



## UINTAH SCHOOL DISTRICT

# The Apple Core



October 2010 Issue

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### School is a place that is . . .

Focused on Learning, where we know who's getting it and who's not all the time and we take care of everybody.

-- Taken From  
Uintah School District  
District Commitments --



## Superintendent's Message

Superintendent  
Mark Dockins

The U.S. Congress recently appropriated \$10 billion in one-time federal funds to be used for the compensation of educators. Utah's share of those funds is estimated to be \$101 million. Various media sources throughout the state have carried the comments made by the governor as well as members of the legislature regarding issues surrounding this appropriation. I would like to take this opportunity to inform our readers with regards to how the funds might be used in Uintah School District.

If the entire appropriation is passed on to school districts and charter schools, we believe that our share will be conservatively around \$700,000 based upon enrollment numbers in comparison to the rest

of the state. There is some discussion within the legislature regarding the possibility of holding a portion of the state's allocation back to cover projected deficits in the current fiscal year. Those who oppose that proposal believe that the legislature does not have the authority to do so under the regulations associated with the appropriations. We recently received a letter from legislative leadership asking how we would spend \$598,400 if our district were to receive that allocation. This would indicate that leadership is continuing to consider that option.

The school board, Mr. Upton, and I have discussed several ideas for when the money is released. With the additional funds, our discussions

have been focused on two priorities: replacing some of our professional development days, and dealing with "bubbles" in enrollment that have occurred in our neighborhood school configuration. The professional development days were deleted during the 2009 legislative session and have forced much of our professional development into teacher planning time. We also do not want to exceed our commitment from last year not to increase class sizes. We are currently seeing higher than anticipated student numbers in many of our schools. We would like to ensure that our class sizes do not exceed our anticipated ratio. This staffing issue brings up a number of concerns, particularly with one-time money.

## Superintendent's Message (Continued)

These federal funds are one-time funds which require us to be cautious with how we hire for positions. Hiring teaching positions with one-time money is difficult in a number of ways. It is obviously hard to release a teacher after a successful year of teaching due to funding issues. There are relationships that have been developed within the community even after a single year and it is always hard to

turn a good teacher away based upon a one year funding issue. The second difficult issue is in recruiting applicants because many people are hesitant to apply for a teaching job that may only be available for a single year—especially if they are having to relocate to a rural community with few other opportunities for education jobs.

According to the federal guidelines for these funds, they may be carried over into the 2011-2012 school year. These

funds will have to be approved by the Utah State Legislature before we know for certain how much our district will actually receive. Statements from the governor's office indicate that discussions with legislators are occurring in an effort to release the monies to the district.

*The very essence of a learning community is a focus on and a commitment to the learning of each student.*

*- Learning By Doing*

## District Commitments

School is a place that is ...

Absolutely Safe,

where: The staff and administrators are visible.  
Everyone knows how to keep themselves and others safe at school.  
Everyone is happy to be at school.

Based on the Core Values,

where: We treat people and do things around here with:  
Professionalism; Accountability; Unity; Purpose; Integrity

Collaborative,

where: Continual, deliberate and purposeful collaboration results in well-orchestrated teaching throughout the school.

Driven by Results,

where: All decisions are justified by meticulously documented data that is displayed on the wall somewhere.

Empowering,

where: Staff and students willingly take risks and own results;  
There is no micromanagement.

Focused on Learning,

where: We know who's getting it and who's not all the time and we take care of everybody.

