

REPERTORY
DANCE
THEATRE



REPERTORY DANCE THEATRE POPS REPORT 2018-19



Districts	Charters	Schools	Instructional Hours	Teachers	Students	Home School Students
37	47	285	1057.75	2073	36666	0

BUDGET EXPENDITURE AND INCOME SOURCE REPORT

	Legislative Appropriation	Funding Leveraged from Other Sources	Total Expenditures on Approved Education Programs	Legislative Appropriation % of Total Expenditures
Personnel	201,232.00	201,232.00	402,464.00	50%
Travel	16,669.16	17,319.16	33,988.32	49%
Materials	2,445.00	2,445.00	4,890.00	50%
Other	61,544.00	61,544.00	123,088.00	50%
TOTAL	281,890.16	282,540.16	564,430.32	

ARTS IN EDUCATION GOALS

RDT USES DANCE AS A WAY TO HELP PEOPLE BECOME MORE:

Physically Active, Creative, Aware, Inspired, Connected, Prepared and Educated

To provide educational, kinesthetic, artistic learning experiences.

To develop an individual's physical and mental discipline at all ability levels.

To give students and teachers opportunities to explore movement, the art of improvisation, the creative process and provide educational learning activities within the arts.

To promote excellence in learning in all Core Subjects through the use of creative movement, dance and physical activity.

To provide students and teachers with an understanding and appreciation of American Modern Dance through educational experiences with intended learning outcomes.

To develop 21st Century College and Career Ready Skills such as concentrating, creative problem solving, planning, visualizing, collaborating, communicating, interacting positively with others and working as a team.

To encourage good citizenship and help students be responsible, disciplined and connected to their classmates and members of their school community.



Since 1966, RDT has been committed to finding ways to engage young audiences with movement activities and performances that serve to train and ignite the creative voice in people of all ages. RDT's commitment to arts in education enriches young lives and allows students to experience the joy of living through dance. Much more than exercise or entertainment, dance is a powerful medium to express one's values, aspirations, experiences, and the world in which we live. Dancing involves the artistic processes of creation, performance and communication. Participants in dance activities increase critical thinking skills, nonverbal reasoning and communication and creative collaborations. Dancing, for people of all ages and experiences, improves kinesthetic and spatial learning, and intra-and interpersonal knowledge of self and others.

RDT's AIE programs encourage teachers and students to integrate movement into the learning and teaching process to help them achieve intended learning outcomes in all state standards for education. RDT knows that dance provides new ways of learning, allowing students to become complex thinkers and problem solvers, effective communicators, cooperative group participants and self-directed learners, contributing to the community, helping to prepare them for college and careers later in life.

During the 2018-19 school year, Repertory Dance Theatre provided assemblies, movement classes, choreography, performances, teacher workshops and in-house workshops for students and teachers across the state of Utah. Through a dedicated, disciplined effort, RDT was able to serve over 36,000 students and 2000 teachers, an increase over the past few years. To continue in this direction of increased services to schools and continued coverage of our state districts, Repertory Dance Theatre embarked this year on an updated and expanded version of our AIE services. We hired an AIE assistant to aid in teaching, and increase our volume of students served and districts covered. We increased touring and residencies in our state rural districts, and expanded RDT's reach into the middle school environment, encouraging fitness

and healthy lifestyles through dance. Repertory Dance Theatre continued to be a presenting partner at USBE's Healthy Bodies/Healthy Minds Conference and CHOICES Conference.

2018-19 RDT's Arts In Education Statistics

- 55 workshops/master classes offered
- 33 lecture demonstrations in the schools
- 558 creative movement classes taught in the schools
 - 22 pieces of choreography set on students
 - 13 free matinee performances



PERFORMANCES

Districts	Schools	Hours	Teachers	Students
10	53	24	122	3860

Recognized for its repertory and concerts, RDT has always prioritized lifelong learning through the arts and dance for students and offers educational activities through school residencies at the Rose Wagner Performing Arts Center for free. The free curated student matinee informances combine performances with engaging narratives to introduce the human

connection to dance. RDT performances feature professional dancers performing works created by national and internationally renowned choreographers in a professional setting. The fully produced performances give students the opportunity to be inspired by superbly trained professionals using the language of dance to explore relevant issues, humor, music, design and movement. The concepts offer students alternative ways to see and evaluate the world. All performances include student learning activities dedicated to enhancing student core skills.

