

# **REGULAR BOARD MEETING**

November 14, 2018

South Sanpete School District

## **South Sanpete Board of Education Goals**

The South Sanpete Board of Education, in collaboration with administration, faculty, staff, and the community, has developed a four-year educational vision and set two strategic long-range goals to improve the educational opportunities for all students of the South Sanpete School District.

The Board expects all educators of the District to fully support, participate, and make significant contributions toward accomplishing these goals.

1. Develop high functioning and focused Professional Learning Communities (PLC's) within each school and between schools to improve instruction and increase student achievement.
2. Focus on more rigorous and relevant curriculum in preparing all students to be college and/or career ready.

Revised: March 9, 2011

## **Mission Statement**

“The Mission of the South Sanpete School District is to improve student achievement by providing challenging educational opportunities for all students in an environment where they are safe and can experience success.”

Revised: January 7, 2014

## **Vision Statement**

“Preparing Today’s Students for Tomorrow’s Challenges and Opportunities”

Adopted: February 11, 2015

**SOUTH SANPETE SCHOOL  
BOARD MEETING AGENDA**

November 14, 2018



**Board Members**

David Warren Grant Hansen

Gary Olson Mark Olson

President: Kim Pickett

Location: Gunnison Valley High

Time: 3:30 pm Board Meeting

President Kim Pickett Conducting

**Citizen Dialog**

**I. Invocation and Patriotic Tribute**

**II. Citizen Dialog**

- A. Bruce Blackham
- B. GVHS Student Council Presentation
- C. South Sanpete Teacher Association (Nikki Ellett)

**III. Business Items**

- A. Minutes from October 10, 2018 **Tab 1 Pgs. 3-6**
- B. Warrants **Pgs. 7-51**
- C. Budget Report

**IV. Items from Board Members**

**V. Reports**

**Tab 2**

- A. District Technology Goals **Pgs. 52-53**
- B. Report - District Instructional Technology Specialist **Pg. 54**
- C. Growth Mindset (Gannon)
- D. Snow College Concurrent Enrollment Data **Pgs. 55-57**

**VI. Information**

**Tab 3**

- A. Academic All-State. **Pg. 58**  
Top Varsity Team GPA in Football
- B. Recommendations from Legislative  
Audit of School Fees
- C. South Sanpete School District Safety Initiatives **Pgs. 59-62**
- D. Risk Management **Pg. 63-65**

**VII. Action Items**

- A. Policy IC School Year **Tab 4 Pgs. 66-67**
- B. Policy IKG Concurrent Enrollment **Pgs. 68-74**
- C. MHS 150/Overnight Trip Requests **Pg. 75-76**

**VIII. Closed Meeting**

**Tab 5 Pgs. 77-82**

Persons requesting to speak to the Board of Education in an open meeting must notify the Superintendent's Office preferably the Friday prior to Board Meeting in order to be placed on the agenda. Resolutions of questions or responses to proposals should not be expected at this meeting. Staff or others may be asked to research and/or prepare materials, recommendations, and/or solutions for a later time. Up to thirty minutes total have been scheduled for Citizen Dialogue. Five minutes will be allotted for individual requests and ten minutes will be allotted for a spokesperson of a group. Requests to address the Board will be assigned on a first-come basis. If the Board receives more requests than allotted time permits, those requests may be scheduled for the next Board meeting. As a reminder, concerns or proposals may also be submitted in writing to the Superintendent for distribution to the Board of Education at any time.

## Unapproved

October 10, 2018

School Board Meeting  
Manti High School  
Manti, UT 84642

Meeting called to order at 3:30 p.m. by President Kim Pickett.

Opening Prayer: David Warren

Patriotic Tribute: Kim Pickett led Board Members and those in attendance in the Pledge of Allegiance.

Board Members Present: Mark Olson, Grant Hansen, Gary Olson, Kim Pickett, and David Warren.

Others Present: Superintendent Kent Larsen, Paul Gottfredson, Ralph Squire, Arlene Anderson, George Henrie, Karen Soper, Gannon Jones, Nadean Nielson, Tim Miller, Mark Hugentobler, Misty Cox, Jerry Cox, Shyanne Blackburn, Piper Staples, Kamilia Smith, Saige Crittenden, Rachel Peterson, Tim Krzymowski, Dyna Folkersen, and Jake Hill.

Citizen Dialog:

Jerry and Misty Cox addressed the Board about student safety at Gunnison Valley High School. Mr. Cox voiced his frustration with the handling of a recent incident that happened to his son who attends Gunnison Valley High School. Mr. and Ms. Cox strongly disagreed with the Board that this issue and others are being handled properly. Also, that the District is not following its own policies when a student is expelled from school. Misty Cox felt that there has been a cover-up by the school administration over previous incidents of similar behavior. Also, Ms. Cox said she felt "dismissed" when talking to Superintendent Larsen about her sons' incident. Board Members responded that they are following the policies procedures and they are working with law enforcement as well.

Business Items:

The Minutes of the September 12, 2018 Board Meeting were presented for approval. After a discussion, Gary Olson moved to approve the Minutes as presented. David Warren seconded the motion. A vote was taken, and all voted aye. Motion passed.

Warrants #00015667 - #00015864 for \$1,589,005.96 were presented for approval. David Warren moved to approve the Warrants as presented. Mark Olson seconded the motion. A vote was taken, and all voted aye. Motion passed.

Paul Gottfredson, Business Administrator presented the Monthly Budget Report, which included a Year-To-Date Summary of Total Expenditures and Revenues, the Zions Bank Sweep Account, and the Utah Public Treasurers' Investment Fund. After a discussion, Grant Hansen moved to approve the Monthly Budget Report as presented. David Warren seconded the motion. A vote was taken, and all voted aye. Motion passed.

## Reports:

Arlene Anderson, Program Director talked to the Board about the Stem Action Grant that the District has. It is a professional development program for teachers called Micro-Credential Incentive Program. As a teacher completes the levels within the program they can earn professional development money. The company that provides the Micro-Credentials most likely will be changing after this year.

Karen Soper, Manti Elementary School Principal reported to the Board on what things are happening at the school. MES has been given “Life Long Status” in the Leader In Me Program. Currently they are focusing on bringing every student along. The school has been working on reading and it is making a difference in the all the students. Mrs. Soper also reported that MES has a high number of teachers participating in the Micro-Credential Incentive Program.

Gannon Jones, Ephraim Elementary School Principal reported to the Board on how things are going at the school. Principal Jones talked about the positive difference their “Growth Mindset” motto has made. Principal Jones also said they are working on a character development program. EES has many new teachers this year and they are all doing very well.

George Henrie, Manti High School Principal reported to the Board on how things are going at the school. Principal Henrie was very appreciative of his staff. MHS was very grateful for the \$500 to start the school year from the Board. School is going very well and the A B schedule is working out.

Tim Miller, Ephraim Middle School Principal reported to the Board on how things are going at the school. Principal Miller stated that the student test scores in Language Arts have improved at the school. Principal Miller reported there are some huge classes in the school now with one grade having over 190 students. EMS is grateful for the prep periods. Mr. Miller also expressed appreciation for the work Jodi Anderson has been doing in her new technology position.

Mark Hugentobler, Central Utah Academy Director reported to the Board on the education program at the prison. Mr. Hugentobler said the CUA has lost the industrial arts program. They are working on getting a computer coding program up and going. Mr. Hugentobler is happy with his new teachers and their goal at the CUA is to get more “performers” in the students they work with.

## Information Items:

1. UPPAC Newsletter
2. School Fees
3. School Enrollment – October 1 Official Count
4. Graduation Rates 2018 (Unofficial)
5. Teacher Student Success Program

## Action Items:

Program Director Arlene Anderson presented to the Board the Utah Consolidated Application (UCA) Funding Plan. This funding plan is where the District gets the federal money to help run District programs. Mrs. Anderson also talked about the change in definition for At-Risk Students and the need to include restorative practices in that definition. The definition is as follows:

At-risk: the term at-risk is used to describe students or groups of students who are considered to have a higher probability of failing academically or dropping out of school due to poverty, mental health, language proficiency, disability, or minority status.

South Sanpete District's educational system values the academic and social development necessary for students to be safe, supported, and motivated to actively engage in all learning opportunities. Positive adult-student relationships significantly influence students desire to learn and strengthen school culture.

In South Sanpete District, all staff are responsible for creating and maintaining a proactive and safe learning environment, which supports positive outcomes for all students by enabling them to develop academic and social competencies necessary for future success.

The purpose of the South Sanpete School District Multi-Tiered System of Supports, aligned with Utah State Board of Education policies and rules, is to provide guidance to support school personnel in building a positive, instructionally responsive, and equitable system within each school to support all students in all settings.

