USD Board Work Session - Aug 12 2026 Agenda

Wednesday, August 12, 2026 at 4:00 PM

826 South 1500 East Naples, UT

Page

1. INTRODUCTION/OPENING 4:00 p.m.

Zoom Link: https://uintah-net.zoom.us/j/88161354326?pwd=vlz5Czw8o0Fjjbuit20qgyxEHbG1BR.1

1.01 Welcome/Called to Order

1.02 Reverence

2. POLICY REVISIONS

2.01 Policies for Approval on First Reading: 3

A. 007.0310 Student and Family Privacy - Mindy Merrell, Support Services Director

- Memo: 007.0310 Student and Family Privacy (1st Reading).pdf
- Policy: 007.0310 Student Surveys and Family Privacy (1st Reading)

B. 007.0230 Bullying and Hazing - Ryan Maughan, Special Programs Director

- Memo: USD Board Memo Bullying and Hazing 007.0230 1st Reading.pdf
- Policy: 007.0230 Bullying and Hazing (1st Reading)

C. 007.0250 Electronic Devices in Public Schools - Dr. Rick Woodford, Superintendent

- Memo: USD Board Memorandum_Policy 007.0250_08-2026 (1).pdf
  - Cell Phone Data_UHS_05-2026.pdf
  - Cell Phone Survey Data_All_05-2026.pdf
  - Survey Data Analysis.pdf
- Policy (Option 1): Policy 007.0250_Middle schools same as elementary schools.pdf
- Policy (Option 2): Policy 007.0250 - Middle Schools same as high school.pdf

D. 005.0050 Knowledge of Policies and Procedures - Dr. Mistalyn Leis, Human Resources Director

- Memo: 005.0050 Knowledge of Policies and Procedures Board Memo.docx
- Policy: 005.0050 Knowledge of Policies and Procedures (1st Reading)

2.02 Policies for Approval on Second Reading: 68
A. 007.0420 Parent/Teacher Conference Policy (For Elimination) - Christy Nerdin, Instruction Director

- Memo: 007.0420 USD Board Memo Parent-Teacher Conference.pdf
- Policy: 007.0420 Parent-Teacher Conferences (Elimination)(2nd Reading)

3. ITEMS REQUIRING FUTURE BOARD ACTION

3.01 Minutes - Troy Timothy, Business Administrator 70

- June 17, 2026 Pending Work Session Minutes: 2026.06.17 Work Session Pending Minutes - PENDING.pdf
- June 17, 2026 Pending Business Meeting Minutes: 2026.06.17 Business Meeting Pending Minutes - PENDING.pdf
- June 25, 2026 Special Board Meeting Minutes: Special Business Meeting Pending Minutes - PENDING.pdf

3.02 Contracts Needing Board Approval - **NONE**

3.03 2026-2027 Board Leadership Governance Calendar - Dr. Rick Woodford 89

- Leadership Governance Calendar_2026-2027.pdf

4. INFORMATIONAL/DISCUSSION ITEMS

4.01 Board Committee Reports - Board President Dave Chivers

5. ADJOURNMENT

In compliance with the Americans with Disabilities Act, individuals needing special accommodations during board meetings should notify Shawnna Muhme at 826 South 1500 East, Naples, Utah, or call 781-3100 ext. 1001, at least five (5) days prior to the meeting. The Uintah School District does not discriminate on the basis of race, religion, color, national origin, sex, age or disability, in admission or access to, or treatment of, employment or in its educational programs or activities. Inquiries may be referred to Dr. Mistalyn Leis, HR Director, at 826 South 1500 East, Naples, Utah, or call 781-3100 ext. 1005.

Board of Education
Dave Chivers, President ● **Tawnya McKee,** Vice President ● **Todd Massey,** Member
Denise Maynard, Member ● **Robin McClellan,** Member

Memorandum

To: Dave Chivers, President
Tawna McKee, Vice President
USD Board Members

From: Mindy Merrell, Support Services Director

Cc: Dr. Rick Woodford, Superintendent
Shawnna Muhme, Superintendent Secretary

Date: August 12, 2026

Re: 007.0310 Student and Family Privacy (1st Reading)

Recommendation: Approve Policy 007.0310 Student and Family Privacy on 1st reading.

