Welcome

1. PRELIMINARY – John Foster

2. CONSENT AGENDA – 4:05
   A. Approval of Minutes
   B. Approval of Employees
   C. Student Recognition
   D. USBA/USSA Annual Dues
   E. Policy Revisions
      1. #1211, Elementary School Literacy Coach/Assistant Principal Job Description- Second Reading
      2. #1212, Middle School Instructional Coach/Assistant Principal Job Description - Second Reading
      3. #1213, High School Instructional Coach/Vice Principal Job Description- Second Reading
      4. #2020, Insurance – First Reading
      5. #2045, Leave Policy – First Reading
      6. #2159, Instructional Coach/Vice Principal/Assistant Principal/Literacy Coach Assignment Provisions- Second Reading
      7. #3035, School Fee Guidelines for 2018-19 School Year – Second Reading
   F. Gifts to Schools for FY 2017-18
   G. Principal Recognition
   H. Out of State Travel Request
   I. Financial Summary for May 2018
      Checks issued May 2018

3. PATRON DIALOGUE – 4:20

4. DISCUSSION – 4:35
   A. Items from the Board
   B. Items from Administration

   BREAK – 5:20

5. CLOSED MEETINGS (2) – 5:30

6. BUDGET REVISION FOR FY 2018, BUDGET ADOPTION & TENTATIVE TAX RATE FOR FY 2019 – 6:00

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 Michael Willes Assistant Superintendent, at 180 East 600 North, Richfield, Utah, 896-8214, at least three working days prior to the meeting.
ITEM #2.A. – APPROVAL OF MINUTES

Pertinent Information
Minutes from the May 16, 2018, Board Meeting are enclosed for your consideration of approval.

Additional Information Enclosed

Administration Recommendation
Administration recommends approval of the minutes.
MAY 16, 2018 – NOTES OF ACTION TAKEN BY THE SEVIER SCHOOL DISTRICT BOARD OF EDUCATION AT A MEETING HELD ON MAY 16, 2018 AT 3:00 PM IN THE SEVIER SCHOOL DISTRICT OFFICE.

In attendance were President Richard Orr, Vice President Jack Hansen, members Tom Hales, Stewart Shaver and John Foster, Superintendent Cade Douglas, Assistant Superintendent Michael Willes, and Executive Secretary Krista Nielson.

Also in attendance were CTE Director Don Yates, Pathways Coordinator Jennifer Christensen, and Accountant Kari Carter, teachers Jason Goble, Scott Saunders, Penny Christensen, Scott Brady, and Wendy Anderton, students Koal Anderson, Alexis McIff, and Makel Waters.

Business Administrator Chad Lloyd was excused

President Orr welcomed everyone to the meeting.

Jack Hansen offered the reverence and led the group in the Pledge of Allegiance.

ITEM #2. – PRELIMINARY FY 2019 BUDGET PRESENTATION.
Accountant Kari Carter presented the FY 2019 preliminary budget.

There was a short discussion about the certified tax rate. Superintendent Douglas reported that Mr. Lloyd is proposing holding another truth and taxation hearing to reduce the property tax rate. Citizens will receive a tax break with the revised tax rate.

President Orr thanked Kari for her work on the budget.

The consent agenda was discussed before the CTE reports were given.

ITEM #3. – REPORT. Don Yates, Director of the Career and Technical Education (CTE) Program made a presentation to the Board. Mr. Yates noted that they invited students from each student organization to present. Richfield High student Alexis McIff made a presentation about the Future Business Leaders of America (FBLA) program, South Sevier High teacher Scott Brady made a presentation about the Future Healthcare Professionals (HOSA) program, North Sevier High student Koal Anderson made a presentation about the Future Farmers of America (FFA) program, Richfield High student Makel Waters made a presentation about the Family, Career and Community (FCCLA) program and Pathways Director Jennifer Christensen made a presentation about the Technology Student Association (TSA) program.
The Board thanked and congratulated the students and expressed appreciation to the instructors for their role in providing leadership opportunities for the students.

Mr. Yates introduced the advisors for each program and thanked them and the other advisors not present for their hard work and dedication.

Mr. Willes thanked Mr. Brady and the students for their work in the HOSA program.

**INSERT B**

**ITEM #4. – CONSENT AGENDA**

A. **Approval of Minutes.** Minutes from the April 18, 2018 Board Meeting and Closed Meeting were approved.

B. **Approval of Employees.** The following employees were approved for employment: Mackenzie Ivie as the language arts teacher at North Sevier High School; Michael Paul McCormick as the school counselor at South Sevier Middle School; John Ramage as a general core class teacher at South Sevier High, and Amy Moore as a 5th grade teacher at Pahvant Elementary.

C. **Request for Out of State Travel**

1. South Sevier High School teacher/Future Business Leaders of America (FBLA) advisor Wendi Byars received approval for her and one student to attend the *FBLA National Leadership Conference* on June 26 – July 2, 2018 in Baltimore, MD. The qualifying student is Paige Crane. Expenses will be paid from state and school FBLA funds and personal funds. CTE funds will cover the advisor’s expenses.

2. North Sevier High School teacher/Future Business Leaders of America (FBLA) advisor Spencer Brown received approval for teacher Kelly Peterson and one student to attend the *FBLA National Leadership Conference* on June 26 – July 2, 2018 in Baltimore, MD. The qualifying student is Ross Mangrum. Expenses will be paid from state and school FBLA funds and personal funds. CTE funds will cover the advisor’s expenses.

3. District Child Nutrition Director Kathy Torok received approval to attend the *School Nutrition Association National Leadership Conference* on April 25-29, 2018 in Long Beach, CA. Expenses will be paid for by the School Nutrition Association.
4. District Child Nutrition Director Kathy Torok received approval for her, Julie Wanlass, Renee Dalton, Kimberly Payne, and Jennifer Gallacher to attend the School Nutrition Association National Conference on July 8-13, 2018 in Las Vegas, NV. The School Nutrition Association of Utah will pay for all expenses.

5. South Sevier High teacher Deborah Morgan received approval for her and two students to attend the California Institute of Technology (Caltech) on July 8-13, 2018 in Las Vegas, NV. The students are Bracken Jolley and Jacie Erickson. All expenses will be paid by NASA/JPL/Caltech.

D. Employee Recognition. South Sevier High science teacher Debbie Morgan was selected to participate in the 2018-19 Advocate Grant Program from the Society for Science & the Public. Advocates are awarded a $3,000 stipend to support their students by identifying appropriate science research competitions, keeping track of deadlines, gathering application information, and helping students maintain a strong group to support one another. Additionally, Advocates receive training and ongoing support from the Society and communicate regularly with a cohort of fellow program participants. A letter of congratulations will be sent to her.

E. Recognition of Students. The Board recognized and congratulated the following students. A letter of congratulations will be sent to each student.

The Richfield High School Girls’ Golf team placed 1st in the 3A State Championship.
Team members are:
Hayden Harris       Natasha Oldroyd
Ellie Hair          Piper Harris
Maddy Miller        Brinly Knight

The North Sevier High School Boys’ Baseball team placed 1st in the 2A State Tournament.
Team members are:
Brooks Mickelsen    Preston Butler
Anders Rosquist     Shawn Sorensen
Stockton Andersen   Rocky Bringham
Ryan Delgado        Chase Rasmussen
Burke Mickelsen     Travis Jacobsen
Rylan Crane         Hunter Higgs
Walker Burr         Dayton Reed
Brody Butler        Marshall Okerlund
Darian Johnson      Jesson Williams
Academic All-State

Richfield High School
Dillon Blackner  Boys’ Tennis
Kaden Finlinson  Boys’ Tennis
Toni Brown  Softball
Daniel Dastrup  Boys’ Track & Field
Jonathan Monsen  Boys’ Track & Field
Devin Winters  Boys’ Track & Field
Jeffery Nowers  Baseball
Shandyn Harris  Girls’ Track & Field
Kassie Monsen  Girls’ Track & Field
Brenley Tait  Girls’ Track & Field
Abigail Woolsey  Girls’ Track & Field

South Sevier High School
Kamree Peterson  Softball
Brooke Thornock  Softball
Devan Wilson  Boys’ Soccer

North Sevier High School
Karlee Bennett  Softball
Brooks Mickelsen  Baseball
Karlee Bennett  Girls’ Track & Field
Ashlin Goble  Girls’ Track & Field

F. Policy Revisions
1. #1211, Elementary School Literacy Coach/Assistant Principal Job Description – First Reading. The Literacy Coach is responsible for supporting all K-5 staff in the implementation of the site reading plan and program. The Coach works directly with teachers in a school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. Additionally, Literacy Coaches assist the Principal with administrative functions of the school as assigned by the Principal, including facilities management and scheduling, student activities, school safety and security, emergency procedures, instructional field trips, assembly and special programs, and other areas. The policy received a first reading approval.

2. #1212, Middle School Instructional Coach/Assistant Principal Job Description – First Reading. The Instructional
Coach/Assistant Principal position is critical in improving student achievement. The role of the coach is to build teacher capacity and their understanding of instructional practices as related to Core and Data Driven Instruction. The IC/AP will work cooperatively with District Administration and support District-wide goals and initiatives, and be held accountable by District Administration. They are responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. The instructional coach will demonstrate and model a passion for education reform and leadership. The policy received a first reading approval.

3. **#1213, High School Instructional Coach/Vice Principal Job Description – First Reading.** The Instructional Coach/Vice Principal position is critical in improving student achievement. The role of the coach is to build teacher capacity and their understanding of instructional practices as related to Core and Data Driven Instruction. The IC/VP will work cooperatively with District Administration and support District-wide goals and initiatives, and be held accountable by District Administration. They are responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching, and providing feedback to teachers. The instructional coach will demonstrate and model a passion for education reform and leadership. The policy received a first reading approval.

4. **#2159, Instructional Coach/Vice Principal/Assistant Principal/Literacy Coach Assignment Provisions – First Reading.** Revisions to the policy include adding instructional coaches and vice principals to the policy and increasing the administrator stipend to $5,000 each contract year. The policy received a first reading approval.