Collectively, all staff, parents, and students customize and implement a Multi-tiered System of Supports to further social development through instruction, prevention, and restorative practices.

After a discussion, Gary Olson moved to approve the UCA Funding Plan and the change in definition for At-Risk Students. Grant Hansen seconded the motion. A vote was taken, and all voted aye. Motion passed.

There was one 150-Mile Overnight Trip request from Gunnison High School and one from Manti High School. GVHS Swimming to Cedar City on November 9-10, 2018; MHS Drill Team to St. George on December 14 and 16, 2018. After a discussion, Mark Olson moved to approve the trip requests. David Warren seconded the motion. A vote was taken, and all voted aye. Motion passed.

Gary Olson moved to adjourn into Closed Session at 5:48 pm to discuss items outlined in Utah Code, Section 52-4-5. The items were: the character and professional competence of several employees. David Warren seconded the motion. A vote was taken, and the following Board Members voted aye: Grant Hansen, Kim Pickett, David Warren, Gary Olson, and Mark Olson. Motion passed.

The following items were discussed in Closed Session: the character and professional competence of several employees. David Warren moved to adjourn from Closed Session at 6:05 pm. Gary Olson seconded the motion. A vote was taken, and the following Board Members voted aye: Grant Hansen, David Warren, Kim Pickett, Gary Olson, and Mark Olson. Motion passed.

Mark Olson moved to approve the following individuals for employment:

**Para Educators**

|               |            |     |
|---------------|------------|-----|
| Luisa Fangupo | Trustlands | EES |
| Julie Allred  | Title I    | EES |
| Ty Dobmann    | SE         | EMS |
| Ashley Helms  | PS         | MES |
| Sheila Black  | Title I    | MES |

**Other Recommendations**

AubreyAnn Burrell

Custodial Help

GVES

David Warren seconded the motion. A vote was taken, and all voted aye. Motion passed.

This year in the state of Utah there has been much talk about raising teacher pay and having the starting wage at \$40,000. Business Administrator Paul Gottfredson and Superintendent Kent Larsen have studied this issue and reviewed the District’s Budget. They proposed to the Board to move any teacher to \$40,000 who was making less than that. After a discussion, Gary Olson moved to approve the teacher salary adjustment. Mark Olson seconded the motion. A vote was taken, and all voted aye. Motion passed.

Mark Olson moved to adjourn Board Meeting. David Warren seconded the motion. A vote was taken, and all voted aye. Motion passed.

The next regularly scheduled Board Meeting will be held Wednesday November 14, 2018, at 3:30 p.m. at the Gunnison High School, Gunnison, UT.

Meeting adjourned at 6:50 p.m.

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President

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Business Administrator

# Technology Goals 2018-2019

- **District Supported Programs**

Goal: The District Technology Department will trouble shoot and train on the following programs:

- Canvas
- Illuminate
- School Messenger
- PowerSchool
- Edivate
- ALEKS and IXL
- K-3 Reading Software Resources: Lexia, Imagine Learning
- Master Key
- Others

- **Teacher Training**

Goal: The District Technology Department will provide at least one district-wide training day a year for professional development in innovative uses of technology. In addition, ongoing training will be offered at each school.

- Professional Development day in September
- Additional day with Apple

- **Classroom Teacher Support**

Goal: The Instructional Technology Specialist will meet current needs of individual teachers and facilitate learning of best practices using technology.

- **Digital Citizenship**

Goal: The District Technology Department will send out resources once a month to teachers and staff. Teachers will build upon the monthly topic in their classes and incorporate the topic in their lessons.

- **PLCT Meetings (Professional Learning Community of Technology)**

Goal: Each building will hold technology meeting to address needs of the school and personnel. Findings will be reported to the District Technology Department

- Site Specialist and Principal – Once a week
- Site Specialist and District Technology Department – Once a month
- Site Specialist and Teachers – Once a month
- Technology Department and Program Directors – Once a month
- Technology Department and Superintendent – once a month or as needed

- **iPads**

Goal: This is the educational tool that is supported in the district. One to one in grades 3-12. All students have access to iPads.

- **Updates**

Goal: Four-year rotation of infrastructure, hardware and software.

- **Security**

Goal: Security of students, staff, teachers and administrations is always a concern. We at South Sanpete School District take it very seriously and are constantly educating personnel on how to enhance digital safety.

## Technology Trainings – 1<sup>st</sup> Quarter 2018

Provided by Instructional Technology Specialist – Jodi Anderson

| Types of Trainings  | Number of Employees Involved |           |         |       |
|---|------------------------------|-----------|---------|-------|
|   | August                       | September | October | Total |
| <b>Small Group Meetings/Discussions</b>   |                              |           |         |       |
| • Faculty Meetings  | 125                          | -         | -       | 125   |
| • Grade Level Teams   | 26                           | -         | -       | 26    |
| • Support Staff – Lunch Managers, Secretaries, Site Specialists                 | 8                            | 8         | 8       | 24    |
| <b>Faculty Trainings</b>  |                              |           |         |       |
| • District Supported Programs   |                              |           |         |       |
| ○ Canvas  | 8                            | -         | 15      | 23    |
| ○ PowerSchool/Power Teacher   | 4                            | -         | -       | 4     |
| ○ Illuminate  | -                            | 38        | -       | 38    |
| ○ School Messenger  | -                            | -         | -       | 0     |
| • Miscellaneous Trainings   |                              |           |         |       |
| ○ Apple Pencil  | -                            | -         | 10      | 10    |
| ○ RISE Benchmark Testing  | -                            | -         | 10      | 10    |
| ○ Organizing Digital Files  | -                            | -         | 11      | 11    |
| ○ Edivate/Micro-credentials   | -                            | -         | 15      | 15    |
| • Professional Development Day – Illuminate Training                            | -                            | 41        | -       | 41    |
| <b>In the Classroom</b>   |                              |           |         |       |
| • Demonstrating a type of technology tool with a group of students              | -                            | 42        | 28      | 70    |
| • Helping a teacher with a lesson involving technology                          | -                            | 21        | -       | 21    |
| <b>One-on-One: Instructional Technology Specialist with a District Employee</b> |                              |           |         |       |
| • Teaching/Assisting with District Supported Programs                           | 6                            | 9         | 4       | 19    |
| • Teaching/Assisting with Miscellaneous Programs (Mainly Google Apps and Email) | 19                           | 14        | 11      | 44    |
| • Discussions about Technology Use/Needs  | 6                            | 18        | 65      | 89    |
| • Help with Computer Use: How to Use Computer and its Features                  | -                            | -         | 21      | 21    |
| <b>Email Support</b>  |                              |           |         |       |
| • Answering Questions and Follow Up   | 14                           | 41        | 87      | 142   |
| <b>Total Interactions with Teachers and Staff</b>                               |                              |           |         |       |
|   | 216                          | 232       | 285     | 733   |



## Tasks Completed by the SSSD Instructional Technology Specialist During the First Quarter of 2018-2019

- Presented trainings in and out of the District
- Received training from State Technology Specialists
- Collaborated with Region and State Technology Specialists
- Organized and distributed Digital Citizenship resources to teachers
- Worked with District Technology Department on needs in each of the schools
- Supported new teachers in the District with technology assistance
- Gave one-on-one support to District employees
- Communicated with employees through email to answer questions and assist in technology needs
- Assisted Site Technology Specialists as needed
- Worked with principals to offer needed technology training to faculties
- Followed up with teachers after the completion of trainings
- Built positive connections with teachers through one-on-one visits
- Demonstrated multiple times the use of technology tools at the girls' Youth in Custody school
- Implemented District Technology Training Goals:
  - **District supported programs**
    - Goal: The District Technology Department will trouble shoot and train on the following programs:
      - Canvas
      - Illuminate
      - School Messenger
      - PowerSchool
      - Edivate
      - ALEKS
      - K-3 Reading Software Resources: Lexia, Imagine Learning
      - Master Key
      - Others including: IXL, Turnitin
  - **Teacher Training**
    - Goal: The District Technology Department will provide at least one district-wide training day a year for professional development in innovative uses of technology. In addition, ongoing training will be offered at each school.
      - Professional Development Day in September
      - Additional day with an Apple Trainer
  - **Digital Citizenship**
    - Goal: District Technology Department will send out resources once a month to teachers and staff. Teachers will build upon the monthly topic in their classes and incorporate the topic in their lessons.