Background (rationale): This policy has been updated to ensure compliance with state and federal law. Revisions clarify parent notice and written opt-in consent requirements for surveys that collect protected information, including early warning program surveys, social-emotional learning surveys, and school climate surveys.

Policy Implications: None

Personnel Implications: None

Facility Implications: None

Financial/Budget Implications: None

Motion: Motion to approve Policy 007.0310 Student and Family Privacy on 1st reading.

Policy: 007.0310

Section: Section 007 - Students

Student Surveys and Family Privacy

1.0 ~~TESTING OR SURVEY PROHIBITED WITHOUT CONSENT~~ GENERAL POLICY STATEMENT

1.1 ~~The~~ Uintah School District recognizes the rights of parents and guardians to receive notice and provide ~~prohibits the administration to a student of any psychological or psychiatric examination, test, treatment, or any survey, analysis or evaluation without the prior~~ written consent ~~of the student's parent or legal guardian, in which the purpose or evident intended effect is to cause the student to reveal information, whether they information is personally identifiable or not concerning the student or any family member's:~~ before students are asked to disclose certain protected information through a psychological or psychiatric examination, test, treatment, survey, analysis, evaluation, or similar instrument.

~~1.1.1 Political affiliations or, except as provided under Section UCA 53G-10-202 or Rules of the State Board of Education, political philosophies;~~

~~1.1.2 Mental or psychological problems;~~

~~1.1.3 Sexual behavior, orientation or attitudes;~~

~~1.1.4 Illegal, anti-social, self-incriminating or demeaning behavior;~~

~~1.1.5 Critical appraisals of individuals with whom the student or family member has close family relationships;~~

~~1.1.6 Religious affiliation or beliefs;~~

~~1.1.7 Legally recognized privileged and analogous relationships, such as those with attorneys, medical professionals or ministers; and~~

~~1.1.8 Income, except as otherwise required by law.~~

1.2 ~~The prohibitions under Section 1.1 shall also apply within the curriculum and other school activities unless prior written consent of the student's parent or legal guardian has been obtained.~~ The District shall comply with applicable federal and state student privacy laws, including requirements related to surveys, protected information, early warning program surveys, surveys containing social emotional learning questions, and school climate surveys.

1.3 No student shall be required to participate in a survey or other covered instrument requiring parental consent unless the District has provided the required notice and obtained written parental consent.

1.4 The District shall not offer a reward to a student for participating in or administering a consequence to a student for not participating in, any psychological or psychiatric examination, test, treatment, survey, analysis, or evaluation subject to this policy.

2.0 DEFINITIONS

2.1 "Parent" means a parent or legal guardian.

2.2 "Protected Information" means information regarding a student or the student's family member concerning:

2.2.1 Political affiliations or, except as provided by law, political philosophies;

2.2.2 Mental or psychological problems;

2.2.3 Sexual behavior, sexual orientation, sexual attitudes, or gender identity;

2.2.4 Illegal, antisocial, self-incriminating, or demeaning behavior;

2.2.5 Critical appraisals of individuals with whom the student or family member has close family relationships;

2.2.6 Religious affiliation or beliefs;

2.2.7 Legally recognized privileged or analogous relationships. Including relationships with attorneys, medical professionals, or clergy; or

2.2.8 Income, except as required by law.

2.3 "Survey" means a survey, analysis, evaluation, questionnaire, form, or similar instrument administered to a student for the purpose of collecting information from the student.

2.4 "Survey associated with an early warning program" means a student survey administered as part of an early warning program described in Utah law.

2.5 "Survey containing social emotional learning questions" means a survey that asks students questions designed to gather information related to the process through which students acquire or apply knowledge, attitudes, or skills to understand and manage emotions, set and achieve positive goals, show empathy for others, establish and maintain positive relationships, make responsible decisions, or self-advocate.

2.6 "School climate survey" means a school climate survey as described in Utah Law, including a model school climate survey administered by the Utah State Board of Education or another school climate survey selected by the District.

~~2.0~~3.0 PARENTAL ~~CONSENT/~~NOTICE AND CONSENT

~~2.1~~3.1 The District shall obtain written parental consent ~~is valid only if a parent or legal guardian has been given written notice and reasonable opportunity to obtain written information concerning:~~before administering to a student any psychological or psychiatric examination, test, treatment, survey, analysis, or evaluation that asks the student to reveal protected information, whether or not the information is personally identifiable.