A special narration is provided to help audiences appreciate and enjoy the choreography. Schools receive study guides, curriculum material, and assessments two weeks prior to each performance. Teachers and students are invited to evaluate their concert experience and submit critiques, drawings, poems, etc. Performances are designed for either grades K-6 or Jr/Sr High School students and invitations are sent to every school within a reasonable distance from the performance site. Schools are booked on a first come first serve basis. Attendance is tracked and schools not able to be scheduled are put on a preferential list to be served in the future.

This activity provided new perspectives about dance. My students weren't familiar with any of the styles shown. The study guide gave them insight into what to expect, and they were able to open their minds to these new perspectives and styles.

Teacher, Albion Middle School, Canyons District

The 2018-19 season featured 13 free matinee performances for Utah students and teachers K-12. Teachers and Students were provided with a study guide, lesson plans relating to Utah State Core Curriculum and the content of the show, and live concert narrative by RDT's Artistic Director with the option of a pre- or post-concert master class for secondary students.

To see all study guides that correspond with each concert visit the following link:
http://www.rdtutah.org/aie_teachers.html

2018-19 RDT Free Matinee Concert Season:

RDT embraced MANIFEST DESTINY to celebrate the enriching convergence of different cultures and peoples that have made modern dance a rich tapestry of the American Experience. Over the year, the impulse to illuminate our connections with world culture threaded through RDT's season of commissions, concerts, residencies, classes and workshops for students and adults.

SPIRIT – Oct. 3, 2018 – 2 matinee performances - Jr & Sr High Students,

Yesterday and today. SPIRIT included the historical masterpiece Rainbow Round My Shoulders by the late Donald McKayle as well as the work of Japanese Modern Dance Pioneer Michio Ito. Alongside these historical dances were two groundbreaking commissions by Tiffany Rea-Fisher

(Artistic Director of Elisa Monte Dance) and Utah's own Natosha Washington (Dance Teacher at West High School and Artistic Director of Penguin Lady)

MOSAIC – Nov.14, 2018 – 2 matinee performances - Jr & Sr High Students

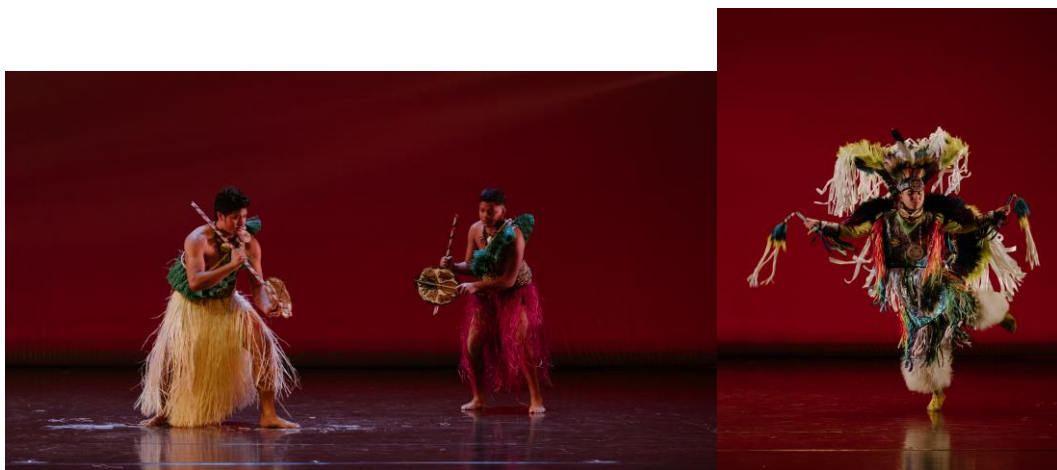
Utah is home to a rich and diverse culture that can trace its origins to almost every country on earth. We celebrate our diversity in movement inspired by rituals, work and warrior dances, folk dances, and steps performed at gatherings for centuries. This production featured RDT along with guest artists performing traditional work from Utah's ethnic communities. Groups included: Ballet Folklorico de las Americas, Dionysios Dance, INFR Dance Troupe, Khemera Dance Troupe, Malialole, Okinawa Kenjinkai, Tablado Dance Company