South Sanpete Concurrent Enrollment

**SOUTH SANPETE SCHOOL DISTRICT (all schools) CONCURRENT ENROLLMENT FALL 2015 THRU SPRING 2018**

| Semester     | Unique Students | All Concurrent Enrollment |            |           |      | F2F at High School |            |           |      | Taught over IVC or Online |            |           |      | F2F at Snow College |            |           |      |
|--------------|-----------------|---------------------------|------------|-----------|------|--------------------|------------|-----------|------|---------------------------|------------|-----------|------|---------------------|------------|-----------|------|
|              |                 | Seats                     | CH attempt | CH earned | GPA  | Seats              | CH attempt | CH earned | GPA  | Seats                     | CH attempt | CH earned | GPA  | Seats               | CH attempt | CH earned | GPA  |
| Fall 2015    | 179             | 352                       | 1189       | 1174      | 3.34 | 249                | 876        | 876       | 3.41 | 95                        | 271        | 256       | 3.18 | 8                   | 42         | 42        | 2.89 |
| Spring 2016  | 88              | 148                       | 404        | 395       | 3.29 | 47                 | 105        | 105       | 3.31 | 97                        | 275        | 266       | 3.26 | 4                   | 24         | 24        | 3.58 |
| 2015-16 YEAR | 191             | 500                       | 1593       | 1569      | 3.33 | 296                | 981        | 981       | 3.40 | 192                       | 546        | 522       | 3.22 | 12                  | 66         | 66        | 3.14 |
| Fall 2016    | 241             | 501                       | 1724       | 1676      | 3.29 | 325                | 1212       | 1209      | 3.48 | 172                       | 488        | 443       | 2.79 | 4                   | 24         | 24        | 3.58 |
| Spring 2017  | 118             | 195                       | 567        | 550       | 3.14 | 68                 | 176        | 169       | 3.14 | 115                       | 336        | 326       | 3.10 | 12                  | 55         | 55        | 3.39 |
| 2016-17 YEAR | 258             | 696                       | 2291       | 2226      | 3.25 | 393                | 1388       | 1378      | 3.44 | 287                       | 824        | 769       | 2.92 | 16                  | 79         | 79        | 3.44 |
| Fall 2017    | 216             | 441                       | 1551       | 1528      | 3.38 | 287                | 1085       | 1065      | 3.39 | 140                       | 403        | 400       | 3.43 | 14                  | 63         | 63        | 3.06 |
| Spring 2018  | 134             | 239                       | 680        | 677       | 3.07 | 124                | 326        | 323       | 2.81 | 97                        | 280        | 280       | 3.35 | 18                  | 74         | 74        | 3.12 |
| 2017-18 YEAR | 237             | 680                       | 2231       | 2205      | 3.29 | 411                | 1411       | 1388      | 3.25 | 237                       | 683        | 680       | 3.40 | 32                  | 137        | 137       | 3.09 |
| Fall 2018    | 233             | 469                       | 1671       |           |      | 268                | 1071       |           |      | 188                       | 540        |           |      | 13                  | 60         |           |      |

**GUNNISON VALLEY HIGH SCHOOL CONCURRENT ENROLLMENT FALL 2015 THRU SPRING 2018**

| Semester     | Unique Students | All Concurrent Enrollment |            |           |      | F2F at High School |            |           |      | Taught over IVC or Online |            |           |      | F2F at Snow College |            |           |      |
|--------------|-----------------|---------------------------|------------|-----------|------|--------------------|------------|-----------|------|---------------------------|------------|-----------|------|---------------------|------------|-----------|------|
|              |                 | Seats                     | CH attempt | CH earned | GPA  | Seats              | CH attempt | CH earned | GPA  | Seats                     | CH attempt | CH earned | GPA  | Seats               | CH attempt | CH earned | GPA  |
| Fall 2015    | 62              | 155                       | 441        | 432       | 3.11 | 107                | 304        | 304       | 3.23 | 46                        | 131        | 122       | 2.90 | 2                   | 6          | 6         | 1.85 |
| Spring 2016  | 39              | 73                        | 180        | 180       | 3.42 | 36                 | 72         | 72        | 3.23 | 36                        | 102        | 102       | 3.57 | 1                   | 6          | 6         | 3.00 |
| 2015-16 YEAR | 65              | 228                       | 621        | 612       | 3.20 | 143                | 376        | 376       | 3.23 | 82                        | 233        | 224       | 3.19 | 3                   | 12         | 12        | 2.43 |
| Fall 2016    | 81              | 181                       | 555        | 520       | 3.07 | 140                | 439        | 436       | 3.28 | 40                        | 110        | 78        | 2.17 | 1                   | 6          | 6         | 4.00 |
| Spring 2017  | 51              | 87                        | 234        | 226       | 3.22 | 68                 | 176        | 169       | 3.14 | 11                        | 27         | 26        | 3.43 | 8                   | 31         | 31        | 3.49 |
| 2016-17 YEAR | 87              | 268                       | 789        | 746       | 3.12 | 208                | 615        | 605       | 3.24 | 51                        | 137        | 104       | 2.42 | 9                   | 37         | 37        | 3.57 |
| Fall 2017    | 67              | 136                       | 426        | 412       | 3.14 | 110                | 346        | 332       | 3.12 | 16                        | 41         | 41        | 3.32 | 10                  | 39         | 39        | 3.10 |
| Spring 2018  | 56              | 110                       | 285        | 282       | 2.98 | 93                 | 233        | 230       | 2.98 | 5                         | 14         | 14        | 2.80 | 12                  | 38         | 38        | 3.01 |
| 2017-18 YEAR | 72              | 246                       | 711        | 694       | 3.07 | 203                | 579        | 562       | 3.07 | 21                        | 55         | 55        | 3.19 | 22                  | 77         | 77        | 3.06 |
| Fall 2018    | 53              | 95                        | 297        |           |      | 65                 | 214        |           |      | 23                        | 59         |           |      | 7                   | 24         |           |      |

**MANTI HIGH SCHOOL CONCURRENT ENROLLMENT FALL 2015 THRU SPRING 2018**

| Semester     | Unique Students | All Concurrent Enrollment |            |           |      | F2F at High School |            |           |      | Taught over IVC or Online |            |           |      | F2F at Snow College |            |           |      |
|--------------|-----------------|---------------------------|------------|-----------|------|--------------------|------------|-----------|------|---------------------------|------------|-----------|------|---------------------|------------|-----------|------|
|              |                 | Seats                     | CH attempt | CH earned | GPA  | Seats              | CH attempt | CH earned | GPA  | Seats                     | CH attempt | CH earned | GPA  | Seats               | CH attempt | CH earned | GPA  |
| Fall 2015    | 117             | 197                       | 748        | 742       | 3.48 | 142                | 572        | 572       | 3.51 | 49                        | 140        | 134       | 3.46 | 6                   | 36         | 36        | 3.07 |
| Spring 2016  | 49              | 75                        | 224        | 215       | 3.19 | 11                 | 33         | 33        | 3.49 | 61                        | 173        | 164       | 3.07 | 3                   | 18         | 18        | 3.77 |
| 2015-16 YEAR | 126             | 272                       | 972        | 957       | 3.41 | 153                | 605        | 605       | 3.51 | 110                       | 313        | 298       | 3.24 | 9                   | 54         | 54        | 3.30 |
| Fall 2016    | 160             | 320                       | 1169       | 1156      | 3.39 | 185                | 773        | 773       | 3.59 | 132                       | 378        | 365       | 2.97 | 3                   | 18         | 18        | 3.43 |
| Spring 2017  | 67              | 108                       | 333        | 324       | 3.09 | 0                  | 0          | 0         |      | 104                       | 309        | 300       | 3.07 | 4                   | 24         | 24        | 3.25 |
| 2016-17 YEAR | 171             | 428                       | 1502       | 1480      | 3.32 | 185                | 773        | 773       | 3.59 | 236                       | 687        | 665       | 3.02 | 7                   | 42         | 42        | 3.33 |
| Fall 2017    | 149             | 305                       | 1125       | 1116      | 3.48 | 177                | 739        | 733       | 3.51 | 124                       | 362        | 359       | 3.44 | 4                   | 24         | 24        | 3.00 |
| Spring 2018  | 78              | 129                       | 395        | 395       | 3.13 | 31                 | 93         | 93        | 2.38 | 92                        | 266        | 266       | 3.38 | 6                   | 36         | 36        | 3.23 |
| 2017-18 YEAR | 165             | 434                       | 1520       | 1511      | 3.39 | 208                | 832        | 826       | 3.38 | 216                       | 628        | 625       | 3.42 | 10                  | 60         | 60        | 3.14 |
| Fall 2018    | 180             | 374                       | 1374       |           |      | 203                | 857        |           |      | 165                       | 481        |           |      | 6                   | 36         |           |      |