5. **Policy #3035, School Fee Guidelines For 2018-19 – First Reading.** Revisions to the 2018-19 School Fee Guidelines Policy will be sent to all parents in August 2018. The following changes were made to the 2018-19 fee schedule. The policy received a first reading approval.
FEE SCHEDULE

High Schools – Grades 9 to 12 (Annual Fees)

Required Fees:
• Writing Lab fee $10
• Technology fee $15 $20

Specialty Fees: (Per Class Taken/or Club Joined)
• Business class course fee $15 + consumables
• Accounting I or II $15 + consumables
• Art class fee $20 + consumables
• Club dues (per club joined) $20
• Family consumer science $10 + consumables
• Foods and Nutrition $25 + consumables
• Floriculture & Greenhouse Management $10 + consumables
• Plant & Soil Science $10 + consumables
• Veterinary Assistant $10 + consumables
• Digital Marketing $10 + consumables
• Biotechnology $12 + consumables
• Emergency Medical Technician $145 $30 includes shirt for ambulance ride along, $160-$195 optional fee to become nationally certified, $45-$75 optional concurrent enrollment fee
• Emergency Medical Response Responder $25 + consumables
• Digital Media $10 + consumables
• Basic Digital Photography $25 + consumables (Replacement fee of $400 will be charged for lost or non-repairable cameras)
• Architectural Design $10 + consumables
• Introduction to Engineering Design-PLTW $10 + consumables
• Principles of Engineering-PLTW $10 + consumables
• Technical Design $10 + consumables
• Electronics $10 + consumables
• Introduction to Sports Medicine/Exercise Science $10 + consumables
• Introduction to Construction $20 + consumables
• Medical Forensics $10
• Engineering Design and Development $10
• Lab fees $10 + consumables
• Shop class (Ag or Tech) $25 + consumables, project costs
Woodworking I  projects up to $50
Woodworking II  projects up to $65
Furniture Design I  projects up to $80
Furniture Design II  projects up to $80
Cabinet Making I  projects up to $80

** Personal gear or costumes needed to participate, meals, lodging for overnight events are all the responsibility of the student.

Miscellaneous:

- Camps (optional) $350 – not to exceed this amount per student per camp
- Specialty clinics (optional) $200 – not to exceed this amount per student per clinic
- Transportation to event(s) (optional) – actual cost divided equally by participant up to $10
- Lodging for event(s) – actual cost divided equally by participant, up to $50 per night.

G. Part B Indian Application & Assurances. 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.

H. Financial Summary. The financial summary for the period ending April 30, 2018, received Board approval as well as checks issued in April of 2018.

There was a brief discussion about the difference in cost for each school attending the FBLA National Conference, changes to the 2018-19 Fee Schedule, and the Indian Application and Assurances.

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

At 4:30 President Orr asked to take a five-minute break.

At 4:35 the meeting resumed.

ITEM #3. Patron Dialogue. Teacher/Tennis Coach Scott Saunders addressed the Board regarding the rental fees required to use school facilities.

Superintendent Douglas ensured Mr. Saunders that he would contact him after the Board discussed the details of the building rental fees further.
ITEM #4.A. – Items from the Board.

1. The following Board Scholarship awards assemblies were shared with the Board.
   SSHS - Tuesday, May 15 – 10:05 a.m.
   RHS - Monday, May 21 – 8:00 a.m.
   NSHS - Tuesday, May 15 – 9:00 a.m.

   There was a discussion about the details of how students are selected to receive the Board Scholarship. Mr. Orr noted that service is the main criteria for receiving the scholarship.

   Mr. Shaver shared an email he received from a Cedar Ridge High School teacher regarding the reduction of staff for the 2018-19 school year.

   The Board discussed the contributing factors regarding the staff reduction decision.

   Superintendent Douglas shared information regarding the protocol the District follows whenever there is a student suicide or death. He reported that Richfield High School counselors and staff have been following the National Crisis and Bereavement guidelines to ensure the matter is handled with sensitivity.

2. Superintendent Douglas shared the areas of weakness and strengths from the Board Key Performance survey.

   Superintendent thanked the Board for their support and allowing the District Administration to do their jobs.

   The Board discussed suggestions for improvement. Mr. Shaver noted that continuing to improve communication with principals, teachers and staff would help with changes that are made. Mr. Hales noted that it is important to find a consensus among the Board even if there is a difference of opinion and support each other as a Board.

ITEM #4.B. — Items from Administration

Items from Superintendent Douglas

Information Items:

1. Superintendent Douglas thanked the Board for their collaboration and effectiveness as board of education.

2. Superintendent Douglas gave an update on the Observation data through April. So far principals have completed 1011 observations and 82 PLC Rubrics.

3. Superintendent Douglas reminded the Board about the Back to School Bash on August 20 from 5:30 to 7:00PM.
   CRHS: 10:00AM SVC Theater
   RHS: 1:00PM SVC Arena
   SSHS: 4:00PM SVC Arena
   NSHS: 6:00PM SVC Arena

5. Superintendent Douglas gave an employee hiring update.

Discussion Items:
1. Superintendent Douglas noted that the Retiree/Recognition Banquet Dinner was a success.
2. Superintendent Douglas shared the CTE news articles from the *Richfield Reaper* and *Salina Sun*. He noted that students are finding success in school and jobs through programs offered at the CTE center.
3. Superintendent Douglas shared random actor traits from a book he is reading called "If Only I Had Known".

Items from Mike Willes
1. Mr. Willes reported that the Drivers Education parent meetings have been schedule for the upcoming year. The meetings are set up to correlate with the UDOT Zero Fatalities initiative. Students must take the class before obtaining a drivers license.
2. Mr. Willes gave a SAGE assessment update. He noted that students in 9th and 10th grade would be taking the ACT Aspire test next year in place of the SAGE assessment.
3. Mr. Willes reported that the new teacher training would be held on August 10, 2018.
4. Mr. Willes noted that Kamie Sorensen would be replacing Renae Seegmiller to serve as the math representative on the curriculum council.
5. Mr. Willes shared the USTAR allotment amount. Funds received provide additional science and math extensions.
6. Mr. Willes shared upcoming summer trainings.
7. Mr. Willes shared a video about Braxton Nielson. The District is working toward booking Braxton to present to all middle and high school students.

Items from Chad Lloyd
1. Superintendent Douglas gave an update on State Funding. The District will begin the negotiation process on May 17.
2. Superintendent Douglas noted that the South Sevier High School parking lot and the North Sevier High School gym floor would begin within the next few weeks.
A motion was made at 6:27 p.m. by Jack Hansen and seconded by Tom Hales to take a break and go into Closed Meeting to discuss the character, professional competence, or physical or mental health of an individual(s). Voting went as follows: yes – Richard Orr, Jack Hansen, John Foster and Stewart Shaver. Motion passed.

After further discussion it was decided to decline holding a closed meeting and continue with the open meeting.

ITEM #5 – Closed Meeting. There was no closed meeting held.

Chad Lloyd joined the meeting via phone at 6:40 p.m.

The Board had a discussion regarding the details Mr. Saunders presented to the Board pertaining to the building use fee policy. Mr. Lloyd noted that before the policy was presented to the Board he had researched other school district’s building use fees. The fee schedule was set up based on a state average and is fair and comparable to other districts. Superintendent Douglas noted that Mr. Saunders is using the facility as a personal camp and not a school fundraiser; funds received from the camp will go directly to Mr. Saunders. Mr. Lloyd noted that coaches wanting to use building facilities for fundraisers are not charged rent as the funds stay at the school and directly benefit that program. Mr. Lloyd suggested discussing an appropriate amount for a coach to receive for holding a fundraiser.

Superintendent Douglas noted that Mr. Lloyd would draft a letter to Mr. Saunders noting that the Board had discussed his concerns and a decision was made to follow the current building use policy.

ITEM #6 – ACTION ITEMS. There were no action items.

A motion was made at 7:09 p.m. by Stewart Shaver and seconded by Jack Hansen 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 20th day of June 2018. I further certify that a quorum of the Board was present on both the day covered by these minutes and the day of approval.

Chad W. Lloyd, Business Administrator
ITEM #2.B. – APPROVAL OF EMPLOYEES

Pertinent Information
The following individuals are being presented for consideration of employment:
Jakelle Shepherd for the position of a special needs instructional assistant at Richfield High School for the 2018-19 school year;
Tianna Jensen as the Migrant and ELL Aid for Sevier School District;
Lindsey Grimes as a 2nd grade teacher at Ashman Elementary;
Alexis Andersen as a kindergarten teacher at Ashman Elementary;
Cheylena Lyman as the school counselor at South Sevier High and,
Makayla Hayden as a full-time elementary teacher at Koosharem Elementary.

Additional Information Enclosed

Administration Recommendation
Administration recommends approval of the proposed employees.
Memorandum

To: Superintendent Douglas
   Sevier School Board of Education

From: Gary Kyhl

Date: June 11, 2018

Subject: Special Needs IA
        Richfield High School

The purpose of this memorandum is to recommend Jakelle Shepherd for the position of a special needs instructional assistant at Richfield High School for the 2018-19 school year.

Ms. Shepherd will be replacing Rahny Cowles who recently resigned her position.

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: 27.5 hours/week

Funding Source: Special Needs

Reference checks completed: Yes
To: Superintendent Cade Douglas  
Sevier School District Board of Education

From: Madeline Lee
Date: May 17, 2018
RE: Special Ed. Parapro

The purpose of this letter is to recommend the following individual for employment as follows:

Name: Jakelle Shepherd
Position: Special Needs Parapro

School/Department: RHS/Special Needs Program
This hire replaces Rahny Cowles or is a □ NEW position.

**Contract Information**

Length of Contract: 2018-2019 School year
Hours per week: 27.5 hours
Funding Source: Special Education
Reference checks completed and attached: □ Yes □ No

Sincerely,

Madeline Lee
Memorandum

To: Superintendent Douglas
Sevier School Board of Education

From: Gary Kyhl  
Date: June 5, 2018

Subject: Migrant & ELL Aide
District

The purpose of this memorandum is to recommend Tianna Jensen as the Migrant and ELL Aide for Sevier School District.

Ms. Jensen will replace Alethia Munox who resigned the position at the end of the 2017-18 school year.

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

Contract Information:

Length of Contract: 34 hrs/wk

Funding Source: Migrant/ELL

Reference checks completed: Yes
To: Superintendent Cade Douglas  
Sevier School District Board of Education

From: Michael Willis
Date: June 6, 2018
RE: New Hire

The purpose of this letter is to recommend the following individual for employment as follows:

Name: Tianna Jensen
Position: Migrant and ELL Aide

School/Department: District
This hire replaces Alethia Munoz or is a ☐ NEW position.

Contract Information

Length of Contract: Year to year
Hours per week: 34 hrs/wk
Funding Source: Migrant/ELL
Reference checks completed and attached: ☐ Yes ☐ No

Sincerely,

Mike Willis
Memorandum

To: Superintendent Douglas

From: Gary Kyhl

Date: May 29, 2018

Subject: 2nd Grade Teacher
 Ashman Elementary

I support the recommendation that we hire Lindsey Grimes as a 2nd grade teacher at Ashman Elementary. Ms. Grimes’ license and Highly Qualified status have been verified.

Ms. Grimes will replace Sharon Bergin who recently accepted another position within the District.

