor Groups
- ❖ Science / Math Olympiad Competition Teams

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# Professional Learning Communities

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- ❖ Our PLC's are held on the third Thursday of each month, beginning in September and alternating between Department and Grade Level PLC's. At least half of our PLC time is dedicated to collaboration. PLC's are mandatory and used for data review, skills implementation, and teacher improvement. This is a great time to work towards achieving school and teacher goals in order to improve success rates for our students.

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# SSMS Observertab

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- ❖ 16 observations a month.
- ❖ 2 formal evaluations for all provisional teachers.
- ❖ 1 / 3 of our tenured staff will receive formal evaluations each year.
- ❖ Teachers respond to all observations via e-mail.
- ❖ All teachers write a yearly self-evaluation and growth plan.
- ❖ Teachers understand this is a process to help them improve, positive reinforcement is given for effective teaching strategies, and constructive criticism is offered for skills improvement.

# SSMS Physical Safety

- ❖ Our number one priority is student safety.
- ❖ We practice a variety of drills ensuring school preparedness.
- ❖ Supervision is a key to reducing liability.
- ❖ Teachers are trained and expected to maintain order and control in stressful situations.
- ❖ Communication is key. We use the Remind push text service to notify parents of emergencies. Radio and cell phones are used to relay important information within the building during emergencies.

| SOUTH SEVIER MIDDLE SCHOOL<br>EMERGENCY PREPAREDNESS                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                  |                                                                                                                                                                             |                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Command Center<br>North Football Field or<br>Stake Center                                                                                                                                                                                                                                                  | <b>INCIDENT COMMAND</b> R<br>Mike Willes – Principal<br>435-201-3317 (Sweep office/men's restroom)                                                                                                                               | ▪ Develop and implement strategic decisions<br>▪ Point of contact for emergency responders                                                                                  |                                                                                                                 |
| Southwest corner of campus / as needed                                                                                                                                                                                                                                                                     | <b>PUBLIC INFORMATION OFFICER</b> R<br>Gina Meacham – Office<br>435-896-7862 (Sweep faculty room/ladies r)                                                                                                                       | ▪ Media Contact<br>▪ Direct Contact to IC and District Office                                                                                                               |                                                                                                                 |
| Command Center                                                                                                                                                                                                                                                                                             | <b>DOCUMENTATION</b><br>Gina Meacham – Secretary - Office                                                                                                                                                                        | ▪ Responsible for records<br>▪ Records event, times, actions                                                                                                                |                                                                                                                 |
| Mobilized –<br>Command Center as needed                                                                                                                                                                                                                                                                    | <b>SAFETY</b> R<br>Randy Jackman – Custodian<br>435-633-3191 (Utilities)                                                                                                                                                         | ▪ Facility control<br>▪ Utilities                                                                                                                                           |                                                                                                                 |
| Command Center –<br>Football Field or Stake Center                                                                                                                                                                                                                                                         | <b>OPERATIONS</b> R<br>VP – Michelle Nielson<br>435-979-7993<br>(Sweep Rm 14, Communication w/ group leaders)                                                                                                                    | ▪ Information control between group leaders and IC<br>▪ Sweeps Room 14, in-charge if IC is absent                                                                           |                                                                                                                 |
| Mobilized –<br>Command Center as needed (Stake Center)                                                                                                                                                                                                                                                     | <b>EMS</b><br>Janett Borg 201-9788 RM# 9<br>Jared Campbell 2019984                                                                                                                                                               | ▪ Emergency medical staff member                                                                                                                                            |                                                                                                                 |
|                                                                                                                                                                                                                                                                                                            | <b>GROUP LEADER R</b><br>Chris Nielson<br>201-9166                                                                                                                                                                               | <b>GROUP LEADER R</b><br>Kim Keisel<br>201-2076                                                                                                                             | <b>GROUP LEADER R</b><br>Sam Lindgren<br>201-0744                                                               |
|                                                                                                                                                                                                                                                                                                            | <b>GROUP LEADER R</b><br>Shely Twitchell<br>896-7534                                                                                                                                                                             |                                                                                                                                                                             |                                                                                                                 |
| <b>7<sup>th</sup> Grade Area</b>                                                                                                                                                                                                                                                                           | <b>6<sup>th</sup> Grade Area</b>                                                                                                                                                                                                 | <b>8<sup>th</sup> Grade Area</b>                                                                                                                                            | <b>Media Area</b>                                                                                               |
| Auditorium<br>6 <sup>th</sup> boys Rest Room<br>Mr. Brower<br>Gym / Locker Rooms<br>(307) 413-9776<br>Mrs. Parsons<br>Out building/girls RR's<br>201-1967<br>Mr. Christensen<br>Shop/boys RR's<br>201-1824<br>Mr. Cavan<br>Band Room pm<br>801-372-1565<br>Mrs. Coe<br>Portable Classrooms<br>801-413-9776 | Lunch Room<br>Room 1: Mr. Twitchell<br>Band Room am<br>(435) 633 -5309<br>Room 6: Mrs. Stevens<br>896-3597<br>Room 5: Mrs. Rose<br>896-8020<br>Room 7: Mrs. Hansen<br>633-3875<br>Mrs. Anderson<br>Special Needs Rm.<br>979-5517 | 8 <sup>th</sup> boys Rest Room<br>Room 8: Mrs. Card<br>801-623-7263<br>Room 9: Mrs. Borg<br>201-9788<br>Room 10: Mrs. Aston<br>8 <sup>th</sup> Girls Rest Rooms<br>893-1216 | Mrs. Adams<br>Media –Center<br>979-6346<br>Rm 12: Mrs. Johnson<br>201-2719<br>Room 14: Mrs. Nielson<br>979-7993 |