VOYAGE – Oct. 19, 2018 March 5, 6, 21, 2019 - 7 matinee performances elementary students grades 3-8

A multi-media concert featuring dance and culture from around the world. Fine Arts and Social Studies Core Standards were the original inspiration for the development of this concert along with an effort to celebrate diversity, culture, tradition and movement. American Modern Dance is a rich tapestry which has been influenced by the music and movement of cultures worldwide. Dance has been part of community life as a form of communication, empowerment, and entertainment for centuries. Rhythms and patterns gathered from Africa, Asia, Middle East, Europe, and the Americas connect the past with the present to illustrate how dance can document history and culture and tell our collective story.

VOICES – April 10, 2019 – 2 matinee performances - Jr & Sr high students

Four choreographers examined what makes community; how we communicate, organize and socialize; how we voice our opinions and solve our problems. RDT presented the Doris Humphrey masterpiece Passacaglia and Fugue in C Minor (1938) alongside a restaging of Danielle Agami's 2016 work Theatre. In addition, the concert also featured two world premieres by the renowned Bebe Miller and Bryn Cohn.





IN-DEPTH RESIDENCIES

Districts	Schools	Hours	Teachers	Students
12	45	805	669	16327

In-Depth residencies provide opportunities for students/teachers/administrators to integrate dance into the life of the school and expand learning outcomes using the arts.

Residency components for Elementary Schools include:

- Creative Movement Classes
- Professional Development Teacher Workshop
- Lecture/Demonstration/Assembly by the RDT Company and Artistic Director, Linda C. Smith.

In-Depth experiences build productive, creative, college and career ready students as they learn to solve problems through communication and teamwork, and develop self-confidence through stimulating movement, creative thinking and problem solving.

For teachers, In-Depth residencies offer a better understanding of the Core Dance Standards, build confidence levels and provide the skills to be successful in teaching the Dance Core Standards in the classroom. During an In-Depth Residency, RDT typically spends 1-2 weeks in a school, either working specifically with one grade level or working across the grade levels and reaching the entire school body.

RDT's In-Depth Elementary Program Offerings 2018-19 Included:

CREATIVE MOVEMENT CLASSES

15-20 classes per school served, (40-45 minutes in length) designed for one classroom at a time and grade level specific, using creative movement as a learning tool to experience the elements of dance, learn Curriculum Standards, emphasize 21st Century Career and College Ready Skills and provide students with learning in the arts and cross-curricular learning in other areas of Core Curriculum, such as Language Arts, Math, Science, Social Studies and PE.

LECTURE DEMONSTRATION

One 50 minute assembly performance for the entire school featuring the RDT Company. Content, narration and dances focus on the history of dance in our culture, dance as a way to promote a healthy, fit body and how movement can inspire a community. All materials are based on Utah's State Core Standards and lesson plans for teachers are implemented into the performance. Audience participation is interspersed throughout the assembly.

I loved the adjectives lesson where they got to touch, smell, hear, and see objects in the room. Then they had to come up with describing words for the objects. They were then given action words that they had to perform with the describing words! I love this interactive way to teach adjectives. Terra Linda Elementary, Jordan District

PROFESSIONAL DEVELOPMENT TEACHER WORKSHOP

One session (1-2 hours) with focus on ways to develop skills using movement as a tool in the classroom to enhance learning. Workshops are geared towards understanding and implementing the Utah State Core Standards for Dance and relating movement to other curriculums, as well as feeling comfortable with moving and communicating with movement.