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

cc: personnel file
Recommend for Hire

To:        Superintendent Cade Douglas
           Sevier School District Board of Education

From:      Jill Porter
Date:      May 22, 2018
RE:        Ashman Teacher Hire

The purpose of this letter is to recommend the following individual for employment as follows:

Name:      Lindsey Grimes
Position:  Teacher at Ashman

If this individual is a teacher, list classes they will be teaching:
   2nd Grade

If not USOE HQ, state their plan to become so:

School/Department: Ashman
This hire replaces Sharon Bergin or is a □ NEW position.

Contract Information

License Level: Level 1
   If Level 1 the mentor for this teacher will be: Amee Roundy
License and endorsements: K - 8
Length of Contract: Yearly
Funding Source: FTE
Reference checks completed and attached: ✔ Yes □ No

Sincerely,

Jill Porter - Principal
Memorandum

To: Superintendent Douglas

From: Gary Kyhl

Date: May 29, 2018

Subject: Kindergarten Teacher
Ashman Elementary

I support the recommendation that we hire Alexis Andersen as a kindergarten teacher at Ashman Elementary. Ms. Andersen’s license and Highly Qualified status have been verified.

Ms. Andersen will replace Crystal Stott who accepted a full-time teaching position at Red Hills Middle School.

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

cc: personnel file
To: Superintendent Cade Douglas  
Sevier School District Board of Education

From: Jill Porter  
Date: May 22, 2018  
RE: Ashman Teacher Hire  

The purpose of this letter is to recommend the following individual for employment as follows:

Name: Alexis Andersen  
Position: Teacher at Ashman  
If this individual is a teacher, list classes they will be teaching:  
Kindergarten

If not USOE HQ, state their plan to become so:

School/Department: Ashman  
This hire replaces Crystal Stott or is a NEW position.

**Contract Information**

License Level: Level 1  
If Level 1 the mentor for this teacher will be: Amee Roundy  
License and endorsements: K - 8  
Length of Contract: Yearly  
Funding Source: .5 Trustlands/.5 FTE  
Reference checks completed and attached: Yes No

Sincerely,

**Jill Porter - Principal**
Memorandum

To: Superintendent Douglas

From: Gary Kyhl

Date: May 17, 2018

Subject: School Counselor
South Sevier High School

I support the recommendation that we hire Cheylena Lyman as the school counselor at South Sevier High School. Ms. Lyman’s license and Highly Qualified status have been verified.

Ms. Lyman will replace Dustin Shakespear who recently accepted the position of CTE center Administrator and Central Region CTE Pathway Coordinator.

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

cc: personnel file
To: Superintendent Cade Douglas  
Sevier School District Board of Education

From: Randy Madsen  
Date: May 15, 2018  
RE: Cheylena Lyman hire

The purpose of this letter is to recommend the following individual for employment as follows:

Name: Cheylena Lyman  
Position: Counselor

    If this individual is a teacher, list classes they will be teaching:

    If not USOE HQ, state their plan to become so:

School/Department: South Sevier High School  
This hire replaces Dustin Shakespear or is a ☐ NEW position.

Contract Information

License Level: Counselor certificate  
    If Level 1 the mentor for this teacher will be:
License and endorsements:
Length of Contract: yearly
Funding Source:
Reference checks completed and attached: ☑ Yes ☐ No

Sincerely,

Randy Madsen
Memorandum

To: Superintendent Douglas
From: Gary Kyhl
Date: May 2, 2018
Subject: Elementary Teacher
          Koosharem Elementary

I support the recommendation that we hire MyKayla Hayden as a full-time elementary teacher at Koosharem Elementary.

Ms. Hayden is in the process of completing her student teaching and will bring in a copy of her license before the beginning of the 2018-19 school year. She will replace Alcea Bagley who will be retiring at the end of the 2017-18 school year.

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

cc: personnel file
To: Superintendent Cade Douglas  
    Sevier School District Board of Education

From: Alcea Bagley
Date: May 14, 2018
RE: New Hire

The purpose of this letter is to recommend the following individual for employment as follows:

Name: Mykala Hayden
Position: Teacher
    If this individual is a teacher, list classes they will be teaching:
        K, 1st, 2nd, 3rd grades
    
    If not USOE HQ, state their plan to become so:

School/Department: Koosharem Elem.
This hire replaces Alcea Bagley or is a □ NEW position.

Contract Information

License Level:
    If Level 1 the mentor for this teacher will be:
License and endorsements:
Length of Contract:
Funding Source:
Reference checks completed and attached: □ Yes □ No

Sincerely,

Alcea Bagley
ITEM #2.C. – RECOGNITION OF STUDENTS

Pertinent Information

Richfield High School
Hayden Harward took first place at the 3A State Championship in the 3200 boys’ track event.

South Sevier High School
Mackenzie Jones took first place at the 3A State Championship in the girls’ track high jump event.
JUNE 20, 2018– BOARD MEETING

ITEM #2.D. – USBA/USSA ANNUAL DUES

Pertinent Information
The District received many valuable benefits from belonging to these organizations. The dues provide funds to support all USBA/USSA programs.

Administration Recommendation
Administration recommends continued participation in USBA/USSA for FY 2018-19.
ITEM #2.E.1. – POLICY #1211, ELEMENTARY SCHOOL
LITERACY COACH/ASSISTANT PRINCIPAL JOB
DESCRIPTION – 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 to the policy.
1. Purpose Statement

The Literacy Coach is responsible for supporting all K-5 staff in the implementation of the site reading plan and program. The Coach works directly with teachers in a school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. The Coach focuses on enhancing teachers’ ability to provide instruction that builds students’ sense of engagement in the ownership of learning. The Coach also works with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions in the implementation of a 3-Tiered Model. Additionally, Literacy Coaches assist the Principal with administrative functions of the school as assigned by the Principal, including facilities management and scheduling, student activities, school safety and security, emergency procedures, instructional field trips, assembly and special programs, and other areas.

2. Essential Functions

2.1 Instruction Coaching
In collaboration with the Principal:

2.1.1 Provide support, mentoring, and assistance to classroom teachers in the full and skillful implementation of the basal reading program.

2.1.2 Serve as a resource for identifying appropriate instructional strategies and Tier 1 interventions to address diverse learning needs and to improve all students’ achievement.

2.1.3 Conduct demonstration lessons using research-based instructional strategies.

2.1.4 Assist teachers in designing and delivering effective instruction.

2.1.5 Collaborate with grade-level teams to set goals for improving Tier 1 instruction.

2.1.6 Observe instruction in classrooms during the literacy block and provide “next step” support for all teachers.

2.1.7 Prepare forms, records, schedules, and reports, as directed.

3. Assessment
In collaboration with the Principal:

3.1 Assist with the planning, training, and administration of assessments (benchmark, progress monitoring, summative, etc.).

3.2 Guide teachers in the use of screening, diagnostic, classroom-based (progress monitoring), and outcome assessments.
3.3 Assist grade-level teams in the analysis and use of assessment data to identify students for additional instruction, as well as to improve overall student achievement.

3.4 Provide support and assistance to all teachers in implementing effective interventions and monitoring the effectiveness of interventions.

3.5 Meet regularly with PLC teams to review student assessment data and assess progress toward grade-level goals.

3.6 Lead grade-level teams in the analysis of data from screening, diagnostic, classroom-based (progress monitoring), and outcome assessments to make adjustments in program implementation and professional development plans.

4. **School Wide Professional Learning Support**

In collaboration with the Principal:

4.1 Organize, schedule, and/or provide on-site staff development to ensure teachers are knowledgeable about SBRR, the core reading program, and supplemental materials, intervention strategies for struggling readers, assessment administration, and the use of assessment data for instructional planning.

4.2 Collaborate with teachers, administrators, and other reading specialists to identify campus and district professional development needs.

4.3 Attend meetings as directed.

4.4 Stay abreast of current reading issues by participating in training sessions presented by SBRR specialists or professional development providers.

4.5 Plan/conduct training of instructional assistants.

5. **Intervention**

In collaboration with the Principal:

5.1 Ensure the implementation of Tier 2 interventions.

5.2 Meet with teachers to analyze data and identify students in need of Tier 2 intervention.

5.3 Develop and implement intervention process for students not meeting learning standards.

5.4 Coordinate with Special Education teachers to involve special ed. students in the intervention programs.

5.5 Manage technology-based programs for both Tier 1 and Tier 2.

6. **Administrative Duties**
In collaboration with the Principal:

6.1 Assist Principal in managing a variety of school administrative functions (e.g. student disciplinary policy, assigned personnel, student supervision, etc.) for the purpose of enforcing school, District, and state policy and maintaining safety and efficiency of school operations.

6.2 Design and create the Master Schedule in close collaboration with principal, counselor, and department heads.

6.3 Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the school.

6.4 In the absence of the Principal, the Literacy Coach acts as the building administrator.

6.5 The Literacy Coach position includes supervision of extra-curricular activities outside of the regular school day.

7. Job Requirements: Minimum Qualifications

7.1 Bachelor’s Degree in Elementary or Early Childhood Education, Master's Degree preferred.

7.2 Current Utah Level 2 or 3 teaching license.

7.3 Level 1 Reading endorsement (or earn one within 3 years of being hired as a Literacy Coach).

7.4 Administrative endorsement (or earn one within 3 years of being hired as a Literacy Coach).

7.5 Possess a strong understanding of literacy development and effective practices that support students’ acquisition of literacy skills.

7.6 The ability to work effectively with adult learners.

7.7 The ability to skillfully offer constructive feedback to facilitate change.

7.8 The ability to be flexible, open and willing to implement new ideas in the classroom.

7.9 The ability to organize and prioritize responsibilities, projects and tasks.

7.10 The ability to work as a team.

7.11 Professional business attire required (i.e. no jeans, flip flops, or shorts).

7.12 The ability to seek resources and solutions to effectively solve problems.

7.13 Individuals with full-time administrative contracts are not allowed extra-curricular coaching assignments.

7.14 Individuals with part-time administrative contracts (less than .80 FTE) are not allowed extra-curricular coaching assignments beyond one activity.
ASSISTANT PRINCIPAL JOB DESCRIPTION

Salary Grade District Salary Schedule for teachers + $5,000 stipend
Contract: Standard contract +10 days using a district calendar signed by the school principal.

Approved:
JUNE 20, 2018 – BOARD MEETING

ITEM #2.E.2. – POLICY #1212, MIDDLE SCHOOL INSTRUCTIONAL COACH/ASSISTANT PRINCIPAL JOB DESCRIPTION – 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 to the policy.
1. Purpose Statement

The Instructional Coach/Assistant Principal position is critical in improving student achievement. The role of the coach is to build teacher capacity and their understanding of instructional practices as related to Core and Data Driven Instruction.