Utah State Board of Education and  
Utah System of Higher Education  
2017-18 Concurrent Enrollment Summary Data  
2 November 2018

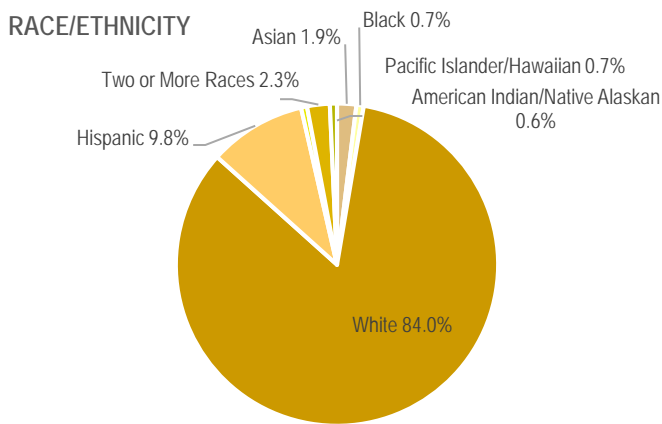


During the 2017-18 year, 169 public, charter, and alternative high schools participated in the concurrent enrollment program. Students from 41 districts and 36 charter schools earned concurrent credit. Below find finalized end of year data. Final 2016-17 data is provided for comparison.

| Student Participation  | 16-17   | 17-18   | Change |
|--|---------|---------|--------|
| Number of Students who participated in Concurrent Enrollment ( <i>total distinct headcount</i> ) | 32,849  | 36,335  | 10.6%  |
| Number of Credit Hours attempted   | 244,412 | 281,189 | 15.0%  |
| Number of Credit Hours earned  | 233,626 | 268,357 | 14.9%  |

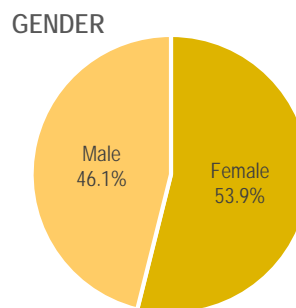
| Type of Delivery (earned credit)      | 16-17   | 17-18   | 16-17   | 17-18   |
|---------------------------------------|---------|---------|---|---------|
| Credit Hours delivered Face-to-Face   | 191,374 | 224,742 | Credit Hours taught by USHE faculty                   | 38,535  |
| Credit Hours delivered via Technology | 42,252  | 43,615  | Credit Hours taught by adjunct instructors (teachers) | 195,091 |

| USHE / Credit Type Earned                          | 16-17           |                | 17-18           |                |
|--|-----------------|----------------|-----------------|----------------|
|  | No. Enrollments | Earned Credits | No. Enrollments | Earned Credits |
| General Education Courses TOTAL                    | 56,863          | 164,883        | 67,861          | 198,953        |
| <i>General Education Courses</i>                   |                 | 148,472        |                 | 181,038        |
| <i>CTE Courses that fulfill GenEd Requirements</i> |                 | 16,411         |                 | 17,915         |
| Other CTE Courses                                  | 21,533          | 59,590         | 21,671          | 61,308         |
| Other Academic Courses                             | 3,128           | 9,153          | 2,810           | 8,096          |
| <b>Total Registrations</b>                         | <b>81,524</b>   | <b>233,626</b> | <b>92,342</b>   | <b>268,357</b> |



| Distinct Headcount by Ethnicity | 16-17         | 17-18         |
|---------------------------------|---------------|---------------|
| Asian                           | 591           | 703           |
| Black                           | 212           | 265           |
| Hispanic                        | 3,116         | 3,549         |
| American Indian/Native Alaskan  | 200           | 219           |
| Pacific Islander/Hawaiian       | 253           | 258           |
| White                           | 27,744        | 30,515        |
| Two or more races               | 733           | 826           |
| Distinct Headcount by Gender    | 16-17         | 17-18         |
| Female                          | 17,796        | 19,583        |
| Male                            | 15,053        | 16,752        |
| <b>Total</b>                    | <b>32,849</b> | <b>36,335</b> |

| Program Participation by USHE Institution | Enrollments 16-17 | Credits Earned 16-17 | Enrollments 17-18* | Credits Earned 17-18* |
|---|-------------------|----------------------|--------------------|-----------------------|
| University of Utah                        | 543               | 1,642                | 450                | 1,376                 |
| Utah State University/USUE                | 9,829             | 30,204               | 10,568             | 32,154                |
| Weber State University                    | 22,080            | 61,954               | 25,088             | 73,272                |
| Southern Utah University                  | 2,874             | 7,608                | 2,829              | 7,592                 |
| Snow College                              | 4,833             | 13,906               | 5,275              | 15,334                |
| Dixie State University                    | 4,389             | 11,131               | 6,139              | 15,469                |
| Utah Valley University                    | 20,029            | 57,672               | 24,327             | 69,854                |
| Salt Lake Community College               | 16,947            | 49,509               | 17,666             | 53,306                |
| <b>Total*</b>                             | <b>81,524</b>     | <b>233,626</b>       | <b>92,342</b>      | <b>268,357</b>        |



**\$48.7 million**  
in tuition saved by  
students taking concurrent  
enrollment classes

\*FY1718, 36,335 students enrolled in classes and earned 268,357 semester credit hours.

South Sanpete Concurrent Enrollment

**SOUTH SANPETE SCHOOL DISTRICT (all schools) CONCURRENT ENROLLMENT FALL 2015 THRU SPRING 2018**

| Semester     | Unique Students | All Concurrent Enrollment |            |           |      | F2F at High School |            |           |      | Taught over IVC or Online |            |           |      | F2F at Snow College |            |           |      |
|--------------|-----------------|---------------------------|------------|-----------|------|--------------------|------------|-----------|------|---------------------------|------------|-----------|------|---------------------|------------|-----------|------|
|              |                 | Seats                     | CH attempt | CH earned | GPA  | Seats              | CH attempt | CH earned | GPA  | Seats                     | CH attempt | CH earned | GPA  | Seats               | CH attempt | CH earned | GPA  |
| Fall 2015    | 179             | 352                       | 1189       | 1174      | 3.34 | 249                | 876        | 876       | 3.41 | 95                        | 271        | 256       | 3.18 | 8                   | 42         | 42        | 2.89 |
| Spring 2016  | 88              | 148                       | 404        | 395       | 3.29 | 47                 | 105        | 105       | 3.31 | 97                        | 275        | 266       | 3.26 | 4                   | 24         | 24        | 3.58 |
| 2015-16 YEAR | 191             | 500                       | 1593       | 1569      | 3.33 | 296                | 981        | 981       | 3.40 | 192                       | 546        | 522       | 3.22 | 12                  | 66         | 66        | 3.14 |
| Fall 2016    | 241             | 501                       | 1724       | 1676      | 3.29 | 325                | 1212       | 1209      | 3.48 | 172                       | 488        | 443       | 2.79 | 4                   | 24         | 24        | 3.58 |
| Spring 2017  | 118             | 195                       | 567        | 550       | 3.14 | 68                 | 176        | 169       | 3.14 | 115                       | 336        | 326       | 3.10 | 12                  | 55         | 55        | 3.39 |
| 2016-17 YEAR | 258             | 696                       | 2291       | 2226      | 3.25 | 393                | 1388       | 1378      | 3.44 | 287                       | 824        | 769       | 2.92 | 16                  | 79         | 79        | 3.44 |
| Fall 2017    | 216             | 441                       | 1551       | 1528      | 3.38 | 287                | 1085       | 1065      | 3.39 | 140                       | 403        | 400       | 3.43 | 14                  | 63         | 63        | 3.06 |
| Spring 2018  | 134             | 239                       | 680        | 677       | 3.07 | 124                | 326        | 323       | 2.81 | 97                        | 280        | 280       | 3.35 | 18                  | 74         | 74        | 3.12 |
| 2017-18 YEAR | 237             | 680                       | 2231       | 2205      | 3.29 | 411                | 1411       | 1388      | 3.25 | 237                       | 683        | 680       | 3.40 | 32                  | 137        | 137       | 3.09 |
| Fall 2018    | 233             | 469                       | 1671       |           |      | 268                | 1071       |           |      | 188                       | 540        |           |      | 13                  | 60         |           |      |