RDT's In-Depth Jr & Sr High Program Offerings 2018-19

HERITAGE PROJECT

RDT continued the expansion of The Heritage Project this year, working in 13 middle/jr high schools in the state of Utah. The Heritage Project used creative movement to engage Jr High schools students in the exploration of personal histories, cultural experiences, and the tangible/intangibles of heritage. With an RDT Dance Educator, students learn about movement/choreographic principles and discuss the artistic process. Students then engage in oral and written storytelling through dialogue and writing exercises. Using the creative process, teamwork and coaching, students memorialize his/her story in a movement study; all

are woven into an original piece with music to be performed in their school and showcased at the Rose Wagner Performing Arts Center in May 2019.

- 8-10 Choreography Classes
- Performance of piece at school's annual dance concert.
- Students attend a matinee performance of Repertory Dance Theatre at the Rose Wagner Performing Arts Center.
- Performance of piece at a Heritage Culminating Concert at the Rose Wagner Performing Arts Center, May 2019, featuring all schools involved in the Project.

PASSPORT TO HISTORY

A three part master class series, featuring three historically relevant modern dance choreographers, including a class in their technique style, an excerpt of their choreography and a video of their work, followed by discussion.

HIGH SCHOOL WORKSHOP AND CHOREOGRAPHY

A 2-4 day workshop for high school dance students, combining technical and creative classes with choreography sessions to create an original piece.





MINI RESIDENCIES

Districts	Schools	Hours	Teachers	Students
15	36	101	724	14166

An RDT Mini Residency includes a lecture demonstration/assembly for the entire student body and movement workshops for selected classes. During a RDT mini residency, the company spends 3-4 hours in a school working with the students and teachers. RDT uses dance to break down cultural barriers, open minds and imaginations, and give students a knowledge of dance history and an understanding of the important role that dance plays in society.

Lecture Demonstration/Assembly focuses on the history of dance, the choreographic process and the art of improvisation. The assembly gives the audience insight into how to watch, appreciate and even create dances. Included in the demonstration is the creation of a new piece of choreography. Dancers and selected students help choreograph and perform the finale. This section gives teachers a model of how to choreograph and explore movement concepts from the Utah State Core Standards for Dance in their classrooms. Lecture Demonstrations are for the entire school body and are 50 minutes in length.

Movement Workshops/Classes focus on the Utah State Core Dance Standards and help students build strength, flexibility, endurance, coordination and awareness while developing an understanding of the elements of dance, *Time, Space, and Energy*. Classes provide alternative ways to learn and achieve educational outcomes while allowing all participants the freedom to

explore their own physical and creative potential in a noncompetitive environment. Movement classes are held to a maximum size of one classroom and are 40-45 minutes in length.



WORKSHOPS – Teacher and Students

Districts	Schools	Hours	Teachers	Students
33	266	251.75	558	2313

PROFESSIONAL DEVELOPMENT TEACHER WORKSHOPS

I gained valuable tools, insights, lesson plan ideas and connections through participation in this workshop. I really appreciate the chance to take class with and collaborate with educators. We all have similar questions and it is refreshing to be with other teachers and be able to share, network and brainstorm together.

Nebo District High School Dance Teacher

RDT uses professional development teacher workshops to focus on ways to develop skills using

movement as a tool in the classroom to enhance learning. Workshops are geared toward understanding and implementing the Utah State Core Standards for Dance, Physical Education Standards and using movement/physical activity as a tool to teach other curriculums, as well as being comfortable with moving and communicating with movement. Teachers move throughout the workshop and gain practical experience as well as a teacher guide to use in their classroom.

MASTER CLASSES IN THE SCHOOLS

For Jr and Sr High School Students

RDT dancers travel to Jr and Sr High Schools to teach master classes to dance students, focusing on technique and the creative process, including a Q&A session to provide career mentoring. Classes include: Creative Movement, Modern Dance Technique, Contemporary Technique, Ballet, Composition, Partnering, Improvisation, Repertory, Hip Hop, Ballroom and Choreography.