The Instructional Coach/Assistant Principal (IC/AP) serves as an academic leader and instructional coach for the school. The IC/AP supports the instructional process with specific responsibility for directing assigned programs and services at a middle school; providing information and serving as a resource to others, supervising assigned staff, coordinating school activities as assigned, addressing issues, situations and/or problems that arise on campus or with enrolled students. The IC/AP, under the direction of the Building Principal, implements and enforces school board policies, administrative rules, and regulations. In the absence of the Building Principal, the IC/AP shall assume the duties and responsibilities of the Building Principal. The IC/AP will work cooperatively with District Administration and support District-wide goals and initiatives, and be held accountable by District Administration. They are responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. The instructional coach will demonstrate and model a passion for education reform and leadership.

2. Instructional Coaching/Assistant Principal

2.1 Serve as a content specialist to assist in the development and implementation of campus instructional plans that align to District goals and curriculum.

2.2 Work with teachers and school administration to analyze student data, diagnose instructional needs, and identify research-based instructional strategies to close achievement gaps.

2.3 Teach model lessons where appropriate.

2.4 Observe classroom teaching.

2.5 Teach lessons side by side with teachers.

3. Assessment

In collaboration with the Principal:
3.1 Assist with the planning, training, and administration of assessments (benchmark, progress monitoring, summative, etc.).

3.2 Guide teachers in the use of screening, diagnostic, classroom-based (progress monitoring), and outcome assessments.

3.3 Assist grade-level teams in the analysis and use of assessment data to identify students for additional instruction, as well as to improve overall student achievement.

3.4 Provide support and assistance to all teachers in implementing effective interventions and monitoring the effectiveness of interventions.

3.5 Meet regularly with PLC teams to review student assessment data and assess progress toward grade-level goals.

3.6 Lead grade-level teams in the analysis of data from screening, diagnostic, classroom-based (progress monitoring), and outcome assessments to make adjustments in program implementation and professional development plans.

4. **School wide professional learning support**

4.1 Work with administration to design and provide professional development focused on improving alignment and delivery of the written, taught, and tested curriculum to increase student success and close performance gaps.

4.2 Meet regularly with principals to coordinate instructional activities related to the District and school improvement plans.

4.3 Promote and coordinate the implementation of research-based instructional strategies.

4.4 Assist the principal in creating a calendar for school-wide professional development that is directly related to school and District improvement plans.
4.5 Facilitate PD activities by presenting directly to staff or scheduling individuals to present activities to staff, other schools, or individuals as needed.

4.6 Coordinate activities and scheduling of school and District trained staff in targeted PD such as (but not limited to) the integration of technology and differentiated instruction.

4.7 Coordinate school wide efforts in creating a common system of classroom walk throughs.

5. Intervention

In collaboration with the Principal:

5.1 Ensure the implementation of Tier 2 interventions.

5.2 Meet with teachers to analyze data and identify students in need of Tier 2 Intervention.

5.3 Develop and implement intervention processes for students not meeting learning standard.

5.4 Coordinate with Special Education teachers to involve special ed. students in the intervention programs.

5.5 Manage technology-based programs for both Tier 1 and Tier 2.

6. Administrative Support

In collaboration with the Principal:

6.1 Administrative Duties

6.1.1 Assist Principal in managing a variety of school administrative functions (e.g. student disciplinary policy, assigned personnel, student supervision, etc.) for the purpose of enforcing school, District, and state policy and maintaining safety and efficiency of school operations.

6.1.2 Design & create the master schedule in close collaboration with the principal, counselor(s), and department heads.
6.1.3 Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the school.

6.1.4 In the absence of the Principal, the Instructional Coach/Assistant Principal acts as the building administrator.

6.1.5 The Instructional Coach/Vice Principal position includes supervision of extra-curricular activities outside of the regular school day.

7. **Job Requirements - Minimum Qualifications**

   7.1 Administrative Endorsement required or obtained within three years of appointment.

   7.2 Masters Degree

   7.3 Current Utah Level 2 teaching license.

   7.4 Desire to become a school principal.

   7.5 The ability to work effectively with adult learners.

   7.6 The ability to skillfully offer constructive feedback to facilitate change.

   7.7 The ability to be flexible, open and willing to implement new ideas in the classroom.

   7.8 The ability to organize and prioritize responsibilities, projects and tasks.

   7.9 The ability to work as a team.

   7.10 The ability to seek resources and solutions to effectively solve problems.

   7.11 Professional business attire required (i.e. no jeans, flip flops, or shorts).

   7.12 Individuals with full-time administrative contracts are not allowed extra-curricular coaching assignments.
ASSISTANT PRINCIPAL JOB DESCRIPTION

7.13 Individuals with part-time administrative contracts (less than .80 FTE) are not allowed extra-curricular coaching assignments beyond one activity.

Salary Grade
District Salary Schedule for teachers + $5,000 stipend

Contract: Standard contract +10 days using a District calendar signed by the school principal.

Approved:
ITEM #2.E.3. – POLICY #1213, HIGH SCHOOL INSTRUCTIONAL COACH/VICE PRINCIPAL JOB DESCRIPTION – 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 to the policy.
1. Purpose Statement

The Instructional Coach/Vice Principal position is critical in improving student achievement. The role of the coach is to build teacher capacity and their understanding of instructional practices as related to Core and Data Driven Instruction.

The Instructional Coach/Vice Principal (IC/VP) serves as an academic leader and instructional coach for the school. The IC/VP supports the instructional process with specific responsibility for directing assigned programs and services at a high school providing information and serving as a resource to others, supervising assigned staff, coordinating school activities as assigned, and addressing issues, situations and/or problems that arise on campus or with enrolled students. The IC/VP, under the direction of the Building Principal, implements and enforces school board policies, administrative rules, and regulations. In the absence of the Building Principal, the IC/VP shall assume the duties and responsibilities of the Building Principal. The IC/VP will work cooperatively with District Administration and support District-wide goals and initiatives, and be held accountable by District Administration. They are responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching, and providing feedback to teachers. The instructional coach will demonstrate and model a passion for education reform and leadership.

2. Instructional Coaching/Vice Principal

2.1 Serve as a content specialist to assist in the development and implementation of campus instructional plans that align to District goals and curriculum.

2.2 Work with teachers and school administration to analyze student data, diagnose instructional needs and identify research-based instructional strategies to close achievement gaps.

2.3 Teach model lessons where appropriate.

2.4 Observe classroom teaching.

2.5 Teach lessons side by side with teachers.

3. Assessment

In collaboration with the Principal:
3.1 Assist with the planning, training, and administration of assessments (benchmark, progress monitoring, summative, etc.).

3.2 Guide teachers in the use of screening, diagnostic, classroom-based (progress monitoring), and outcome assessments.

3.3 Assist grade-level teams in the analysis and use of assessment data to identify students for additional instruction, as well as to improve overall student achievement.

3.4 Provide support and assistance to all teachers in implementing effective interventions and monitoring the effectiveness of interventions.

3.5 Meet regularly with PLC teams to review student assessment data and assess progress toward grade-level goals.

3.6 Lead grade level teams in the analysis of data from screening, diagnostic, classroom-based (progress monitoring), and outcome assessments to make adjustments in program implementation and professional development plans.

4. **School wide professional learning support**

4.1 Work with administration to design and provide professional development focused on improving alignment and delivery of the written, taught, and tested curriculum to increase student success and close performance gaps.

4.2 Meet regularly with principal to coordinate instructional activities related to the District and school improvement plans.

4.3 Promote and coordinate the implementation of research based instructional strategies.

4.4 Assist the principal in creating a calendar for school wide professional development that is directly related to school and District improvement plans.
4.5 Facilitate PD activities by presenting directly to staff or scheduling individuals to present activities to staff, other schools or individuals as needed.

4.6 Coordinate activities and scheduling of school and District trained staff in targeted PD such as (but not limited to) the integration of technology and differentiated instruction.

4.7 Coordinate school wide efforts in creating a common system of classroom walk throughs.

5. Intervention
In collaboration with the Principal:

5.1 Ensure the implementation of Tier 2 interventions.

5.2 Meet with teachers to analyze data and identify students in need of Tier 2 Intervention.

5.3 Develop and implement intervention processes for students not meeting learning standard.

5.4 Coordinate with Special Education teachers to involve special ed. students in the intervention programs.

5.5 Manage technology-based programs for both Tier 1 and Tier 2.

6. Administrative Support
In collaboration with the Principal:

6.1 Administrative Duties
6.1.1 Assist Principal in managing a variety of school administrative functions (e.g. student disciplinary policy, assigned personnel, student supervision, etc.) for the purpose of enforcing school, District, and state policy and maintaining safety and efficiency of school operations.
6.1.2 Design & create the master schedule in close collaboration with the principal, counselor(s), and department heads.

6.1.3 Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the school.

6.1.4 In the absence of the Principal, the Instructional Coach/Vice Principal acts as the building administrator.

6.1.5 The Instructional Coach/Vice Principal position includes supervision of extra-curricular activities outside of the regular school day.

7. Job Requirements - Minimum Qualifications

7.1 Administrative Endorsement required or obtained within three years of appointment.

7.2 Masters Degree

7.3 Current Utah Level 2 teaching license.

7.4 Desire to become a school principal.

7.5 The ability to work effectively with adult learners.

7.6 The ability to skillfully offer constructive feedback to facilitate change.

7.7 The ability to be flexible, open and willing to implement new ideas in the classroom.

7.8 The ability to organize and prioritize responsibilities, projects and tasks.

7.9 The ability to work as a team.

7.10 The ability to seek resources and solutions to effectively solve problems.

7.11 Professional business attire required (i.e. no jeans, flip flops, or shorts).
VICE PRINCIPAL JOB DESCRIPTION

7.12 Individuals with full-time administrative contracts are not allowed extra-curricular coaching assignments.

7.13 Individuals with part-time administrative contracts (less than .80 FTE) are not allowed extra-curricular coaching assignments beyond one activity.

Salary Grade
95% of District Elementary Principal Salary Schedule Lane 0% or appropriate prorated amount.

Contract Days: 205 days per assigned contract calendar or prorated as per contract.

Approved:
JUNE 20, 2018– BOARD MEETING

ITEM #2.E.4. – POLICY #2020, INSURANCE – FIRST READING

Pertinent Information
Revisions to the policy outline medical coverage requirements for classified and certified employees.

Additional Information Enclosed

Administration Recommendation
Administration recommends first reading approval of the proposed revisions to the policy.
An employee must complete and return all applicable insurance forms in a timely manner before insurance coverage will begin. Insurance coverage for new employees will begin on the first contract day worked if worked between the 1st and the 10th of the month. If an employee’s first contract day worked is after the 10th of the month, the insurance coverage will begin on the 1st day of the month following employment. Each employee is responsible for his or her portion of the H&A insurance premium through a flex-spending payroll deduction in accordance with negotiated agreements with employee groups.