**GUNNISON VALLEY HIGH SCHOOL CONCURRENT ENROLLMENT FALL 2015 THRU SPRING 2018**

| Semester     | Unique Students | All Concurrent Enrollment |            |           |      | F2F at High School |            |           |      | Taught over IVC or Online |            |           |      | F2F at Snow College |            |           |      |
|--------------|-----------------|---------------------------|------------|-----------|------|--------------------|------------|-----------|------|---------------------------|------------|-----------|------|---------------------|------------|-----------|------|
|              |                 | Seats                     | CH attempt | CH earned | GPA  | Seats              | CH attempt | CH earned | GPA  | Seats                     | CH attempt | CH earned | GPA  | Seats               | CH attempt | CH earned | GPA  |
| Fall 2015    | 62              | 155                       | 441        | 432       | 3.11 | 107                | 304        | 304       | 3.23 | 46                        | 131        | 122       | 2.90 | 2                   | 6          | 6         | 1.85 |
| Spring 2016  | 39              | 73                        | 180        | 180       | 3.42 | 36                 | 72         | 72        | 3.23 | 36                        | 102        | 102       | 3.57 | 1                   | 6          | 6         | 3.00 |
| 2015-16 YEAR | 65              | 228                       | 621        | 612       | 3.20 | 143                | 376        | 376       | 3.23 | 82                        | 233        | 224       | 3.19 | 3                   | 12         | 12        | 2.43 |
| Fall 2016    | 81              | 181                       | 555        | 520       | 3.07 | 140                | 439        | 436       | 3.28 | 40                        | 110        | 78        | 2.17 | 1                   | 6          | 6         | 4.00 |
| Spring 2017  | 51              | 87                        | 234        | 226       | 3.22 | 68                 | 176        | 169       | 3.14 | 11                        | 27         | 26        | 3.43 | 8                   | 31         | 31        | 3.49 |
| 2016-17 YEAR | 87              | 268                       | 789        | 746       | 3.12 | 208                | 615        | 605       | 3.24 | 51                        | 137        | 104       | 2.42 | 9                   | 37         | 37        | 3.57 |
| Fall 2017    | 67              | 136                       | 426        | 412       | 3.14 | 110                | 346        | 332       | 3.12 | 16                        | 41         | 41        | 3.32 | 10                  | 39         | 39        | 3.10 |
| Spring 2018  | 56              | 110                       | 285        | 282       | 2.98 | 93                 | 233        | 230       | 2.98 | 5                         | 14         | 14        | 2.80 | 12                  | 38         | 38        | 3.01 |
| 2017-18 YEAR | 72              | 246                       | 711        | 694       | 3.07 | 203                | 579        | 562       | 3.07 | 21                        | 55         | 55        | 3.19 | 22                  | 77         | 77        | 3.06 |
| Fall 2018    | 53              | 95                        | 297        |           |      | 65                 | 214        |           |      | 23                        | 59         |           |      | 7                   | 24         |           |      |

**MANTI HIGH SCHOOL CONCURRENT ENROLLMENT FALL 2015 THRU SPRING 2018**

| Semester     | Unique Students | All Concurrent Enrollment |            |           |      | F2F at High School |            |           |      | Taught over IVC or Online |            |           |      | F2F at Snow College |            |           |      |
|--------------|-----------------|---------------------------|------------|-----------|------|--------------------|------------|-----------|------|---------------------------|------------|-----------|------|---------------------|------------|-----------|------|
|              |                 | Seats                     | CH attempt | CH earned | GPA  | Seats              | CH attempt | CH earned | GPA  | Seats                     | CH attempt | CH earned | GPA  | Seats               | CH attempt | CH earned | GPA  |
| Fall 2015    | 117             | 197                       | 748        | 742       | 3.48 | 142                | 572        | 572       | 3.51 | 49                        | 140        | 134       | 3.46 | 6                   | 36         | 36        | 3.07 |
| Spring 2016  | 49              | 75                        | 224        | 215       | 3.19 | 11                 | 33         | 33        | 3.49 | 61                        | 173        | 164       | 3.07 | 3                   | 18         | 18        | 3.77 |
| 2015-16 YEAR | 126             | 272                       | 972        | 957       | 3.41 | 153                | 605        | 605       | 3.51 | 110                       | 313        | 298       | 3.24 | 9                   | 54         | 54        | 3.30 |
| Fall 2016    | 160             | 320                       | 1169       | 1156      | 3.39 | 185                | 773        | 773       | 3.59 | 132                       | 378        | 365       | 2.97 | 3                   | 18         | 18        | 3.43 |
| Spring 2017  | 67              | 108                       | 333        | 324       | 3.09 | 0                  | 0          | 0         |      | 104                       | 309        | 300       | 3.07 | 4                   | 24         | 24        | 3.25 |
| 2016-17 YEAR | 171             | 428                       | 1502       | 1480      | 3.32 | 185                | 773        | 773       | 3.59 | 236                       | 687        | 665       | 3.02 | 7                   | 42         | 42        | 3.33 |
| Fall 2017    | 149             | 305                       | 1125       | 1116      | 3.48 | 177                | 739        | 733       | 3.51 | 124                       | 362        | 359       | 3.44 | 4                   | 24         | 24        | 3.00 |
| Spring 2018  | 78              | 129                       | 395        | 395       | 3.13 | 31                 | 93         | 93        | 2.38 | 92                        | 266        | 266       | 3.38 | 6                   | 36         | 36        | 3.23 |
| 2017-18 YEAR | 165             | 434                       | 1520       | 1511      | 3.39 | 208                | 832        | 826       | 3.38 | 216                       | 628        | 625       | 3.42 | 10                  | 60         | 60        | 3.14 |
| Fall 2018    | 180             | 374                       | 1374       |           |      | 203                | 857        |           |      | 165                       | 481        |           |      | 6                   | 36         |           |      |

# UHSAA Academic All-State

## Fall Sports 2018

### Boy Golf

Carson Lund.....Manti

### Volleyball

Anna Allred.....Manti

### Girls Soccer

Annika Liddiard.....Gunnison Valley

Julie Snyder.....Gunnison Valley

Sheridan Sorensen.....Gunnison Valley

### Football

Dallin Rasmussen.....Manti

Jaden Sterner.....Manti

Mason Thompson.....Manti

Caden Madsen.....Gunnison Valley

## **This is a copy of an email sent to Jack Pay, Gunnison High Football Coach**

I wanted to congratulate each of your schools for having a football team being awarded for the **Top Varsity Team GPA in Football**. This is a new award, being **awarded by the UIAAA**.

Football: 1A Milford - 3.11 **2A Gunnison - 3.45** 3A Grantsville - 3.53 4A Salem Hills - 3.62 5A Springville - 3.56 6A Fremont - 3.43

This award will be presented at the State Football Finals for each Classification. We would like to invite the schools Athletic Director, Coach and Team Captains to field to receive this award. The award will be presented during the halftime of each respective classification games.

Please let me know if you are planing on attending the game to receive this award. I will make arrangements for the presentation.

Thanks and let me know if you have any questions.

Trever Wilson, CMAA

Athletic Director

Stansbury High School



**Anti-Bullying Efforts:** As part of our PBIS/school climate efforts, and in partnership with the USOE and the Utah Anti-Bullying Coalition, all schools have implemented bullying prevention strategies and/or programs. The specific methods chosen were based on office disciplinary, SHARP, and student report data at each school. In addition to *Second Step* and *Prevention Dimensions*, other examples of these include:

- **Anti-Bullying Assemblies:** These are targeted for the whole student body and designed to increase awareness and motivation to make a difference. This includes Student Body Officers in the welcome back assemblies and others throughout the year.
- **Anti-Bully Efforts:** Schools attempt to create a culture of everyone looking out for bullying. We enlist students to be part of anti-bullying efforts to be school wide strong and, as bystanders, stand up for the underdog.
- **Bucket Filler:** The Bucket filling program simply means that you do your best each day to show kindness and respect to the people around you. Bucket filling can be small acts of kindness like greeting someone in the hallway, or something bigger like sending someone a special card. There are many ways to fill buckets, big and small, and we should always work each day to fill as many buckets as we can!
- **Buddy Box:** The South Sanpete School District has provided a way for all students to anonymously report bullying incidents. A locked “Buddy Box” has been purchased and placed in a secure location in each elementary and secondary school. Students were introduced to the Buddy Boxes, and told that they were able to report incidents of physical aggression, verbal aggression, hate speech, cyber bullying, harassment, etc. At each school, the principal, or the principal’s designee, is responsible for following up and responding to the forms the students placed in the Buddy Box.
- **Buddy Benches:** The buddy bench is a simple idea to eliminate loneliness and foster friendship on the playground. Spread the message of inclusion and kindness.
- **Cool 2 Care:** Cool 2 care supports PBIS (Positive Behavior Interventions and Support) education framework. South Sanpete School District is committed to building a climate and culture of respect, tolerance and acceptance to promote the general welfare of students. Components of the program, including Bystander responsibilities and CAST—stay Calm and Confident, move Away from the bully, tell them to Stop, if they do not stop--Tell an adult.
- **D.A.R.E.:** envisions a world in which students everywhere are empowered to respect others and choose to lead lives free from violence, substance abuse, and other dangerous behaviors.
- **Peer Programs:** At the secondary level, established groups such as Hope Squads and Student Government have taken on the Anti-Bullying cause and include it in what they are doing throughout the year. These students promote positive relationships and watch for students at risk or aggressors and report them to school officials. They also spearhead activities to increase unity and acceptance. Training for these students has been provided through the Utah Anti-Bully Coalition.
- **Safety Assemblies by Camfel production:** A major educational challenge is to communicate in a way that can hold student’s attention as well as create interest in the message. Each of our large three-screen assemblies contains current popular music, film clips, and challenging content to spark discussion and motivate healthy change.
- **Surveillance Cameras:** South Sanpete School District uses surveillance cameras in all schools and buses. They are in place to protect and help make all students feel safe at school in all their actions.