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# SSMS Emotional Safety

❖ School Counseling - Chris Nielson

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❖ “Me2We” - Michelle Nielson

❖ Student of the Month

❖ SSMS Hall of Fame

❖ Focus on the 5 “P’s” Prompt,  
Persistent, Prepared,  
Polite and Proud

❖ Ram Rewards

❖ Thursday Dress up Day

❖ Random Acts of Kindness

❖ Campus Cleanup

❖ Combined Activities

❖ Ram Jam News Crew



“I am indebted to my father for living, but my teacher for living well.”

*–Alexander the Great*

*Our School Family  
is about Remembering  
what matters, Letting go  
of what doesn't,  
Laughing, Learning, and  
knowing life is good  
Because we have each other. -SSMS*



**MARCH 16, 2016 – BOARD MEETING**

**ITEM #4. – PATRON DIALOGUE**

## **MARCH 16, 2016 – BOARD MEETING**

### **ITEM # 5.A. – DISCUSSION – ITEMS FROM THE BOARD**

- USBA Spring Regional meeting
  - March 29, 2016 at 6:00 p.m. South Sanpete School District
- Other

## MARCH 16, 2016 – BOARD MEETING

### ITEM # 5.B. – DISCUSSION – ITEMS FROM ADMINISTRATION

#### Items from *Superintendent Douglas*

##### Information Items:

- Employee hiring update: Many fewer retirees or transfers as compared to prior two years. Currently, two CTE openings, and two secondary SPED openings.
- ObserverTab Update: 786/1162 observations completed through February.
- Traditional Leaders vs Collaborative Leaders \*See attachment

##### Discussion Items:

- Legislative update
- Degrading Education Video (Other links to videos and resources to guide us in our quest to improve grading and graduation rates attached)  
Assessment FOR Learning  
<https://www.youtube.com/watch?v=KStqDThoZsU>  
Elements of Grading (Part1 of 3):  
<https://www.youtube.com/watch?v=G4IAv7K02Uc>  
De-grading Education:  
<https://www.youtube.com/watch?v=DzSnvxejenY>  
Drop Out Reasons and Strategies  
<http://dropoutprevention.org/effective-strategies/>
- Other

#### Items from *Gail Albrecht*

- School Technology Proposals - Due March 31st
- Marc Mero -Suicide Prevention Presentation - Friday, April 1st at RHS
- Utah Opera coming to some Sevier Schools -April 5th-7th
- Other

#### Items from *Chad Lloyd*

- Construction update
- NSBA Travel reminder
- Bond Debt/ Capacity update
- Other

# Traditional Leaders

vs

# Collaborative Leaders

The workplace is changing. Leadership is changing. The future is collaborative.



