

# Juab School District

Programmatic Monitoring Report March 14, 2025

## Overview

The Utah State Board of Education Title IV, part A and Stronger Connections Grant staff thoroughly monitored Juab School District's programmatic use of funds in March 2025 and found the district's management of the funds to be highly effective. This report outlines the successful observations, evidence, and any findings or recommendations from that site visit, instilling confidence in the district's financial management.

Juab School District is utilizing funds to supplement the salary for a school counselor. The counselor will work with students in grades K-5 to support the development of healthy social emotional skills and anti-bullying strategies by delivering targeted instruction in these areas. Juab School District utilized the Stronger Connections Grant to supplement the existing Title IV, Part A allocation. The monitoring visit took place at Red Cliffs Elementary School.

## Goals

Juab School District receives under \$30,000 for its annual Title IV, Part A funding and therefore only needs to focus on goals in one program area. Additionally, Juab School District received one-time competitive funding to support its high-needs areas. The district uses its complete allocation for Title IV, Part A, and the Stronger Connections program to enhance Safe and Healthy Students.

Stronger Connections Grant:

- Goal: The project aims to create a safe and healthy learning environment for all elementary students in Juab School District. This will be achieved by providing social-emotional supports to address high-need factors such as the high student-to-mental health professional ratio and the high incidence of bullying. Ultimately, the goal is to reduce the negative impact of these factors on student safety, mental health, and overall well-being."

Title IV, Part A:

- Goal: Increase access to social-emotional support by decreasing the counselor-to-student ratio in K-5.
- Goal: Reduce the number of office referrals received by the school principal, school counselor, and behavior support staff.

## Evidence of High Needs and Community Engagement for the Stronger Connections Grant

Juab School District self-identified high needs areas were:

- high student-to-mental health professional ratio
- bullying and harassment

Stakeholder groups involved in collecting this feedback and data include:

- JSD Board of Education
- School Community Councils
- District Administration
- School Instructional Coaches
- School Counselors
- Local Interagency Council
- JSD Students
- JSD Parents
- Classroom teachers

Juab School District met with stakeholders over the last two school years and identified several needs within our district. Key areas of focus include an increased availability of support from mental health professionals to address escalating and wide-ranging behavioral challenges. Additionally, there is a need for strategies to address learning deficits across all academic areas. Professional learning opportunities for K-3 teachers have also been identified as crucial in helping develop their capacity to deliver highly effective early literacy and numeracy instruction.

During their Spring “What Counts” event, district and community stakeholders highlighted several high-priority areas for the district. Notably, there was a call for

training that would help students develop perseverance, grit, and resilience, which supports increased self-regulation skills and enhances mental health and well-being. An emphasis on citizenship instruction and the development of effective communication skills were also recognized as important. Furthermore, support aimed at helping students develop accountability and responsible behaviors, along with strategies to boost academic achievement, were prioritized.

Data collected from PowerSchool and the Educator Handbook software from August 2022 to April 2023 reveal significant insights regarding student needs. The number of counselor referrals totaled 99, with individual counselor contacts reaching 235 and group contacts totaling 418. Notably, there were 38 counselor contacts specific to bullying.

Additionally, survey data gathered during the University of Utah School Climate survey administered in Spring 2022 provides further context. According to the results, 66% of elementary students believe that their peers can solve problems without resorting to fighting, while 70% feel safe from bullying. In secondary schools, 62% of students report that peers can resolve conflicts peacefully, and 59% believe they are safe from bullying. Furthermore, they consider data from state assessments conducted in the Spring of 2023 as a distal indicator, highlighting several areas of academic need across our district.

Juab School District seeks to foster a safe and healthy learning environment for each student. Based on data collected from their comprehensive needs assessment, the school identified a schoolwide need to improve self-regulation skills in elementary-aged students. To address this, they expanded their existing intervention services by adding a school counseling position. This addition increased the availability of responsive counseling services and enhanced classroom instruction designed to support the development of these essential skills and dispositions.

## Highlights

Red Cliffs Elementary School serves approximately 600 students. Prior to receiving Title IV, Part A and Stronger Connections funds Juab School District shared counselors through multiple schools. Now, with the funds Juab is able to support

two full time counselors one at Red Cliffs Elementary the other at Nebo View and Mona Elementary.

The school counselors are now able to support every class each week with evidence-based skill lessons and get to know the students on an individual basis. The counselors work with small groups and individual students as needed to teach skills. The ultimate goal of the skill lessons is to keep students in the classroom to access instruction, peers, and grow and develop. Lessons focus on topics like child safety, using appropriate language, empathy, problem solving, anti-bullying, emotional regulation, and protective factors. Coaches have received more referrals because teachers have realized there are more services available. The difference is the referrals are now focused on preventive behaviors and pre-planned groups, rather than reacting to immediate and significant behavior needs.