DAY IN THE ROSE

A full day of classes at the Rose Wagner Performing Art Center with the RDT Dancers for Jr. High Schools. Students take a technique class, a creative class (improvisation/composition) and also experience different styles of dance in a professional setting at the home of Repertory Dance Theatre, The Rose Wagner Performing Arts Center in downtown Salt Lake City.

I had so much fun working with RDT. I love the dance we created with my whole heart! I can't wait to perform it. I went home the day we finished and showed my mom I was so proud.

Student, Copper Mountain Middle School, Jordan District

JR HIGH WORKSHOP

In a partnership with UDEO (Utah Dance Education Organization), RDT hosted 3 days of workshops for Jr High dance companies, providing choreography, classes, and career mentoring at the Rose Wagner Performing Arts Center. In 2018-19, RDT hosted 14 schools over three days.



DOCUMENTATION OF RDT THREE-YEAR ROTATIONS TO CHARTERS AND DISTRICTS

NUMBER OF SCHOOLS SERVED IN EACH DISTRICT				
DISTRICT	2016-17	2017-18	2018-19	Projected 2019-20
Alpine	9	19	34	X
Beaver			2	
Box Elder	3	2	5	
Cache	6	13	8	
Canyons	7	13	14	X
Carbon		1		X
Daggett	2			
Davis	25	30	42	X
Duchesne	5	3	2	X
Emery	1	2	2	X
Garfield	1	1	1	
Grand		2	2	
Granite	26	28	27	X
Iron	2	1	2	
Jordan	14	18	18	X
Juab			1	
Kane				X
Logan			2	
Millard	3		2	
Morgan	1	2	4	
Murray	3	5	6	X
Nebo	5	9	11	X
N. Sanpete		1	1	X
N. Summit		1	1	

Continued on Page 14

DISTRICT	2016-17	2017-18	2018-19	Projected 2018-19
Ogden	7	6	10	X
Park City	5	4	5	X
Piute		1		
Provo	5	1	8	X
Rich		1	3	
SLC	18	21	16	X
San Juan		1	3	
Sevier		5	2	
S. Sanpete		3	2	X
S. Summit	2	1	2	
Tintic	4		1	
Tooele	6	8	8	X
Uintah	6	3	3	
Wasatch	2	6	7	
Washington	3	10	15	X
Wayne		4	1	
Weber	2	13	12	X
Charter	12	34	47	X
Total # of Schools Visited	185	273	332	
Total # of Districts Visited	27	34	34	

A SUMMARY OF THE ORGANIZATION'S SELF-EVALUATION

A. COST EFFECTIVENESS

RDT uses its financial resources very wisely and creatively. Fifty-three years of service to urban and rural communities throughout the nation has given RDT experience in designing schedules, utilizing personnel, recycling costumes, props and repertory and using time in an efficient manner. RDT offers POPS activities at no cost to the students or teachers.

RDT dancers make long-term commitments to the organization. Their experience and institutional memory adds to the efficiency and effectiveness of the company. RDT dancers are

skilled performers, teachers and choreographers which make each one a very valuable asset to our programs and add dimension to our ability to serve schools.

RDT feels that the quality of an arts experience is very important to students. We prefer to offer students in-depth arts experiences and a variety of ways to become engaged in dance as a participant, observer, and creator.

B. PROCEDURAL EFFICIENCY

RDT employs a full-time Arts-In-Education Director, and part-time Education Assistant which has enabled us to increase our efficiency, develop more In-Depth Activities for a greater number of schools, and refine Study Guides, Lesson Plans and Long Range Activities. RDT relies on teamwork within the staff to accomplish goals and design projects.

C. COLLABORATIVE PRACTICES

All RDT school events and projects are created through a process that involves District Arts Coordinators, school principals, teachers, parents and citizens. RDT communicates with the District Arts Coordinators to insure when and how schools are being served. RDT's AIE Director, Lynne Larson meets with principals, teachers and parents to develop goals, design schedules and coordinate residency activities. When AIE activities are scheduled, Local Legislators are invited to events.