Believe power comes from their position of authority

1

Believe power is greatest in a collective team



Maintain ownership of information

2

Openly share information and knowledge



Sometimes listen to suggestions and ideas from their team

3

Encourage suggestions and ideas from their team



Deliver the approved solution to their team

4

Facilitate brainstorming with their team



Allocate time and resources only when proven necessary

5

Enable their team with immediate time and resources



Adhere to specific roles and responsibilities

6

Allow roles and responsibilities to evolve and fluctuate



Fight fires and focus on symptoms

7

Seek to uncover root causes of issues



Review staff performance annually based on company policy

8

Offer immediate and ongoing feedback with personalized coaching



| Category 1: Cost (is it reasonable?)                                                                                                                                          |                                                                                                                                               |                                                                                                                                          |                                                                                        | Category 4: Integration/Implementation Process                                                                                                              |                                                                                                                                                   |                                                                                                                                                                                   |                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4                                                                                                                                                                             | 2                                                                                                                                             | 1                                                                                                                                        | 0                                                                                      | 4                                                                                                                                                           | 2                                                                                                                                                 | 1                                                                                                                                                                                 | 0                                                                                                                                                                              |
| Exceeds Expectations                                                                                                                                                          | Meets Expectations                                                                                                                            | Approaches Expectations                                                                                                                  | Does not meet Expectations                                                             | Exceeds Expectations                                                                                                                                        | Meets Expectations                                                                                                                                | Approaches Expectations                                                                                                                                                           | Does not meet Expectations                                                                                                                                                     |
| Project is very low cost and has no ongoing cost associated with the proposal.                                                                                                | Proposal costs are reasonable and there are no ongoing costs or the ongoing costs are not excessive.                                          | Project costs are significant, ongoing costs are significant                                                                             | Proposal is very costly and the ongoing costs are substantial/excessive.               | Proposal strongly supports academic standards and core curriculum while effectively engaging students through the use of technology.                        | Proposal supports academic standards and core curriculum while engaging students through the use of technology.                                   | Some connections are made between academic standards and project technology use, but student learning is not significantly different from that produced using existing practices. | Academic goals are not clearly defined or are not connected to the appropriate standards. The curriculum will not be enhanced by the proposed use of technology.               |
| Total Score Category 6                                                                                                                                                        |                                                                                                                                               |                                                                                                                                          |                                                                                        | Total Score Category 2                                                                                                                                      |                                                                                                                                                   |                                                                                                                                                                                   |                                                                                                                                                                                |
| Category 2: Project Description/ Narrative                                                                                                                                    |                                                                                                                                               |                                                                                                                                          |                                                                                        | Category 5: Evidence of Instructional Effectiveness                                                                                                         |                                                                                                                                                   |                                                                                                                                                                                   |                                                                                                                                                                                |
| 4                                                                                                                                                                             | 2                                                                                                                                             | 1                                                                                                                                        | 0                                                                                      | 4                                                                                                                                                           | 2                                                                                                                                                 | 1                                                                                                                                                                                 | 0                                                                                                                                                                              |
| Exceeds Expectations                                                                                                                                                          | Meets Expectations                                                                                                                            | Approaches Expectations                                                                                                                  | Does not meet Expectations                                                             | Exceeds Expectations                                                                                                                                        | Meets Expectations                                                                                                                                | Approaches Expectations                                                                                                                                                           | Does not meet Expectations                                                                                                                                                     |
| The narrative describes every detail with exceptional clarity leaving the reader with a high level of understanding of what the project is about and what it will accomplish. | The narrative clearly details the project. The reader has an in-depth understanding of what the project is about and what it will accomplish. | The summary of the project is present, but lacks clarity. Reader has a basic understanding of the project and what will be accomplished. | Project is vague; reader is unclear as to what the project is about or will accomplish | Instructional strategies and technology applications demonstrate best practices and are applied in a way that is well supported by evidence-based research. | Instructional strategies and technology applications demonstrate best practices and are applied in a way consistent with evidence-based research. | Instructional strategies and instructional technology applications are referenced, but may be applied in a general way that may not be most effective.                            | Instructional strategies and instructional technology applications do not demonstrate best practices and/or are applied in a manner inconsistent with evidence-based research. |
| Total Score Category 1                                                                                                                                                        |                                                                                                                                               |                                                                                                                                          |                                                                                        | Total Score Category 3                                                                                                                                      |                                                                                                                                                   |                                                                                                                                                                                   |                                                                                                                                                                                |
| Category 3: Anticipated Learning Outcomes, Engagement, Achievement, Improvement of Educational Process                                                                        |                                                                                                                                               |                                                                                                                                          |                                                                                        | Category 6: Innovation                                                                                                                                      |                                                                                                                                                   |                                                                                                                                                                                   |                                                                                                                                                                                |
| 4                                                                                                                                                                             | 2                                                                                                                                             | 1                                                                                                                                        | 0                                                                                      | 4                                                                                                                                                           | 2                                                                                                                                                 | 1                                                                                                                                                                                 | 0                                                                                                                                                                              |
| Exceeds Expectations                                                                                                                                                          | Meets Expectations                                                                                                                            | Approaches Expectations                                                                                                                  | Does not meet Expectations                                                             | Exceeds Expectations                                                                                                                                        | Meets Expectations                                                                                                                                | Approaches Expectations                                                                                                                                                           | Does not meet Expectations                                                                                                                                                     |
| The proposal clearly enhances student learning as well as the potential for teacher learning and enrichment which in turn impacts students.                                   | The proposal clearly demonstrates how the use of technology enhances student learning.                                                        | Student learning will be indirectly affected by the proposal.                                                                            | The proposal does'nt clearly define how student learning will be affected.             | The proposal describes in detail how the teacher will use technology with students in innovative ways.                                                      | The proposal provides sufficient details of how the teacher will use technology with students in innovative ways.                                 | The proposal provides minimal details of how the teacher will use technology with students in innovative ways.                                                                    | The proposal does not address how the teacher will use technology with students in innovative ways.                                                                            |
| Total Score Category 4                                                                                                                                                        |                                                                                                                                               |                                                                                                                                          |                                                                                        | Total Score Category 5                                                                                                                                      |                                                                                                                                                   |                                                                                                                                                                                   |                                                                                                                                                                                |
|                                                                                                                                                                               |                                                                                                                                               |                                                                                                                                          |                                                                                        | Technology Proposal Total Score:                                                                                                                            |                                                                                                                                                   |                                                                                                                                                                                   |                                                                                                                                                                                |