1. Patient Protection and Affordable Care Act (PPACA):

The District will establish its Standard Measurement Period starting on July 1 of each year and going through June 30. The Administrative Period will run concurrently from July 1 to August 31 and the Standard Stability Period will run from September 1 to August 31 of each year. The District will use a 12-month look back period to determine eligibility for medical insurance benefits. Eligibility for benefits will be calculated under the PPACA guidelines of 30 hours or more average per week or 130 hours average per month. “Hours” for these purposes include all hours for which the employee is paid (including holidays, sick leave and vacation), and also include unpaid leaves of absence if qualified under FMLA or military leave under USERRA.

2. MEDICAL

2.1 Medical coverage is available for all full-time contracted District employees who work (at least 37.5 hours per week), their spouse and dependents. All current contracted employees who are presently enrolled in health insurance coverage and do not meet the new hours per week criteria, will be “Grandfathered In” and will retain the opportunity to keep medical coverage. If a current contracted employee meets the existing coverage criteria and is not enrolled in health insurance coverage as of July 1, 2013, they must now qualify under the new policy guidelines.

2.2 Medical coverage for the employee only will be available for classified contracted employees who work 30 hours or more per week and for certifed contracted employees who work in a 0.75 FTE position or higher in accordance with the “Affordable Healthcare Act”. This classification of contracted employee may purchase coverage for their spouse and dependents through a flex-spending payroll deduction. Employees who are contracted to work less than 30 hours per week are not eligible for either individual or family coverage through the District. All current contracted employees in this classification who are presently enrolled in the employee coverage of health insurance and do not meet the new hours per week criteria, will be “Grandfathered In”
and will retain the opportunity to keep medical coverage. If a current contracted employee meets the existing coverage criteria and is not enrolled in health insurance coverage as of July 1, 2013, they must now qualify under the new policy guidelines.

3. Retired Employee’s Option to Purchase H&A Insurance

3.1 After retirement, an employee eligible under this policy may purchase H&A insurance through the District from the District’s insurance provider at the established rates applicable for retirees of the District, subject to the following limitations:

3.1.1 The employee must be eligible to retire immediately under the Utah State Retirement system to be eligible for this benefit, and must in fact retire under the Utah State Retirement system.

3.1.2 The employee must have been eligible under policy #2101 – Defined Medical Benefit for the immediately preceding ten years before retirement.

3.1.3 As determined by the policies of the District’s health insurance provider, the employee may only purchase H&A insurance through the District from the District’s Insurance provider until he or she becomes eligible for Medicare.

3.1.4 Any break in insurance coverage with the District’s insurance provider’s coverage through the District will render the retired employee thereafter ineligible to purchase H&A insurance coverage through the District from the District’s insurance provider.

4. LIFE

Term life insurance will be provided for all contracted District employees (who work at least 37.5 hours per week) and their dependents. The coverage will be according to the current life insurance contract policy limits as defined by the carrier. All current contracted employees who are presently enrolled in term life insurance coverage and do not meet the new hours per week criteria, will be “Grandfathered In” with their existing coverage.

5. LONG TERM DISABILITY

Long-term disability insurance is available for all contracted District employees that working 30 hours or more per week. The coverage will be according to the current
long-term disability contract policy limits as defined by the carrier. All current contracted employees who are presently enrolled in long-term disability insurance coverage and do not meet the new hours per week criteria, will be “Grandfathered In” with their existing coverage.

Effective July 1, 2011, the District will not cover any retirement contributions for Tier II Utah Retirement System members under the long-term disability insurance.

6. WAIVER OF PREMIUM

The waiver of premium benefit will be according to the current Health and Accident insurance contract policy limits as defined by the carrier.

The employee's Group Life Insurance premium will be according to the current life insurance contract policy limits as defined by the carrier.

Approved 08/09/90
Revised 01/04/96
Revised 09/10/02
Revised 07/26/06
Revised 09/14/11
Revised 05/22/13
Revised 03/15/17
Revised 06/15/18
ITEM #2.E.5. – POLICY #2045 – LEAVE POLICY – FIRST READING

Pertinent Information
Revisions to the policy outline leave accumulation requirements for classified and certified employees.

Additional Information Enclosed

Administration Recommendation
Administration recommends first reading approval of the proposed revisions to the policy.
1. **DEFINITION AND PROCEDURE**

1.1 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.

2. **LEAVE ACCRUAL**

2.1 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, classified contracted employees must work 30 hours or more per week and certified contracted employees must work in a 0.75 FTE position or higher.

2.2 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.

3. **LEAVE USAGE**

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

3.2 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:

3.2.1 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 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.

3.2.2 An employee may use up to 10 additional leave days for maternity (equaling a total of 25 days in a contract year).
3.2.3 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.

3.4. 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.

3.5 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.

3.6 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).

4. LEAVE INCENTIVES

4.1 Annual Leave Incentive:

4.1.1 An annual leave incentive will be established for employees who have successfully accumulated 30 days of leave as of June 15th 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.

4.1.2 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.

4.2 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:

<table>
<thead>
<tr>
<th>Accumulated Leave</th>
<th>Percent of Daily Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-89 Days</td>
<td>7.50%</td>
</tr>
<tr>
<td>90-119 Days</td>
<td>12.50%</td>
</tr>
<tr>
<td>120-149 Days</td>
<td>17.50%</td>
</tr>
<tr>
<td>150-179 Days</td>
<td>22.50%</td>
</tr>
<tr>
<td>180-209 Days</td>
<td>27.50%</td>
</tr>
<tr>
<td>210-239 Days</td>
<td>32.50%</td>
</tr>
<tr>
<td>240 Days</td>
<td>37.50%</td>
</tr>
</tbody>
</table>

4.2.1 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.

4.2.2 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.

4.2.2.1 If the combined payout is less than or equal to $500, it will be paid through payroll.

4.2.2.2 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.

4.2.2.3 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.

4.3 No other payout options are available.

***Note***

4.4 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.

4.5 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.

4.6 Effective date of contract hour change from 20 to 30 is July 1, 2013.
Pertinent Information
Revisions to the policy received first reading approval.

Additional Information Enclosed

Administration Recommendation
Administration recommends second reading approval of the proposed revisions to the policy.
INSTRUCTIONAL COACH/VICE PRINCIPAL/ASSISTANT PRINCIPAL/LITERACY COACH ASSIGNMENT PROVISIONS

1. PURPOSE & PHILOSOPHY

1.1 The Board establishes this policy to provide uniformity and equality in its employment assignment with *instructional coaches, vice principals*, assistant principals and literacy coaches, hereinafter designated as “assistant administrators” in the Sevier School District.

2. NOTIFICATION OF SALARY STIPEND

2.1 Assistant administrators shall receive a $4,200 $5,000 stipend each contract year for their duties and extra contract days as outlined in their respective job descriptions.

3. PROPER REPORTING OF LEAVE

3.1 It is the policy of the District that all employees, including those exempt under the overtime provisions of the FLSA, report all time off (leave) taken during each payroll period.

3.2 Assistant administrators shall report all time off on a leave report sheet showing leave used. They should not rely on other employees to track and report their time off from work for them.

3.3 In accordance with state statute, public employees should never let outside employment interfere with the performance of their public job duties. In compliance with this statute, assistant administrators may not conduct outside employment during their regular District work hours unless they use and record leave hours for all the time involved.

4. PROVISIONAL STATUS

4.1 All new assistant administrators shall be placed on provisional status following the effective date of their assistant administrator assignment. “Provisional Assistant Administrator” means any assistant administrator who is newly employed or re-employed as a assistant administrator by the District.

4.1.1 Assistant administrators new to the District with previous administrative experience shall be placed on provisional status for two (2) years.

4.1.2 Assistant administrators who previously served as a principal or assistant administrator in the District before
being re-employed by the District shall be placed on provisional status for two (2) years.

4.1.3 Assistant administrators with no previous administrative experience shall be placed on provisional status for three (3) years.

5. **ASSISTANT ADMINISTRATOR CONTRACT STATUS**

5.1 Assistant administrators shall be given notice no later than sixty (60) days before the end of their contract term if their contract will not be renewed. Should the contract not be renewed:

   5.1.1 the notice shall include the reasons for non-renewal; and
   5.1.2 the assistant administrator shall be given an opportunity to meet with the Superintendent.

5.2 An assistant administrator whose contract is not renewed may be given the opportunity to continue employment with the District in a non-administrative position for which he/she meets all qualification requirements if such a position is available at the time of the assistant administrators non-renewal notice.

5.3 Assistant administrators accepting a non-administrative position shall have their compensation adjusted to the appropriate pay level of the non-administrative position. If the assistant administrator was previously employed by the District in a non-administrative position in which the employee obtained career status, the employee will be returned to career status in his/her non-administrative position.

6. **ASSISTANT ADMINISTRATOR VACANCIES**

6.1 The Human Resources Department shall announce assistant administrator vacancies with the following exceptions:

   6.1.1 vacancies filled through involuntary transfers or through similar administrative action by the Superintendent.

7. **REDUCTION IN FORCE**

7.1 When a reduction of administrative staff becomes necessary, procedures outlined in District policy #2220, Administrators Dismissal and Reduction in Force Procedures shall be followed.

Approved: 10/8/14
Revised: 03/15/17
JUNE 20, 2018 – BOARD MEETING

ITEM #2.E.7. – POLICY #3035, SCHOOL FEE GUIDELINES FOR 2018-19 – 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 to the policy.
The following fees, standards, and procedures are established in compliance with the Utah State Office of Education School Fee Policy.

FEE WAIVER requests must be received in the school year that the fees are applicable and assessed for no later than October 31 of each school year. There is no ability to request a fee waiver for a prior year’s fees. All fees must be paid or a complete and approved fee waiver application filed with the school prior to participation in any activity or event. (These requirements are explained further below.)