~~2.1.1 Records or information, including information about relationships, that may be examined or requested;~~

~~2.1.2 The means by which the records or information shall be examined or reviewed;~~

~~2.1.3 The means by which the information is to be obtained;~~

~~2.1.4 The purposes for which the records or information is needed;~~

~~2.1.5 The entities or persons, regardless of affiliation who will have access to the personally identifiable information; and~~

~~2.1.6 The method by which the parent or the student can grant permission to access or examine the personally identifiable information.~~

~~2.2~~3.2 ~~The Notice required by Section 2.1 must be given to a parent or legal guardian at least two (2) weeks before information protected under this policy is sought except in response to a situation which a school employee~~

~~reasonably believes to be an emergency or as authorized under Utah Code Annotated Section 62A-4a-4 et. seq related to child abuse or neglect reporting requirements, or by order of the Court~~. The District shall provide notice and obtain written parental consent at the time a student registers for school before administering:

3.2.1 A survey associated with an early warning program;

3.2.2 A survey containing social emotional learning questions; or

3.2.3 A school climate survey.

~~2.3~~3.3 ~~Following disclosure a parent or guardian may waive the two 92) week minimum notification period.~~ Consent required under Section 3.2 shall be opt-in consent. A student may not participate in the survey unless the parent has affirmatively provided written consent.

~~2.4~~3.4 ~~Parental authorization shall be valid until the commencement of the subsequent school year or until one of the following occurs:~~ For each survey requiring notice and consent, the District shall provide a separate notice that includes:

~~2~~3.4.1 ~~The child completes or withdraws from the course, activity, or program for which it was granted;~~ The actual survey to be administered;

~~2~~3.4.2 ~~A written withdrawal of authorization is submitted to the school administrator by the authorizing parent or guardian;~~ The intended purposes and uses of the data collected;

~~2~~3.4.3 ~~A general consent of a parent to approve admission to school or involvement in special education, remedial education, or a school activity does not constitute written consent as required in this policy.~~ The types of persons or governmental entities that share the collected data, including a list of recipients who will receive student-level data;

3.4.4 The types of persons or governmental entities that receive the data collected from a governmental entity on a regular or contractual basis; and

3.4.5 If applicable, the record series that applies to the data collected.

3.5 For surveys or other covered instruments involving protected information, notice shall be provided at least two weeks before the information is sought, unless otherwise permitted by law.

3.6 A parent may waive the two-week minimum notification period after receiving the required disclosure.

3.7 A parent may revoke consent in writing. The District shall follow administrative procedures for processing consent changes.

3.8 Students who register after the beginning of the school year shall by provided the required notices and opportunity for written parental consent before participating in surveys covered by this policy.

~~3.0~~ 4.0 ~~WRITTEN CONSENT REQUIRED~~SURVEY ADMINISTRATION REQUIREMENTS

~~3~~4.1 ~~In the absence of an expressed written consent from the parent or guardian authorizing the collection or release of information and documents defined above, such documents and information shall not be obtained or disclosed. (UCA 53A-13-301 et. seq.)~~ Surveys covered by this policy shall be reviewed and approved according to District administrative procedures before being administered to students.

4.2 The District shall determine annually which surveys will be administered and which surveys require parental notice and consent.

4.3 Each survey requiring notice shall have its own notice because the purpose, data use, recipients, and record retention information may differ by survey.

4.4 The District shall maintain documentation of required notices and parental consent according to applicable records retention requirements.

4.5 This policy does not prohibit a student from spontaneously expressing opinions, beliefs, or viewpoints otherwise protected by law.

4.6 This policy does not restrict disclosures or actions required or permitted by law, including child abuse or neglect reporting, health or safety emergencies, court orders, or other legally authorized disclosures.