In addition, RDT collaborates on designing and scheduling AIE services. The three modern dance companies, Children's Dance Theatre (CDT), Repertory Dance Theatre (RDT), and Ririe Woodbury Dance Company (RW) have designed a cooperative plan to serve every Utah school district and every elementary school in Utah within the board rule designated time frame. The three companies meet regularly to evaluate the effectiveness of the plan, and a record is kept of the state coverage progress.

D. EDUCATIONAL SOUNDNESS CURRICULUM CONNECTION

RDT follows the Utah State Board of Education Dance Core Standards K-12, as well as the Utah State Core Standards for all curriculums. RDT has written curriculum for grades K-12 which impacts the teaching of Social Studies, Language Arts, Science, Math and Fine Arts in order to give students and teachers different ways to perceive, comprehend and appreciate the world through the art of dance.

E. PROFESSIONAL EXCELLENCE: PROFILE OF RDT TEACHERS

AIE activities are taught by RDT's professionals who are highly skilled working with K-12 students and their teachers. All RDT dancers are required to have BFA or MFA degrees in dance and have considerable professional experience in the field. Many RDT teachers are certified Movement Specialists and on the Utah Division of Arts and Museums' "Teaching Artist" roster. RDT trains its AIE teachers through a mentoring process. Each RDT/AIE teacher

is evaluated by RDT's Artistic Director and AIE Director to assure and maintain the quality of their teaching skills, curriculum content, and effectiveness in achieving AIE goals.

RDT dancers are highly skilled performers and communicators. RDT performances and Lecture Demonstrations in the schools feature professional dancers performing works created by national and internationally renowned choreographers. The performances give students the opportunity to be inspired by superbly trained professionals using the language of dance to explore relevant issues, humor, music, design, and movement. RDT dancers are wonderful mentors who enjoy inspiring students to see, imagine and create.

All of it. It was so beautifully choreographed and executed. The dancing was gorgeous and the narration kept everyone engaged and kept the flow of the performance right on track. I don't think I've ever enjoyed an assembly more - my class and I left and we've danced every day since!

Eagle Valley Elementary, Alpine District

F. RESULTANT GOALS/PLANS FOR CONTINUED EVALUATION AND IMPROVEMENT

After each AIE activity, teachers, students, administrators complete evaluations and submit them to the RDT staff. RDT welcomes all evaluation feedback and suggestions offered by peer POPS group members and continues to work to refine our programs, communicate better with schools, and produce curriculum and lesson plans, and mentor RDT Arts-in-Education personnel.

Assessment:

RDT evaluates the merit and impact of projects by establishing clear goals and objectives. RDT gains information and feedback by conducting surveys and evaluations, contact interviews and fiscal accountability. Each project is evaluated:

- Did the AIE project relate to the Utah State Core Standards?
- Did the AIE program relate to RDT's Educational Goals?
- Was the AIE Project age appropriate?
- Did the students engage in activities that promote a healthy, fit, active body?
- Did the activities stimulate the students' creative thinking skills?
- Did the activities provide college and career ready skills?
- Did the activities promote learning in and with the art form?
- Did the movement activities encourage good citizenship by the students?
- Were the following College and Career Ready Skills present in the RDT activity: team-work, collaboration, self-confidence, communication, cooperation, creative problem solving and decision making?
- Did the project serve a useful purpose over a long period of time?
- Did the project serve to be a valuable educational experience for the audience?
- Did the dancers find the project of artistic valuable? Was it stimulating, challenging, meaningful?

- Did the project have high artistic merit? Was it thought provoking? Was it enriching?



Internal Revenue Service

Date: August 28, 2006

REPERTORY DANCE THEATRE
PO BOX 510427
SALT LAKE CTY UT 84151-0427 279

Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201

Person to Contact:
Carol Kraft - #31-08206
Customer Service Specialist
Toll Free Telephone Number:
877-829-5500
Federal Identification Number:
87-0332580

Dear Sir or Madam:

This is in response to your request of August 28, 2006, regarding your organization's tax-exempt status.