2017-18-2018-19
FEE SCHEDULE

Elementary – Grades K-5 – No Fees

Middle Schools – Grades 6, 7, & 8 (Per Quarter)
- 7th grade CTE-Intro/Business/TE-AG/FCS $24 year
- 6th & 8th grade Exploring Tech/FACS $6
- 6th & 8th grade Keyboarding/Digital Literacy $6
- Art & Art B $6
- Advanced Art/ 3D Art $5
- Music Class $6 (each class per quarter)
- Student planner $5
- Locker fee $2
- Technology fee $10
- Media $5
- Credit recovery (optional) $35 must be paid in advance
- Transportation to events (optional) actual cost divided equally by participants

High Schools – Grades 9 to 12 (Annual Fees)

Required Fees:
- Graduation $25
- Textbook fee $15 (not to exceed $30 per family per year)
- Activity fee $35
- Writing Lab fee $10
- Media $5
- Technology fee $15 $20
- iPad Insurance fee $40 if iPad’s have been issued to all students

Specialty Fees: (Per Class Taken/or Club Joined)
- Physical education fee $10 (Max 1 per year paid)
- Business class course fee $15 + consumables
- Accounting I or II $15 + consumables
- Art class fee $20 + consumables
- Club dues (per club joined) $20
- Family consumer science $10 + consumables
- Foods and Nutrition $25 + consumables
• Driver’s education $100
• Floriculture & Greenhouse Management $10 + consumables
• Plant & Soil Science $10 + consumables
• Veterinary Assistant $10 + consumables
• Digital Marketing $10 + consumables
• Biotechnology $12 + consumables
• Emergency Medical Technician $145 $30 includes shirt for ambulance ride along, $160-$195 optional fee to become nationally certified, $45-$75 optional concurrent enrollment fee
• Emergency Medical Response Responder $25 + consumables
• Digital Media $10 + consumables
• Basic Digital Photography $25 + consumables (Replacement fee of $400 will be charged for lost or non-repairable cameras)
• Architectural Design $10 + consumables
• Introduction to Engineering Design-PLTW $10 + consumables
• Principles of Engineering-PLTW $10 + consumables
• Technical Design $10 + consumables
• Electronics $10 + consumables
• Introduction to Sports Medicine/Exercise Science $10 + consumables
• Introduction to Construction $20 $10 + consumables
• Medical Forensics $10
• Engineering Design and Development $10

Specialty Fees: (Per Class Taken/or Club Joined) – Continued
• Retake fee for driver’s education $135
• Lab fees $10 + consumables
• Calculator rental (per year) $15
• Shop class (Ag or Tech) $25 + consumables, project costs
  o Woodworking I projects up to $50
  o Woodworking II projects up to $65
  o Furniture Design I projects up to $80
  o Furniture Design II projects up to $80
  o Cabinet Making I projects up to $80
• Schedule change fee $10 (student requested)
• Repeating of a class for credit that the student has previously failed (optional) $75 must be paid in advance of taking the class
• Musical instrument rental/repair fee $60 per year ($90 max per family)
• Music class $20 per semester
• School Technology Device-Repair fee $75 per damaged school device

**Extracurricular Participation Fees:**

- Football $75
- Basketball $50
- Track $50
- Wrestling $50
- Baseball $50
- Softball $50
- Volleyball $50
- Golf $50
- Tennis $50
- Swim Team $50
- Drill Team $50
- Cross Country $50
- Soccer $50
- Drama $35
- Forensics/Debate $50
- Cheerleading $50
- School Play/Musical $25

**Personal gear or costumes needed to participate, meals, lodging for overnight events are all the responsibility of the student.**

**Uniforms:**

- Drill Team $800 – not to exceed this amount per student
- Cheerleader $800 – not to exceed this amount per student
- Dance $250 – not to exceed this amount per student
- Music Groups $150 – not to exceed this amount per student

**Miscellaneous:**

- Camps (optional) $350 – not to exceed this amount per student per camp
- Specialty clinics (optional) $200 – not to exceed this amount per student per clinic
- Transportation to event(s) (optional) – actual cost divided equally by participant up to $10
- Credit recovery either through CRHS night class or through Odysseyware credit recovery - $75 must be paid in advance of taking the class.
- **Lodging for event(s) – actual cost divided equally by participant, up to $50 per night.**

1. **Notice of Fees and Fee Policy**
   1.1. **Prior to scheduled registration.** Before the scheduled registration, copies of the following documents shall be sent to the parents or
guardians of each student attending, scheduled to attend, or applying to
attend a school in Sevier School District:
1.1.1. This policy (Policy 3035), including the current year fee schedule.
1.1.2. The standard USOE school fees notice applicable to the student,
one of the following:
   1.1.2.1. “School Fees Notice for Families of Children in Kindergarten
   Through Sixth Grades.”
   1.1.2.2. School Fees Notice for Families of Students in Grades
   Seven Through Twelve.”
1.1.3. The standard USOE fee waiver application form applicable to the
student, one of the following:
   1.1.3.1. “Fee Waiver Application (Grades K-6)”
   1.1.3.2. “Fee Waiver Application (Grades 7-12)”
1.1.4. The standard USOE “Community Service Obligations” form.

1.2. Prior to later registration. For any student who registers later in the school
year, the documents listed above will be provided to the student’s parents or
guardians at the time the student is registered.

1.3. At school. Each school shall post 2 copies of the standard USOE posters
regarding school fees and fee waivers. One copy must be posted in a visible
location in the registration room of each secondary school during fall registration;
the other must be posed in a conspicuous place where students congregate
during the school day. The posters should be at least 11” x 17”.

2. Payment of Fees
   2.1 When due. Fees are due and payable at the time of registration. All fees
must be paid, or a complete fee waiver application filed with the school,
before participation in any activity or event. Except as provided below,
fees for the current year must be paid no later than October 31.
   2.2 Completion of community service. Where a student receives a
community service assignment in connection with a fee waiver, the
community service shall be completed by the date set out in the
assignment but in any event no later than 30 days before the end of the
school year.
   2.3 Suspension of fee requirement pending waiver decision. The
requirement that fees be paid is suspended from the time that an
application for a fee waiver is submitted until the student’s eligibility is
finally determined (including any appeals). If a fee waiver is granted, the
fees are satisfied through the community service obligation and no money
is paid.
   2.4 Actions on unpaid fees. If school fees remain unpaid after the payment
deadline, legal action may be taken to collect the fees from the student’s
parent or guardian as determined by the principal (if the student is over 18,
School Fee Guidelines

collection action may also be taken against the student). Schools may not withhold a student’s diploma or transcripts for unpaid school fees.

3. Fee Waiver Applications

3.1 Timing. Fee waiver applications may be submitted anytime from the end of the prior school year up through October 31 of the school year for which the fees are charged. Fee waiver applications submitted after October 31 need not be considered, except that applications for students enrolling after the beginning of the school year should be considered if submitted within 60 days after the student enrolls. The principal may consider a late application for good cause, but this is solely in the principal’s discretion to decide and there is no appeal from the principal’s decision.

3.2 Completeness. Fee waiver applications are made using the standard USOE Fee Waiver Application form and by providing the supporting documentation identified on that form. The required supporting documentation must be submitted with the application. If the required supporting documentation is not provided, the parent or guardian shall be notified and the application will be treated as a contingent application if the required supporting documentation is submitted within 14 days of notice of incompleteness. If the supporting documentation is not submitted within 14 days of notice, the contingent application shall be rejected as deficient and the fee payment requirement shall no longer be suspended.

4. Decisions on Fee Waiver Applications

4.1 Decision by principal. The principal evaluates fee waiver applications and decides whether the application should be granted.

4.2 Notice of decision. The principal shall give the parent or guardian written notice of the principal’s decision on the fee waiver application using the standard USOE Fee Waiver Decision and Appeal Form. Where the application is denied as incomplete for lack of required documentation, the principal shall identify what information is missing and shall also inform the parent or guardian that the application will be considered finally rejected if the documentation is not provided within 14 days.

4.3 Treatment of eligible students. Students who have been granted fee waivers shall not be treated differently from other students, nor shall students who have been granted fee waivers be identified to persons who do not need to know of that status.

5. Community Service Obligation

5.1 Upon approval of a fee waiver application, the principal shall use the standard USOE “Community Service Assignment and Notice of Appeal
Rights” form to notify the parent or guardian of the community service assignment which the student will need to complete.

5.2 The types of service required will be community service at the school (such as tutorial assistance to other students or service as an aide outside of school hours), community service in the community, or (when special needs require it) community service done at home.

5.3 The community service requirements given by the principal must be appropriate to the age, physical condition, and maturity of the student, must be conducted in such a way that students are not subjected to embarrassment, ridicule, or humiliation, must avoid excessive burdens on students and families, must give proper consideration to a student’s educational and transportation needs and other responsibilities, and must not provide a direct benefit to school employees or their families.

5.4 The portion of fees relating to textbooks is not included in the fees for which community service is required.

5.5 Community service credit towards the amount of fees shall be awarded at a per hour rate equal to the current federal adult minimum wage.

6. Appeal of Denial of Fee Waiver

6.1 Appeal process. A parent or guardian may appeal the denial of a fee waiver as follows:

6.1.1 The first step to appeal is to mail or hand-deliver a written appeal to the principal within ten (10) school days after receiving the written notice of decision. The parent or guardian may use the “Notice of Appeal” portion of the “Fee Waiver Decision and Appeal Form,” but that is not required. The appeal must be in writing and must include the name of the parent or guardian, the name of the student, the date of the appeal, and the reasons why the denial of the fee waiver was incorrect or should be reconsidered.

6.1.1.1 Except as stated below, the principal or the principal’s designee will contact the parent or guardian within two (2) weeks after receiving the appeal to schedule a meeting with the parent or guardian to discuss the concerns raised by the parent or guardian.

6.1.1.2 During the appeal meeting, the parent or guardian may present the principal or designee with such additional information as is desired regarding the fee waiver decision.

6.1.1.3 Following the appeal meeting, the principal or designee will provide written notice within two (2) weeks of the decision on the appeal.

6.1.1.4 The parent or guardian may appeal the decision of the principal or designee by mailing or hand delivering a written appeal to the assistant superintendent or
designee within ten (10) school days after receiving the written notice of decision. The appeal must be in writing and must include the name of the parent or guardian, the name of the student, the date of the appeal, and the reasons why the denial of the fee waiver was incorrect or should be reconsidered.

6.1.1.4.1 Except as stated below, the assistant superintendent or his or her designee (which may not be the principal who made the initial decision) will contact the parent or guardian within two (2) weeks after receiving the appeal to schedule a meeting with the parent or guardian to discuss the concerns raised by the parent or guardian.

6.1.1.4.2 During the appeal meeting, the parent or guardian may present the assistant superintendent or designee with such additional information as is desired regarding the fee waiver decision.

6.1.1.4.3 Following the appeal meeting, the assistant superintendent or designee will provide written notice of the decision on the appeal. This decision is final and may not be further appealed.

6.1.2 Exceptions to appeal process.

6.1.2.1 Lack of required documentation. Where an application is denied as deficient because the required documentation has not been submitted, this appeal process does not apply, and the parent or guardian may only appeal by submitting the documentation within the 14 day period as stated in Sections 4.2. and 5.2. above. (If the parent or guardian timely provides the necessary documentation and the fee waiver request is again denied, the parent or guardian may then appeal under the regular appeal process.)

6.1.2.2 Lack of reasons for appeal. If the written appeal at either level does not include a statement of reasons why the decision being appealed is incorrect or should be reconsidered, instead of scheduling an appeal meeting, the person appealed to may give written notice that no appeal meeting will be scheduled unless an adequate statement is provided within seven (7) days. If the statement is timely provided, the appeal meeting shall be scheduled. If the statement is not timely provided, the appeal shall be deemed denied, with no further appeal.

7. Appeal of Community Service Assignment

7.1 Appeal process. A community service assignment may be appealed by following the same process used for appealing a waiver application decision,
except that if the parent or guardian wishes to use a prepared form to submit the appeal, the school shall upon request provide a copy of the standard USOE “Appeal of Community Service Assignment Form” for the parent or guardian to use.