54.0 ~~STUDENT'S FREE SPEECH RIGHTS~~REFERENCE TO ADMINISTRATIVE GUIDELINES

~~4.1 This policy does not limit the ability of a student to spontaneously express sentiments or opinions otherwise protected against disclosure under this policy.~~

Utah Code § 53E-9-203
Utah Code § 53F-4-207
Utah Code § 53G-8-802

Utah Admin. Rules R277-609
Utah Admin. Rules R277-623

Utah Admin. Rules R277-100

Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g

Adoption Date: **June 10, 1997**

Last Revised: **February 12, 2002**

Policy Office: **REVISES AND REPLACES 007.2300 EDUCATION AND FAMILY PRIVACY ADOPTED 6/10/97**

Board of Education
Dave Chivers, President ● **Tawnya McKee,** Vice President ● **Todd Massey,** Member
Denise Maynard, Member ● **Robin McClellan,** Member

Memorandum

To: Dave Chivers, President
Tawna McKee, Vice President
USD Board Members

From: **Ryan Maughan**

Cc: Dr. Rick Woodford, Superintendent
Shawnna Muhme, Superintendent Secretary

Date: **08/06/2026**

Re: **Bullying and Hazing 007.0230**

Recommendation: The policy committee is recommending that the Uintah School Board approve policy 007.0230 Bullying and Hazing on 1st reading.

Background (rationale):
Additional legislation and the Utah State Board of Education have made significant additions and requirements to Bullying and Hazing Policy. Our Bullying and Hazing Policy that was updated last year is well aligned with a few adjustments, but the legislation requires additions to: definitions, requirements of the LEAs, additional focus on retaliation, abusive conduct, accountability practices, and discrimination based on a protected class constituting a violation of federal civil rights laws. Legislation added additional provisions and requirements for reporting, responses, parent notification, action plans, investigations, training, appeals and grievances.

Policy Implications: There is a policy requirement that development include input from students, parents, teacher, school administrators, school staff, and/or law enforcement.

Once approved schools are required to establish and post procedures for reporting bullying as well as designate a school personnel member responsible for receiving reports, and require an annual signed statement from school employees, parents/guardians, and students that are at least 8 years old.

Personnel Implications: Annual signed statement

Board of Education
Dave Chivers, President ● **Tawnya McKee,** Vice President ● **Todd Massey,** Member
Denise Maynard, Member ● **Robin McClellan,** Member

Facility Implications: Posting and reporting requirements

Financial/Budget Implications: None

Motion: **Motion to approve policy 007.0230 Bullying and Hazing on 1st reading.**

Dr. Rick Woodford, Superintendent ● **D. Troy Timothy, MBA,** Business Administrator
826 South 1500 East ● Naples, UT 84078
435.781.3100 ● 435.781.3107 fax
www.uintah.net

Policy: 007.0230

Section: Section 007 - Students

Bullying and Hazing

1.0 GENERAL POLICY STATEMENT

1.1 Bullying, cyber-bullying, ~~and~~ hazing, retaliation, and abusive conduct of students and employees are prohibited, are against federal, state, and local policy, and are not tolerated by Uintah School District. Bullying on the basis of a protected class may also constitute a violation of federal civil rights laws. Uintah School District is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. The Board finds that a safe learning environment is necessary for students to learn and achieve high academic standards and that conduct constituting bullying, cyber-bullying, hazing, retaliation, and abusive conduct disrupts both a student's ability to learn and the District's ability to educate students in a safe environment. To that end, Uintah School District has in place policies, procedures, and practices designed to reduce and eliminate bullying, cyber-bullying, and hazing, abusive conduct, and retaliation —including civil rights violations or actions based on a student's or employee's actual or perceived race, color, national origin, sex, disability, religion, religious clothing, gender identity, sexual orientation, or other physical or mental attributes.

2.0 DEFINITIONS

2.1 "Abusive conduct" means verbal, nonverbal, or physical conduct of a parent, student, or school employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine: 1. is intended to cause intimidation, humiliation, or unwarranted distress; 2. results in substantial physical or psychological harm as a result of intimidation, humiliation, or unwarranted distress; or 3. exploits an individual's known physical or psychological disability. A single act does not constitute abusive conduct unless it is an especially severe and egregious act. Abusive conduct may be reported, investigated, and addressed independently of bullying, cyber-bullying, hazing, or retaliation.

2.2 "Accountability practice" means any evidence-based practice that increases academic outcomes and decreases behavior that disrupts the learning environment

and holds students accountable for their actions by requiring them to take responsibility to repair harm and provide restitution when appropriate.