**Digital Citizenship and Cyber Bullying Programs:** The trainings focus on motivating and inspiring positive change among the students. These programs provide students with empowering ways to address internet safety and digital citizenship at school and at home. Trainings provide a unique and entertaining outlook on the subjects addressed that both captures students attention and brings home the key message: “Each student is in control of their digital futures; they decide today, by the things they share, what their future holds.”

- **Net Safe:** NetSafe Utah provides online videos and resources for kids, teens, parents and educators, including Internet Safety information that Utah schools need to meet the Children's Internet Protection Act (CIPA) requirements.
- **NetSmartz:** The NetSmartz program as provided by the Utah Alliance of Boys & Girls Clubs provides digital citizenship trainings to Utah students in grades K-12. These trainings provide instruction to students about topics including cyberbullying, sexting, Internet predators, social networking dangers, and more. The trainings are age-appropriate and are adjusted to the age and understanding of each training group (kindergarten to high school.)
- **Common Sense Media:** Digital citizenship program used to teach students how to thrive in the digital age with free, research-backed lesson plans. ... Find lessons, activities, classroom tools, and family resources to help students learn about character strengths and develop empathy, compassion, integrity, courage, and more.

### **Other Safety Initiatives:**

- **ADAPT:** ADAPT (Advancing Decision Making and Problem Solving for Teens) is a small-group intervention for middle and high school students who are at risk for substance use, aggression, truancy, poor school performance, and depressive moods. The program's 12 sessions teach fundamental skills such as:
  - Effective Problem Solving and Communication Skills
  - Decision Making
  - Refusal Skills and Anger Management
- **Botvin Lifeskills:** The Botvin *LifeSkills* Middle and High School programs is a groundbreaking substance abuse and violence prevention program based on more than 35 years of rigorous scientific research. Proven to be the most effective evidence-based program used in schools today, *LifeSkills Training* is comprehensive, dynamic, and developmentally designed to promote positive youth development. In addition to helping kids resist drug, alcohol, and tobacco use, the *LifeSkills Training* Middle School program also effectively supports the reduction of violence and other high-risk behaviors.
- **Gear-up/Ameri-Corps Mentors:** These employees are able to track and help eliminate any roadblocks that might be causing students to not succeed in their classroom and provide pathways to success.
- **Leader in Me & Lighthouse designation:** Leader in Me is a whole-school transformation model and process developed in partnership with educators that empowers students with the leadership and life skills they need to thrive in the 21st century. It is based on principles and practices of personal, interpersonal and organizational effectiveness, and upon the powerful premise that every child possesses unique strengths and has the ability to be a leader.  
Leader in Me helps students learn how to become self-reliant, take initiative, plan ahead, set and track goals, do their homework, prioritize their time, manage their emotions, be considerate of others, express their viewpoint persuasively, resolve conflicts, find creative solutions, value differences, and live a balanced life. The process helps students develop the skills and self-confidence they need to lead their lives and succeed in school and beyond.
- **HOPE Squads:** These are students in all secondary schools that are trained in suicide awareness to assist and help peers who are suffering from depression or may be suicidal. It incorporates training modules that take an active approach in teaching/learning the warning signs of suicide, reporting potential suicidal behavior, and supporting students who have already received help. Hope Squads are the eyes and ears of the school's student body that have been identified by their peers as someone that is a good listener. Teams are led by teachers and counselors who have also been trained. The goal is to refer the students to the counseling office or another adult who can assist them in getting the support they need.
- **Juvenile Justice Intervention Programs:** The School-based Outreach Program provides evidence-based services to youths to improve attendance and academic performance, teach problem solving, decision making, goal setting and resiliency skills in the school and in the community, tutor participating youth, establish collaborative relationships with allied agencies, and mentor youth in homes, where skills are taught to the family. Juvenile Justice Service representatives work with secondary students one on one and in small groups weekly.

- **Kindness Campaign:** A school program that brings positive rewards for being kind to other students. When you are caught doing kind acts you earn tickets that are put into drawings that happen, weekly, quarterly, and yearly. This program is to build habits of being kind to others.
- **Mental Health Services:** Through Counseling Grants, our students can access mental health services for situations that are affecting their social/emotional well-being, school behavior and/or academics. A partnership in association with Central Utah Counseling provides cost-free opportunities for qualifying students to get the support needed during school time. This can be accessed through administrators and/or counselors. A partnership grant with the Children's Justice Center is also available for those who may not qualify for the other programs.
- **NFHS Training:** The National Federation of State High School Associations is the body that writes the rules of competition for most high school sports and activities in the United States. Employees complete the NFHS *Bullying, Hazing and Inappropriate Behaviors* as well as the *Hazing Prevention for Students* videos. Along with participants in extracurricular activities complete the *Hazing Prevention for Students*.
- **Positive Professional Development for Teachers:** South Sanpete School District is always looking for and implementing positive professional development opportunities for staff and faculty dealing with improving school culture, compassion fatigue, student success, positive effect size, etc. We feel if we can give our teachers and staff the right tools and training it will transfer to our students social/emotional development, academic success and improved coping skills. Mental health professionals are always scheduled to present at our annual professional learning conference.
- **PREPaRE Training:** This is an emergency response training that includes a mental health component that all of our counselors have been trained in.
- **Prevention Dimensions:** This is Utah's Safe and Drug Free Schools Curriculum. All elementary (K-6) and select Junior High teachers in our district have been trained and teach this annually. This has been the foundation prevention curriculum in Sevier School District since 1983.
- **QPR Training:** We have district trainers that work throughout the community to train educators, staff, students, community groups, religious groups, etc. on the *Question, Persuade, and Refer (QPR)* method of suicide prevention. After 2 years of teaching QPR in Sevier County, we have trained many Gatekeepers, and people in *Connect Postvention*. We have several staff who have also been trained in postvention.
- **Refocus Groups:** We have a refocus room coordinator in most of the elementary schools. The program was implemented to monitor students in various activities for the purpose of providing a safe and positive learning environment. The refocus coordinator responds productively to conflict situations with students for the purpose of de-escalating student behavior and directing the situation toward a positive outcome.
- **Restorative Justice Mentors :** Each school has an employee who tracks and monitors students attendance issues at their school. They make contact with parents and students to help them overcome any issues or concerns that are causing students from attending school.



- **SafeUT:** Students concerned about the safety of themselves or others are reaching out for help. Students in crisis can connect with counselors 24 hours a day by using the mobile app or calling 1-800-273-8255 to talk about relationship issues, drug problems, thoughts of suicide, etc. Safety tips submitted are screened by crisis workers for immediate intervention and then passed along to district/school officials for follow up. Tips can be reported anonymously and may include, but are not limited to: suicide, bullying, cyber-bullying, harassment, hazing, threats, and substance abuse. We have received valuable tips allowing us to respond and intervene in a timely manner to prevent, properly investigate, act upon, restore, and maintain safety.
- **Second Step (grades K-8):** This is a nationally renowned, evidence-based program designed to promote skills and attitudes that increase students' social and school success. It provides a foundation for creating a safe, respectful learning environment. Second Step is implemented by counselors and refocus specialists in our elementary schools.
- **School-Based Mental Health Webinar:** The Utah School Board of Education provides School-Based Mental Health webinars for counselors and other student support professionals each month.