8. Documentation and Record-Keeping
8.1 The Superintendent or designee shall keep a copy of the Board-approved fee schedule and fee policies applicable to each school year.

8.2 Schools shall maintain a copy of all documents relating to fee waiver applications (applications, decisions, community service assignments, written appeals, decisions on appeals). However, schools shall not retain the supporting documentation (for example, tax returns or pay stubs) after a decision has been made on the application.

9. Certification of Compliance
9.1 School principals, for the principal’s school, and the Superintendent and Board President, for the Sevier School District, shall confirm that fee practices and procedures are in compliance with the assurances contained in the standard Utah State Office of Education certifications of compliance.

9.2 After a principal has confirmed compliance, the principal shall annually complete and submit the standard USOE certification form applicable to the principal’s school. (“Elementary School Certification of Compliance” or “Secondary School Certification of Compliance.”)

9.3 After the Superintendent and Board President have confirmed compliance, the Superintendent shall annually complete and submit the standard USOE certification form on behalf of the District. (“School District Certification of Compliance.”)

Last five dates revised and approved:
6/20/13  06/19/14
06/18/15 06/16/16  06/21/17
JUNE 20, 2018 – BOARD MEETING

ITEM #2.F. – GIFTS TO SCHOOL FOR FY 2017-18

Pertinent Information
Many of the schools receive gifts from various sources. These donations are very much appreciated and help improve the quality education our students receive. This list of gifts may not include all donations made to schools. We will notify the Board of any additional gifts or donations as they come to our attention.

Additional Information Enclosed

Administration Recommendation
Administration recommends official acceptance of these gifts by the Board of Education and thank you letters be prepared and sent by the schools expressing appreciation.
### Monroe Elementary School

**40 West Center - Monroe, Utah 84754**

*(435) 527-4691*

**Principal ~ Ted Chappell**

**Secretary ~ April Bagley**

**Gifts for school year 2017-2018**

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**TOTAL** $4404.73
## Salina Elementary Gifts
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Close-Out Checklist
South Sevier Middle School

**Fire Drills** held on the following dates:
9/13/17  11/13/17 (evacuation after lockdown)  2/28/18  4/10/18

**Emergency Drills** held on the following dates:
11/13/17 (lockdown)  12/07/17 (soft lockdown)  1/09/18 (lockdown)  4/19/19 (earthquake)

**Community Council Public Notice** made via school website calendar for the following dates:
09/27/17  11/29/17  2/01/18  4/10/18

**Gifts given to SSMS:**
$2500 from Redmond Salt/Rusty Bastian
North Sevier Middle School
Gifts & Donation List 2016-17

Redmond Mineral $2500 Field Trip Donation (used in all three grades)
## NORTH SEVIER HIGH SCHOOL
### 2017-18

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<th>Department</th>
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**Total** $2,555.00
### NORTH SEVIER HIGH SCHOOL

**Corporate 2017-18**

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### NORTH SEVIER HIGH SCHOOL
#### 2017-18

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**Total:**

- Item 1: 10
- Item 2: 5
- Item 3: 20
- Item 4: 1

**Subtotal:** $100.00

**Tax:** $10.00

**Total Due:** $110.00

**Payment Options:**
- Check
- Credit Card

**Return Policy:**

*All sales are final. No refunds or exchanges.*

**Customer Service:**

For assistance, please contact us at 1-800-123-4567.

Thank you for shopping with us!
Gifts and Donations to South Sevier High School 2017 - 2018

$6053  Donations to SSHS programs from the Booster Club
Approx $200 Full Draw Designs - Dane Buchmiller design and printing
$350  Track Program from Walmart
$500  SUFCO - Canyon Fuel Co. for FBLA Nationals
$1200  Big 4 Development LLC, KC Jones to the Volleyball Program
$648  Monroe Lions Club to the Band for Drum Harnesses
$150  From the Class of 1946
$1000  Barney Trucking to Athletics General
$300  Utah Geological Association for Earth Science supplies
$500  Utah Aerospace Education Foundation for Lagoon Physics day Transportation
$3000  American Association of Petroleum Geologists to be used at teacher’s discretion for science related activities, field trips and equipment

National Honor Society Breakfast to fund education in Haiti:
$150  Sorensen Leavitt Insurance
Student food donations - approx $300
$1600 raised from student/patron participation

One cut and wrapped lamb from Josh and Crissy Miller valued at $150 to the FFA
15 Complimentary Newspapers from Deseret News for use in the classroom

Scholarship Funds Donations:
$500  Gil Smith Family
$2500  Levie Family
$2500  R.G. Nielson Family
$500  Mountain View Vision
$1000  SSHS Booster Club
$1500  Monroe Lions Club
$1000  Sevier Valley Hospital - Kendall Willardson Memorial Scholarship
$1000  Sons of the Utah Pioneers
$500  Therapy West
$800  State Bank of Southern Utah
$500  Schoemig, Johnson and Jones Families
$500  Dan and Adelaide Smith Memorial Fund
$1000  Giving it Back - Mitch and Ruth Peterson Memorial Scholarship
$1000  Gunnison Valley Hospital
$500  Sevier School Board
ITEM #2.G. – RECOGNITION OF PRINCIPAL

Pertinent Information
Pahvant Elementary School Principal Chad Johnson received the Central Utah Educational Services region Administrator of the Year for 2017-18. He will be recognized at the Utah Rural Schools Association (URSA) conference on July 11-13, 2018.
May 18, 2018

Dear Mr. Chad Johnson:

The superintendents of Central Utah Educational Services are pleased to announce that they have selected you as the 2017-18 CUES region Administrator of the Year presented by the Utah Rural Schools Association. CUES recognizes your dedication and excellence in teaching and leadership.

We would like to invite you to attend the annual URSA summer conference on July 11-13 in Cedar City. Your award will be presented during the keynote session on Thursday, July 12 at 9:00 AM in the Gilbert Great Hall, Hunter Conference Center. Please invite any members of your family to attend.

CUES would like to provide your registration and hotel during the conference. Please contact me for more information.

Please provide CUES with a picture and bio by June 1, 2018.

Congratulations and thank you for your service.

Sincerely,

Jason Strate
Central Utah Educational Services
Director

CC: Dr. Cade Douglas, Sevier Board of Education
JUNE 20, 2018 – BOARD MEETING

ITEM #2.H. – OUT-OF-STATE TRAVEL REQUEST

Pertinent Information
CTE teacher Jared Justensen is requesting out-of-state travel to attend the Project Lead The Way training for the Principles of Engineering class on June 18 – June 30, 2018 in Colorado Springs, CO. Expenses will be paid from district CTE funds. Jared will be teaching the engineering classes at the CTE center next year and this is the only class available for Jared to attend before school starts. The travel request was not needed until after the May Board meeting; therefore the application did not receive prior approval.

Additional Information Enclosed

Administration Recommendation
Administration recommends ratifying the out-of-state travel request.
May 29, 2018

Sevier School District School Board:

OUT OF STATE TRAVEL REQUEST

I am writing to request permission for Jared Justensen to go out of state to attend the Project Lead The Way training for the Principles of Engineering class that he will be teaching in the 2018-19 school year. Project Lead The Way requires teachers attending their training before they are allowed to teach the course.

There are no offerings in Utah for Project Lead The Way Principles of Engineering core training. The nearest location is at the University of Colorado in Colorado Springs. Mr. Justensen will attend the training June 18th through June 30th. Funding will come from district CTE funds.

By attending this training, Mr. Justensen will better understand the Principles of Engineering curriculum and projects and will be prepared to teach POE to the students at the Sevier CTE Center. This will help to fill the hole that was left with Mr. Eric Thorson leaving the district.

Thanks,

Jennifer Christensen,
Sevier CTE Center Administrator
Please attach a cover letter and copy of agenda to this form.

Note: Pre-Approval — 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 — 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 Information

- **Application Date:** 5/24/18
- **Name of Department/Organization:** CTE
- **Applicant Name:** Jared Justensen
- **Principal/Supervisor:** Jennifer Christensen
- **School/Department:** Sevier CTE Center

### Event Information

- **Event:** Project Lead The Way Training
- **# of Participants:** 1
- **Inclusive Dates:** 6/17/18 to 6/30/18
- **# of contract days missed:** 0
- **Destination:** University of Colorado, Colorado Springs

### Transportation

- **Mode(s) of Transportation:**
  - *A vehicle with a seating capacity of 11 or more, including the driver is prohibited.
  - *Car rental company insurance is required.

### ITINERARY

Please attach a detailed itinerary or agenda of all proposed activities.

### COSTS FOR TRAVEL

#### Estimated Total Costs Per Person

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#### Final Total Costs Per Person

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<td>Lodging</td>
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<td>Registration</td>
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<td>Other</td>
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### Travel Itinerary to and from basic destination:

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<tr>
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<td>Time:</td>
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<td>Time:</td>
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<table>
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<tr>
<th>Emergency Contact Phone Number</th>
<th>Hotel Name</th>
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### Names and cell phone numbers of participants:

- Jared Justensen

### Trip Justification:

1. **What are the objectives of the trip?**

   Training required to teach Principles of Engineering course for school year 2018-19.
2. Can these objectives be achieved with closer, less expensive travel? If no, please explain.

No training is available in Utah. Colorado Springs is the closest location available.

The individual requesting Out-of-State travel and signing below certifies that he/she has read and agrees to comply with all stipulations contained in Sevier School District policy 2145, Out-of-District Travel. Initial here:  

Preliminary Travel Application approval:

Employee Signature:  

Brent Miller  

5-29-18

Employee Supervisor Signature:  

Jennifer Crist  

5-28-18

Principal's Signature:  

5-28-18

Approved □ Not Approved 

Superintendent's Signature:  

6/14/18

Final Travel Application approval:

Employee Signature:  

Employee Supervisor Signature:  

Principal's Signature:  

Superintendent's Signature:  

Approved □ Not Approved
Principles of Engineering

Monday, June 18, 2018

Start Time: Monday, June 18, 2018 8:00:00 AM

End Time: Friday, June 29, 2018 5:00:00 PM

Time Zone: (GMT-07:00) Mountain Time (US & Canada)

Address: 1420 Austin Bluffs Parkway Colorado Springs Colorado 80918 [ Map Me ]

Venue Details: University of Colorado Colorado Springs

Schedule

Lessons

Welcome to PLTW Principles of Engineering Training

  Scope and Sequence

  myPLTW Community Video

  Guidelines for Using Microsoft® Word® Comments Feature

Professional Careers and Simple Machines

  Concept Assignment 1: Introduction, Professional Careers, and Simple Machines

  The Teacher as a Facilitator of Learning

  Submission Form 1

Compound Machines and Energy Applications

  Concept Assignment 2: Compound Machines and Energy Applications

  The Art of Questioning

  Submission Form 2

Statics

  Concept Assignment 3: Statics

  Balanced Assessment

  Submission Form 3
Material Properties and Testing

Concept Assignment 4: Material Properties and Testing

Instructional Template: Homework

Submission Form 4

Fluid Power and Test Beds

Concept Assignment 5: Fluid Power and Test Beds

Submission Form 5

Machine Control

Concept Assignment 6 & 7: Machine Control

In Class Verification: Machine Control

Submission Form 6-7

Materials Sorter

Concept Assignment 8: Materials Sorter

Submission Form 8

Statistics

Concept Assignment 9: Statistics

Submission Form 9

Kinematics

Concept Assignment 10: Kinematics

Submission Form 10
JUNE 20, 2018 – BOARD MEETING

ITEM #2.I. – FINANCIAL SUMMARY

Pertinent Information
The financial summary for the period ending May 31, 2018, is enclosed for your consideration of approval.