# CHAMPION OF CHOICES

## Empowering Students to Make Positive Choices



Sevier School District

Student Improvement Day

Richfield High School Gymnasium

April 1, 2016

Session 1: 9:00 – 10:00 AM – Grades 6 - 8

Session 2: 11:30 AM – 12:30 PM – Grades 9 - 12

Parents are invited to attend

### **The exciting Champion of Choices presentation is guaranteed to:**

- Change students' thinking — how they see themselves and others
- Help students realize they are not alone in this world
- Break through walls and defenses to open students' hearts to new directions
- Give students the confidence to see that “Champions Make Choices and Choices Make Champions” —

Our young people are wrestling with decisions to give in to peer pressure on a daily basis. Many students turn to drugs, alcohol and cigarettes... or find their identity in gangs. Violence and bullying in schools have reached epidemic proportions. Cyber-bullying has taken cruelty outside the school walls. Our kids are struggling with loneliness, isolation and depression. Tragically, we are losing more and more of our children to suicide.

Marc Mero's compelling “Choices” program focuses on timely and significant challenges faced by students of all ages. During a live presentation, Marc shares a powerful, candid and moving message that encourages students to make meaningful choices and pursue their passions and dreams.

Reliving his own personal triumphs and tragedies, Marc takes your students on a roller coaster journey of life – sharing where his good and bad choices took him. “Your friends are like elevators; they either take you up, or they take you down.” Marc's message is inspiring and enlightening. Students are reached at a heart-level and lives are changed.

**MARCH 16, 2016 – BOARD MEETING**

**ITEM # 6. – CLOSED MEETING (2)**

## **MARCH 16, 2016 – BOARD MEETING**

### **ITEM #7. – ACTION ITEMS**

- Change Order
- Personnel
- Other