- **School Counseling & Mental Health Systems of Support:** Our school counselors have an “open-door policy” for responsive services. They know this takes precedence over other needs. Counselors have attended multiple trainings/conferences in the areas of suicide prevention, mental health, emergency services, intervention strategies, abuse and trauma, etc. Counselors have been trained in various suicide prevention programs/strategies, including QPR, as well as other trainings. Sevier School District has also actively increased counseling services throughout the district including in our elementary schools. In addition to this a couple of our elementary schools are using school funding to pilot efforts to include social/emotional intervention aides on staff.
- **School Resource Officers (SROs):** SROs are sworn law enforcement officers who are specially selected and trained to promote safety within schools. SROs can fulfill a variety of roles: Preventing and responding to school-based crime; fostering positive relationships among law enforcement, educators, and youth; and helping to promote a positive school climate.
- **SHARP Survey:** In March 2017, students in grades 6-12 participated in the SHARP Survey. This survey is administered every two years, gathering data that is used to continually to support and improve efforts to combat suicide, bullying, drug and tobacco use, etc. within our district and communities.
- **Stand Up Speak Out:** A school wide initiative to get students at school to pledge to take action when they witness bullying and harassment in schools in a response to the need for improving the culture and atmosphere of our school.
- **WhyTry:** This is a nationally renowned, evidence-based program designed to promote skills and attitudes that increase students’ social and school success. The WhyTry Program is a resilience education curriculum that provides simple, hands-on solutions for dropout prevention, violence prevention, truancy reduction, and increased academic success.
- **Youth/Peer Court:** an alternative approach to the traditional juvenile justice system. A youth charged with an offense has the opportunity to forgo the hearing and sentencing procedures of [juvenile court](#) and agrees to a sentencing forum with a jury of the youth's peers. Youth court is under the supervision of a judge, and youth defendants and volunteers play a variety of roles in the judicial process, such as district attorney or public defender. Youth courts are youth-focused and youth-driven and are designed and operated to empower youth.

*For more information visit [www.ssanpete.org](http://www.ssanpete.org), or call the South Sanpete School District Office at (435) 835-2261.*

## SCHOOL YEAR

Adopted 11-18-75

Revised 10-8-03 ; 02-9-16; **11-14-18**

### Length of School Year

In accordance with the State Board of Education, the minimum uniform school program to be provided in the various districts of the State shall include a school term of nine months, which will consist of at least 990 hours of instruction, except as follows:

1. Grade 1 must have a minimum of 810 hours and 180 days.
2. The Board may reallocate up to 32 instructional hours or four (4) school days for teacher preparation time or professional development by a two-thirds majority vote of the Board in a properly noticed and held public meeting. If a reallocation is made, parents and guardians shall be notified of the school calendar at least 90 days before the beginning of the school year.

~~*Utah Admin. Rules R277-419-1.M (October 9, 2012)*~~

~~*Utah Admin. Rules R277-419-4 (October 9, 2012)*~~

~~*Utah Admin. Rules R277-419-5.C(3) (October 9, 2012)*~~

~~*Utah Admin. Rules R277-419-8.D (October 9, 2012)*~~

~~*Utah Code § 53A-17a-103(4) (2015)*~~

[\*Utah Admin. Rules R277-419-4\(1\) \(December 8, 2017\)\*](#)

[\*Utah Admin. Rules R277-419-6\(6\) \(December 8, 2017\)\*](#)

[\*Utah Code § 53F-2-102\(7\) \(2018\)\*](#)

[\*Utah Admin. Rules R277-419-4\(2\) \(December 8, 2017\)\*](#)

[\*Utah Admin. Rules R277-419-11\(4\)\(h\) \(December 8, 2017\)\*](#)

### Semester Basis

The District shall operate on a quarter or semester basis and shall adhere to the requirements of the appropriate curriculum prepared by the State Board of Education.

### Beginning Date

Student attendance for the first semester of the regular school term shall be established by the Board pursuant to a calendar adopted annually.

### Emergency/Activity Days

The annual school calendar adopted by the Board shall include unforeseen time for closures such as emergencies, activities, or extreme weather conditions. If school is closed for these or any other reasons, the instructional time missed shall be made up so that the minimum school program instructional requirements are met.

~~*Utah Admin. Rules R277-419-8.B (October 9, 2012)*~~

*Utah Admin. Rules R277-419-4(3)(a) (December 8, 2017)*

### Parent-Teacher and SEOP Conference

With Board approval, schools may conduct parent-teacher and SEOP conferences during the day and the time for those conferences may be counted as instructional time up to the equivalent of three full school days or 16.5 hours during a school year.

Utah Admin. Rules R277-419-8.C (October 9, 2012)

Utah Admin. Rules R277-419-4(6)(c) (December 8, 2017)

### **Kindergarten Assessment**

The Board may designate up to 12 instructional days at either or both the beginning or end of the school year for assessment of students entering or completing kindergarten. Assessments shall be conducted by qualified school employees. The assessment time per student must be adequate to justify the amount of instructional time used for assessment. Such action must be taken in a properly noticed public meeting and the parents or guardians of these students shall be given notice and an explanation of the assessment well in advance of the assessment period.

Utah Admin. Rules R277-419-8.C(1) (October 9, 2012)

Utah Admin. Rules R277-419-4(6)(e), (f) (December 8, 2017)

53A-17a-103

## Concurrent Enrollment

Approved: 6-12-07  
Review/updated 11-14-18

### Philosophy:

It is the desire of the South Sanpete Board of Education to provide a challenging productive secondary-school experience for all students. For some students, this may include courses offered at the college level. Therefore, it is the intent of the Board to provide **post-secondary** opportunities to students through Concurrent Enrollment, IVC, early college admission, **advanced placement, online**, and other approved college delivery systems.

### Definitions:

USHE is the Utah System of Higher Education and refers to the various post-secondary accredited trade schools, colleges, and universities.

Adjunct/Concurrent Faculty is a high school instructor approved by the cooperating USHE institution and approved by the District to teach a Concurrent Enrollment class on behalf of the USHE institution.

Concurrent Enrollment is enrollment by public school students in one or more USHE institution course(s) under a contractual agreement between the USHE institution and the District/school. These courses are normally taught by a high school teacher who has been approved by the USHE institution. Participating students continue to be enrolled in public schools, count in **average daily** membership, meet every day, and receive high school credit and college credit.

Early College Admission is when a student personally chooses to enroll in a college course taught on campus, over the internet, or by some other means offered by a USHE institution. Under this arrangement and with notification given to the high school, a student may choose to be a full-time college student or part-time college and part-time high school student. The college credit earned may count for

both high school graduation and for college credit and may appear on the high school transcript if used towards high school graduation. Concurrent Enrollment policies and funding mechanisms do not apply to early college admission enrollment. Early college admission enrollments are reported as regular enrollments by the UHSE credit-granting institutions.

IVC (Interactive Video Conferencing) allows for Concurrent Enrollment courses to be delivered directly to a high school from a USHE institution via technology. They are taught by a USHE instructor. In the high school, IVC courses have an adult facilitator who manages the technology, monitors the class, takes roll,

collects assignments, administers tests, etc. IVC courses are usually not taught every day. Students shall receive both high school and college credit for successfully completing these courses.

**Policy:**

Concurrent Enrollment courses shall be limited to courses in English, mathematics, fine arts, humanities, science, social science, world languages, and career technical programs to allow a focus of energy and resources on quality instruction in these courses. However, there may be a greater variety of courses in the career technical education area. The Concurrent Enrollment and IVC programs are regulated by Administrative Rules R277-713-(1-9), R165, and Utah Code ~~53A-15-101~~.

1. **Instructor Eligibility** means an instructor who is not employed as faculty by an institution of higher education but who is employed by the District and meets the following requirements:
  1. Licensed by the State Board of Education (secondary teachers only)
  2. Is supervised by an institution of higher education and,
  3. In order to be approved by the sponsoring USHE institution, a master's degree in the field of study is preferred but related fields will be considered. Mathematics instructors can be approved with a bachelor's degree and a level IV

endorsement. CTE instructor approval is based on bachelor's plus experience  
[Utah Code § 53E-10-301\(1\), \(3\), \(4\) \(2018\)](#)

## 2. Student Eligibility

- A. Students **who** participate in a Concurrent program must meet the **USHE institution's** admission requirements with regards to GPA, ACT scores, grade level, and pre-requisite courses, **plus meet the student's high school individual requirements.**
- B. For high school students to be eligible for the Concurrent Enrollment program, they must have a 3.0 cumulative GPA. **For freshmen and sophomore students seeking permission to participate in concurrent enrollment, they must have a 3.5 GPA and counselor permission.**
- C. Students and their parents/guardians must sign the **"Concurrent Enrollment Program Parent Permission Form."** Policy IKG-1 and return it to their local high school before beginning course work.
- D. Students are not eligible for Concurrent courses if (1) they have received their high school diploma, (2) their class has graduated, (3) they have participated in graduation exercises or, (4) **The student has failed a college course previously.**
- E. Students entering the Concurrent Enrollment program begin a permanent college transcript. Low grades may affect scholarship and financial aid opportunities.
  - **If a student wishes to challenge any policy, there is an appeal process which is handled through the sponsoring USHE institution.**

## 3. Student Participation

1. Concurrent Enrollment is intended primarily for students in their last two years of high school. Participation by younger students may be approved jointly by the high school and the USHE institution.
2. Students shall complete reimbursable Concurrent courses prior to their graduation or participation in graduation exercises.
3. Students must earn a C- or above to be considered in good standing with the Concurrent program. Students earning less

than a C- will be placed on probation and will not be allowed to enroll in future classes without a “Concurrent Probation Form” Policy IKG-2 signed by the student, parent/guardian, and school counselor.