A listing of all checks issued during the month of May 2018, 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.
ITEM #3. – PATRON DIALOGUE
ITEM #4.A. – DISCUSSION – ITEMS FROM THE BOARD

1. Board Scholarship guidelines
2. Other
ITEM #4.B. – DISCUSSION – ITEMS FROM ADMINISTRATION

Items from Superintendent Douglas
1. District Administrator Magazine Article Featuring Sevier School District "Growth Mindset" *See attached
2. Superintendent's Scoop for June 2018 "Teacher Support and Instructional Coaching" *See attached

Discussion Items:
1. Solution Tree PLC Conference Report. Radio Broadcast this morning 9:15AM
2. Other

Items from Michael Willes
1. Solution Tree PLC at Work Conference - Report
   a. RISE Assessment
   b. ACT Aspire Plus Assessment
3. Other

Items from Chad Lloyd
1. Summer Projects
2. Assessed Value Discussion
3. July Board Meeting
4. Other
Growth projections in K12

Educators adopt growth mindset to tap into students’ capacity to boost intelligence

By Matt Zalaznick — District Administration, June 2018
5/10/2018
A frustrated student cries out “I can’t do it.” A teacher redirects: “You can’t do it, yet.”

This may be the simplest way to define “growth mindset,” the increasingly popular learning approach in which K12 leaders affirm their students’—and their staff members’—lifelong capacity to boost intelligence.

“An individual with a fixed mindset has a fear of not succeeding because that’s tantamount to failure,” says Superintendent Ed Condon of River Forest District 90 near Chicago. “Those with a growth mindset approach learning through the perspective of ‘This may be difficult, but if I dedicate myself, I can get better at this because success comes from forward progress.’”

Many K12 leaders say school climates improve and become more supportive when adults adopt a growth mindset and guide students to think more optimistically. These administrators also see a crucial equity component.
“If you believe in a growth mindset, you can’t say, ‘Look at those parents, that kid’s going to struggle forever because of their home life,’” says Adam Young, superintendent of the White Pine County School District in Nevada.

“You can’t talk about poverty or country of origin being a barrier. If you really believe in growth mindset, those are all obstacles that can be overcome.”

**Mind is what matters**

Educators say they have improved behavior and academic performance by following these 10 growth mindset principles:

1. Use positive language.
2. Let students assess their own work.
3. Let students choose daily class activities.
4. Allow students to retake tests.
5. Try to reduce the number of F’s and zeros given.

(cont.)

**You are what you say**

Adjusting the language used with students can change how students think of themselves, Young says. One White Pine County teacher and her class made a chart of “legal” and “illegal” language. For example, “this is too hard” was no longer permitted. Students instead now say something like, “I’m not sure how to do this yet, but I’m working on it.”

They replaced “I hate math” with “Math may not be my favorite, but I’m learning to get better at it.”

“This teacher found that if a student can say it differently, then eventually their thoughts are going to change,” says Young. However, some language shifts may be counterintuitive, adds Superintendent Larry Spring of the Schenectady City School District in New York.

“What we wrestle with is, how do we give appropriate feedback in a way that rewards hard effort but provides a student with an accurate notion of where they are compared to where they need to be?”
Spring and his educators also counsel parents about how to speak to their children. Adults are encouraged not to simply get angry when a student comes home with a bad grade.

“We talk to parents about how failure is an important part of getting better,” Spring says. “A bad grade is an opportunity to talk to children about how they’re going to respond, how they’re going to learn.”

### Mind is what matters (cont.)

Educators say they have improved behavior and academic performance by following these 10 growth mindset principles:

6. Recognize students have diverse backgrounds, but that this is not an obstacle to academic achievement.

7. Establish personal trust with students.

8. Make honors and other advanced classes more inclusive.

9. Make homework optional, but show students the connection between practicing skills and passing tests.

10. Include more administrators, teachers and other staff in building and district decisions.

#### Students grade themselves

When it comes to feedback, teachers, of course, give much of it through grades. That’s why educators in the Sevier School District in Utah have made a concerted effort to give out fewer F’s and zeros, Superintendent Cade Douglas says.

“When a student fails in our district, we question ourselves—because the student didn’t fail, we failed the student,” he says. “I’m not going to rest until we have zero students with F’s. It’s more work for all of us but it pays off big time.”

In the last five semesters, the number of F’s given in the 2,500-student district has dropped from about 1,000 to 700, Douglas says. Sevier’s educators increasingly allow students to grade and assess themselves, which is not as simple as it sounds.

For example, a high school biology teacher has made homework optional. However, he makes it clear that a poor test performance is likely the result of not doing enough homework practice. Students can retake tests when the homework shows they are likely to get better scores, Douglas says.
“The door is open for students to improve on any assessment as long as they have proven worthy, through practice, for the opportunity to try again,” he says.

In another growth mindset initiative, one of the district’s high school language arts departments has made honors classes more inclusive. Teachers have publicized a list of standards that any student—even those not enrolled in the advanced classes—can master to receive an honor point on their report cards.

Teachers in River Forest District 90 have options on how to incorporate the growth mindset into their classrooms, says Condon, the superintendent. Some teachers have focused on student voice and on allowing their classes to choose daily activities.

“If students take a role in communicating what they want to do, they have a more positive attitude about the classroom,” he says. Other teachers have rethought how they ask questions during class discussions.

“We want to frame questions in ways that are more inviting as opposed to setting students up for the wrong answer,” Condon says. “Dialogues in class can sometimes be threatening unintentionally.”

Growth mindset has also steered Condon and his team toward a more collaborative management style.

“We look at things more broadly and we solicit input more broadly, in a way that encourages people to engage more deeply and thoughtfully,” he says. “We want schools and the district to be an inviting place, and we want to ensure we have space available for people to engage in a positive, collaborative way.”

Scientific facts

The equity components of growth mindset compel educators to recognize that some students likely had very different life experiences, says Spring, in Schenectady.

“Schools, generally speaking, are staffed with people who were pretty good at school, people who loved school so much they chose to spend their lives in the institution,” he says. “When we encounter people who don’t seem to be investing in it themselves, it’s hard for us to understand and we respond with a bad grade.”

Students from underserved communities also may have internalized negative messages about their academic abilities from “a system that is tailored to meet the needs of other kids—a system that would like them to be somebody else, somebody wealthier or whiter,” Spring says.
To undo this damage, teachers must first establish trusting relationships with students. “Before you can get a kid to excel, you have to make sure they know you care,” he says. “Show you’re willing to work for them and they will work for you.”

Instructionally, teachers must engage students in “productive struggle.” This means giving them assignments that, while challenging, will also give them a sense of accomplishment.

“When we talk about giving kids books to read at grade level, we want them to internalize fluent reading and gradually stretch their abilities,” Spring says. “We don’t want to give them five grade levels above, because they’ll internalize disfluent reading. We want to give them just enough so they can be pretty good.”

To demonstrate this concept of neuroplasticity—the ability of the brain to grow academically and emotionally—a counselor at Humble ISD in the Houston suburbs gave small groups of students a ball of yarn or roll of toilet paper to toss to each other.

“It created a web between them to illustrate how the brain creates connections that make it easier to learn,” says Lesa Pritchard, the district’s director of counseling and behavioral services. “We showed them that growth mindset is not just warm-and-fuzzy, it’s a scientific fact.”

Matt Zalaznick is senior associate editor.

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Making a lasting impact in the life of a student is a very rewarding experience. Nearly everyone can name a teacher who has left a positive impression on their life in one-way or another. Students who receive support and encouragement from one-caring adult while in school can improve academic success. Our goal is to have all students feel as though his or her teacher cares about them, believes in them, and leaves a lasting positive impression.

Just like students, teachers need support and positive relationships. One way to provide that support is through instructional coaches. This year an equalization bill was passed by the legislature that helped provide funding to toward hiring instructional coaches for each school. The funding for the instructional coach was calculated and allocated according to the school’s student count.

Teachers are lifelong learners always seeking opportunities to grow and searching for ways to become innovative in their classrooms. Instructional coaches work collaboratively with educators and help them become better teachers. They observe teachers teaching, go over instructional data, and model good teaching practices. No matter what age or how long a teacher has been teaching, there is always room for growth and new ideas.

Robert John Meehan said, “The most valuable resource that all teachers have is each other. Without collaboration, our growth is limited to our own perspectives.” Instructional coaches play a support role to teachers. When a teacher inherits the desire to improve and the relationship is built on trust, personalized professional growth for every teacher is possible. Students win in buildings with instructional coaches.

Cheryl Wright, an instructional coach at Washington High School in Kansas City said, “Having the culture of coaching is contagious and can spread to teachers at all levels of the career ladder. If you set it up so people see others benefiting from coaching and succeeding, and they see that the process is grounded in respect, then they [will also] want to try it.”

Our desire is to create a culture of feedback for every aspect of our school district. We know having these new instructional coaches in our schools will provide a bright future for our teachers and students. Teachers will have additional resources to make improvements and provide students with a positive impression—one that hopefully, they will never forget.

Reference: Kim Greene, ASCD- Every Coach for Every Teacher, March 2018 Volume 60, Number 3
JUNE 20, 2018 – BOARD MEETING

ITEM #5. – CLOSED MEETING (2)
ITEM #6. – BUDGET REVISION FOR FY 2018, TENTATIVE BUDGET ADOPTION & TENTATIVE TAX RATE FOR FY 2019

Pertinent Information
Accountant Kari Carter and Business Administrator Chad Lloyd will present the budget revision for FY 2018, and budget and tentative tax rate for FY 2019.
JUNE 20, 2018 – BOARD MEETING

ITEM #7. – ACTION ITEMS
  1. Budget Revision for FY 2018, Tentative Budget Adoption & Tentative Tax Rate for FY 2019
  2. July Board Meeting
  3. Employee negotiations
  4. Other