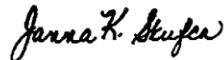
In May 1978 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that your organization is also classified as a public charity under sections 509(a)(1) and 170(b)(1)(A)(vi) of the Internal Revenue Code.

Our records indicate that contributions to your organization are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Janna K. Skufca, Director, TE/GE
Customer Account Services

DANCE GROUPS DISTRICT COVERAGE

DISTRICT COVERAGE POPS DANCE GROUPS 2015 - 2019				
B = Ballet West, C = Children's Dance Theatre				
RW = Ririe Woodbury, RT = Repertory Dance Theatre				
	2016-17	2017-18	2018-19	2019-20
Alpine	B, C, RW, RT	B, C, RW, RT	B, C, RW, RT	B, C, RW, RT
Beaver	RW		RT	
Box Elder	B, RW, RT	B, RT	B, RT	B, C
Cache	B, C, RW, RT	B, RW, RT	B, RDT	B, RW
Canyons	B, C, RW, RT	B, C, RW, RT	B, C, RW, RT	B, C, RW, RT
Carbon	B, C	B, RT		RW
Daggett	RT	B	RW	
Davis	B, C, RW, RT	B, C, RW, RT	B, C, RW, RT	B, C, RW, RT
Duchesne	B, C, RT	B, C, RT	C, RW, RT	RT
Emery	B, RW, RT	RT	RW, RT	B, RT
Garfield	RW, RT	RT	B, RT	B
Grand	C	C, RT	B, RT	RW
Granite	B, C, RW RT	B, C, RW, RT	B, C, RW, RT	B, C, RW, RT
Iron	B, RW, RT	RW, RT	RT	RW
Jordan	B, C, RW RT	B, C, RW, RT	B, C, RW, RT	B, C, RW, RT
Juab	C	B, RW	RT	
Kane				B, RT
Logan	B, C	B	B, RW, RT	B, RW
Millard	C, RW, RT	C	B, C, RT	
Morgan	B, RT	B, RT	B, RT	B, RW
Murray	B, RT	B, C, RW, RT	C, B, RW, RT	B, RW, RT

Continued on Page 20

B = Ballet West, C = Children's Dance Theatre RW = Ririe Woodbury, RT = Repertory Dance Theatre				
	2016-17	2017-18	2018-19	2019-20
Nebo	B, C, RW, RT	B, C, RW, RT	C, B, RW, RT	B, C, RW, RT
N Sanpete	B, RW	B, RT	RT	RT
N Summit		RT	B, RT	RW
Ogden	B, C, RT	B, C, RT	B, C, RW, RT	B, RW, RT
Park City	B, C, RW, RT	B, C, RW, RT	B, C, RW, RT	B, RT, RW
Piute	C, RW	C, RT		C
Provo	B, RW, RT	B, C, RW, RT	B, C, RW, RT	B, RW, RT
Rich		RT	B, RT	B, RW
Salt Lake	B, C, RW, RT	B, C, RW, RT	B, C, RW, RT	B, C, RW, RT
San Juan		RT	RT, RW	B
Sevier	B, RW	RT	RT, RW	
S Sanpete	B	RT	C, RW	RT
S Summit	B, RW, RT	RT	RT	B
Tintic	RW, RT	B	RT	
Tooele	B, RW, RT	B, C, RT	B, RT, RW	B, C, RT
Uintah	B, RT	B, C, RT	B, RT, RW	RT
Wasatch	B, RT	B, C, RT	B, C, RT, RW	B
Washington	RW, RT	RT	B, RT	B, RT
Wayne	B	RT	RT	RW
Weber	B, C, RT	B, C, RW, RT	C, B, RW, RT	B, RT
Charter	B, C, RW, RT	B, C, RW, RT	B, C, RW, RT	B, C, RW, RT
USDB	B	B	B	B



Manila Elementary January 30, 2017