4. Students must demonstrate good behavior, do their own work, maintain good attendance, and exhibit a genuine effort to complete all assignments in an honest and timely manner. **The sponsoring institution or the high school has the right to dismiss any student from participating in concurrent enrollment.**
  5. If students choose to drop a Concurrent course, they must do so within the guidelines of the **sponsoring USHE institution**. Students must make certain they complete a drop form with the USHE institution through which the class is offered.
  6. Once a student’s name is submitted to the college for any Concurrent Enrollment course, **if that student drops, and receives a “W” on the college transcript**, he/she may be *ineligible* for federal financial aid if they are entering with less than a 70% completion rate of previously attempted courses.
  7. **Students may not repeat a course at the concurrent enrollment fee of \$5 per credit hour. Repeating a course requires payment of the USHE institutions full tuition rate.**
4. Attendance
1. Students are expected to attend Concurrent Enrollment courses taught by high school teachers on a daily basis as they would their other high school classes. Attendance for these classes will be monitored by the high school teacher in accordance with school/District policies.
  2. Students are expected to attend IVC courses that are taught via technology according to the UHSE institution’s schedule. Because these courses are tied directly to a college schedule, students may be required to attend IVC classes when regular high school classes are not held due to assemblies, holidays, school activities, etc.
  3. IVC courses are usually taught two or three times a week. On non-class days, students are required to go to the library and work on homework. If a student needs to leave school, he/she must check out through the office.

4. If it is necessary to be absent from an IVC course, the class may be taped for you however it must be done with prior communication.
5. Attendance on exams days for IVC courses is required.

#### 5. Credit, Grades, and Transcripts

1. High school teachers who teach Concurrent Enrollment courses shall issue the grades for those courses.
2. USHE instructors who teach IVC courses via technology shall issue the grades for those courses.
3. Grades issued for Concurrent courses should be the same grade on both the high school and college transcript.
4. Concurrent course credit shall count toward high school graduation requirements as well as for college credit.
5. All Concurrent grades and credit shall be posted and recorded on the student's permanent high school transcript and also posted and recorded on the student's permanent college transcript.
6. A student shall receive high school credit for Concurrent courses that is consistent with the District's and school's policies for awarding credit.
7. Concurrent grades shall be included in determining a student's high school GPA and shall be considered in determining honor roll status, scholarships, high school graduation recognitions, and other such awards.
8. In regards to IVC courses, the course grade and credit is awarded by the college instructor, not the high school facilitator. If students have questions about an assignment, a grade or credit, they should contact the instructor.

#### 6. Eligibility for Activities

1. Concurrent students shall be eligible for extracurricular activities consistent with UHSAA guidelines.
2. A student who is enrolled in high school classes and college courses shall be designated as a full-time student based upon the following formula: College Semester Hours divided by three = H.S. Classes.

#### 7. Fees



1. Students are responsible to pay for the one-time college admission fee that is approximately \$30-\$50. [Utah Code § 53E-11-305](#)
2. Students are responsible to either buy their texts or rent them from the school if they are available. The book rental fee shall be based on the current District's Fee Schedule.
3. Any student who fails, withdraws, or drops a Concurrent course after deadlines have passed will be required to pay the tuition fees based upon \$50/semester hour and may not be allowed to enroll in future Concurrent Enrollment courses **as per district policy.**
4. All other costs associated with Concurrent courses shall be the responsibility of the students.

### **8. Participation Form and Parental Permission—**

Prior to participating in a concurrent enrollment course, both the district and the institution of higher education must ensure that the student has:

1. Submitted the Concurrent Enrollment Program Parent Permission Form which includes the signature of the student's parent or guardian indicating permission to participate and
2. Signed an acknowledgment of program participation requirements. (The participation form shall be that which is created by the State Board of Regents.)

[Utah Code § 53E-10-304 \(2018\)](#)

#### Policy References:

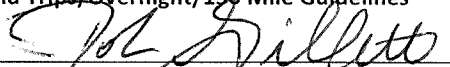
|        |  |
|--------|--|
| IKF    | “The Elementary Secondary Core Curriculum and High School Graduation Requirements” |
| IKF-1  | “Early Graduation Requirements   |
| IKF-SP | “Non-District Courses”   |
| JEC-SP | “Definition of a Full-Time Student”  |

## UHSAA/SSSD 150-Mile/Overnight Trip Request Form

**School** Manti High School

| Group's Name or Sport | Date(s) of Contest | One-Way Miles | Destination                         | Purpose              | Mode of Travel (Bus, Suburban, Other) | Overnight (Yes or No) | Total # of Classes Missed | Number of Students |
|-----------------------|--------------------|---------------|-------------------------------------|----------------------|---------------------------------------|-----------------------|---------------------------|--------------------|
| Wrestling             | 1/18/19 - 1/19/19  | 105           | Rockwell High School                | Wrestling Tournament | Suburbans                             | yes                   | 2                         | 14                 |
| Wrestling (Girls)     | 2/22/19 - 2/23/19  | 150           | North Ridge High School             | Wrestling Tournament | Suburban                              | yes                   | 3                         | 5                  |
| Choir                 | 1/25/19 - 1/26/19  | 125           | Murray High School & Abravanel Hall | Honor Choir          | Suburbans                             | yes                   | 4                         | 16                 |
| Jazz Band             | 2/8/19 - 2/9/19    | 95            | Honor Jazz Band                     | Honor Jazz Band      | Suburbans                             | yes                   | 4                         | 10                 |
|                       |                    |               |                                     |                      |                                       |                       |                           |                    |
|                       |                    |               |                                     |                      |                                       |                       |                           |                    |
|                       |                    |               |                                     |                      |                                       |                       |                           |                    |

All trips must meet the requirements in Field Trips/Overnight/150 Mile Guidelines

Trip Approval and Assurance of Policy Requirements: Principal's Signature  Date: 11/9/18

Date Submitted to the Board \_\_\_\_\_ Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Date: \_\_\_\_\_

## UHSAA/SSSD 150-Mile/Overnight Trip Request Form

**School** Manti High School

| Group's Name or Sport | Date(s) of Contest | One-Way Miles | Destination              | Purpose     | Mode of Travel (Bus, Suburban, Other) | Overnight (Yes or No) | Total # of Classes Missed | Number of Students |
|-----------------------|--------------------|---------------|--------------------------|-------------|---------------------------------------|-----------------------|---------------------------|--------------------|
| GEAR UP               | 11/9-10            | 7.2           | Snow College             | Snow Blast  | They take themselves                  | Yes                   | 0                         | 15                 |
| GEAR UP               | 12/7-8             | 210           | Dixie State University   | DSU Preview | Suburbans                             | Yes                   | 2                         | 15                 |
| GEAR UP               | 1/25-26            | 160           | Southern Utah University | Red Riot    | Suburbans                             | Yes                   | 2                         | 15                 |
| GEAR UP               | 2/1-2              | 160           | Southern Utah University | Red Riot    | Suburbans                             | Yes                   | 2                         | 15                 |
| GEAR UP               | 3/29-30            | 160           | Southern Utah University | Red Riot    | Suburbans                             | Yes                   | 2                         | 15                 |
| GEAR UP               | 4/5-6              | 160           | Southern Utah University | Red Riot    | Suburbans                             | Yes                   | 2                         | 15                 |
| GEAR UP               | 2/22-23            | 210           | Dixie State University   | DSU Preview | Suburbans                             | Yes                   | 2                         | 15                 |

All trips must meet the requirements in Field Trips/Overnight/150 Mile Guidelines

Trip Approval and Assurance of Policy Requirements: Principal's Signature

*[Handwritten Signature]*

Date: 11/5/18

Date Submitted to the Board \_\_\_\_\_

\_\_\_\_\_ Approved

\_\_\_\_\_ Not Approved

Date: \_\_\_\_\_