The elementary counselor goals of keeping students in the classroom allows the student to access instruction and engage with their peers, which helps them grow and develop appropriately. By integrating supportive services into the classroom that complement what teachers are already providing. These additional resources can help students develop self-regulation skills, self-awareness, child safety behaviors, and anti-bullying strategies. Ultimately, the goal is to help students become well-rounded individuals, encouraging them to be the best they can be as good people and supportive classmates. Conducting an in-depth exploration of the related resources to build a curriculum. The LEA has been conducting an in-depth exploration of the associated resources to build a curriculum that is evidence-based.

The school also supports parents with “What Counts” nights. The parents have asked the school for additional support, even prior to the pandemic, to social and emotional learning. Since the pandemic, there is a greater need and the parent nights create an intentional method of including parent needs and concerns into the school culture.

In order to be cohesive, there are formal meetings once a month with the skills coaches. The coaches plan and the teachers look at the lessons that have been taught, the teachers respond using a form about what the students need most and the skills can then be retaught if necessary. The skills lessons provide teachers with

a universal language that is consistent and students build on those skills each year. It's quite rare for elementary schools to achieve this, but the counselors are present in every single classroom each week. This is a fantastic use of resources, as it ensures that the skills being taught are delivered through a high-quality curriculum to every student on a school-wide scale.

The school has begun using Educator Handbook and Panorama in order to gain more consistent data and have a fidelity of that data. This also allows for common definitions and practices in all classrooms and schools. The data indicates an increase in behaviors among K2 students. According to the Juab School District, with the support of the Stronger Connections Grant, efforts were made to reduce the ratio of student instances and address their needs. This initiative allowed for more social skills instruction in classrooms, which made a significant difference for the school.

The counselors also collaborate with other mental health professionals within the district as well as through external agencies that support the district and its students. Counselors are able to make referrals and access to Board Certified Behavior Analyst through the Central Utah Educational Services. Additionally, the elementary counselors have also received training in Positive Behavioral Interventions and Supports.

## Findings and Recommendations

The USBE Title IV, Part A team recommends continued support for the program and encourages Juab School District to share with stake holders how the use of Title IV part A grant funding made the additional school counseling services available.

## Next Steps

Juab School District plans to continue training and support for counselors and skill coaches throughout the district and add additional school-based behavior skill courses. In addition, the district plans to expand collaboration with community agencies and professionals. Starting in the summer of 2025, the Local Education Agency (LEA) will implement Panorama, which will establish a consistent data collection process. This will allow them to gather more accurate information and

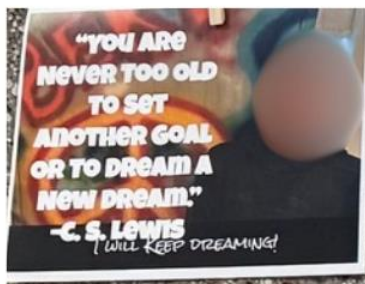
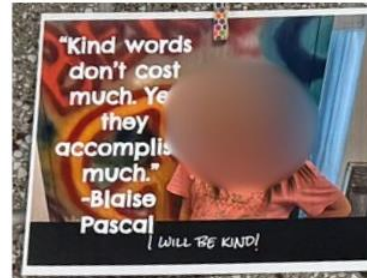


help them assess which initiatives are effectively achieving their intended outcomes, ultimately providing more support for students.

At the conclusion of the monitoring visit, the Elementary Director of Curriculum and Assessment commented, "We have made so many changes to increase physical safety, thousands of dollars in unfunded mandates. We need to invest in personal and emotional safety. We can not overstate the value of well-trained individuals who can spot the problems before they are there. When we invest in people, they stop the problems before they begin. Keeping well-trained staff who love students and know their needs is so meaningful."

## Photos and Evidence







## Faculty Experiences

"It's been helpful for those students who need another listening ear. We don't have to wait several days for them to meet with her." -5th grade teacher at Mona Elementary

"Having a counselor at the school has made such a significant impact on both the teacher (me) and my students. I have dealt with behaviors this year that I haven't had in my classroom before. The counselor and skills teacher both helped me so much. They were always ready and willing to pull students for one on one time and gave really great advice. It feels like the counselors, the principal, and I have built a team to support my students. I am so grateful for that!"

"The demand for mental health support among students continues to grow, and I am incredibly grateful for the increased support that [the counselor] is able to provide. Her presence has made a significant difference in our elementary school, offering students the help they need more frequently than in previous years."

"These are skills that all kids can use at every grade level. It also helps us teachers have specific things we can say to help our students resolve conflicts more effectively."

"I have seen a HUGE improvement with my students being more thoughtful and aware of other students around them, as well as being more confident in their ability to problem solve academically, socially, at recess, and in the classroom."

"I'm glad that this program allows conversation about these skills. I was worried that these skills were being forgotten when they are so important. I'm glad that we are making time for these conversations."

"Parents that have used this program at home have students who are displaying progress with their social and emotional growth. We had several situations throughout the year where we (as a class) used what was learned in those lessons".