2.3 "Action plan" means a documented process developed by the School Designee to address a verified incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct.

2.4 "Allegation" means a claim or assertion that someone has engaged in conduct prohibited by this policy that has not yet been verified through a formal investigation process.

2.5 "Bullying" means student bullying or staff bullying.

~~2.2 Student Bullying and Staff Bullying~~
~~"Student bullying" means one or more students, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against another student, or engaging in a single egregious act toward another student involving an imbalance of power, that: creates an environment that a reasonable person would find hostile; and interferes with a student's educational performance, opportunities, or benefits.~~

~~2.2.1 "Student bullying" does not mean instances of: ordinary teasing, horseplay, argument, or peer conflict; reasonable correction of behavior by a school employee; or reasonable coaching strategies and techniques by a school employee who is a coach.~~

~~2.3 "Staff bullying" means a school employee, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against a student or another school employee, or engaging in a single egregious act toward another employee involving an imbalance of power, that: creates an environment that a reasonable person would find hostile, threatening, or humiliating; and substantially interferes with a student's or employee's educational or professional performance, opportunities, or benefits.~~

~~2.3.1 "Staff bullying" does not mean instances of ordinary teasing, horseplay, argument, or peer conflict; reasonable correction of behavior by a school employee; or reasonable coaching strategies and techniques by a school employee who is a coach.~~

2.6~~4~~ "Civil rights violation" means bullying, cyber-bullying, ~~or~~ hazing, retaliation, or abusive conduct that is targeted at a student or employee ~~upon the students' or employees' identification as part of any group protected from discrimination under the following federal laws: 1. Title VI of the Civil Rights Act of 1964, including discrimination on the basis of race, color, or national origin; 2. Title IX of the Education Amendments of 1972, including discrimination on the basis of sex; or 3. Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, including discrimination on the basis of disability.~~ based upon the student's or employee's identification as part of a group protected from discrimination under federal law, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, or Title II of the Americans with Disabilities Act of 1990. Civil rights violations may require reporting to and compliance with the requirements of the United States Department of Education Office for Civil Rights (OCR).

2.7 "Cyber-bullying" means using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.

~~2.5 "Hazing" means intentionally or knowingly committing an act regardless of whether the person against whom the conduct is committed authorized or consented to the conduct that: endangers the mental or physical health or safety of a school employee or student; involves any brutality of a physical nature including whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements; involves the consumption of any food, liquor, drug, or other substance; involves forced or coerced actions or activities of a sexual nature or with sexual connotations; involves other physical activity that endangers the physical health and safety of a school employee or student; or involves physically obstructing a school employee's or student's freedom to move; and is done for the purpose of initiation or admission into, affiliation with, holding office in, or as a condition for membership or acceptance - or continued membership or acceptance - in any school or school sponsored team, organization, program, or event; or if the person committing the act against a school employee or student knew that the school employee or student is a member of, or candidate for membership with a school, or school-sponsored team, organization, program, or event to which the person committing the act is a member or participant.~~

~~2.6 "Cyberbullying" means the use of email, text, social media, instant messaging, chat-rooms, cell phones, or other forms of information technology to deliberately harass, threaten, or intimidate someone for the purpose of placing a school employee or student in fear of:~~

~~2.6.1 physical harm or~~

~~2.6.2 harm to property of the school employee or student.~~

2.8~~7~~ "Disruptive student behavior" means the use of foul, abusive, or profane language while engaged in school related activities; illicit use, possession, or distribution of controlled substances or drug paraphernalia, and the use, possession, or distribution of an electronic cigarette, tobacco, or alcoholic beverages; and hazing, demeaning, or assaultive behavior, whether consensual or not, including behavior involving physical violence, restraint, improper touching, or inappropriate exposure of body parts not normally exposed in public settings, forced ingestion of any substance, or any act which would constitute a crime against a person or public order under Utah law.

2.9 "Hazing" means a school employee or student intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act toward a school employee or student that:

2.9.1 endangers the mental or physical health or safety of a school employee or student, including an act that:

2.9.1.1 involves brutality of a physical nature, including whipping, beating, branding, calisthenics, bruising, electric shocking, placing a harmful substance on the body, or exposure to the elements;

2.9.1.2 involves consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a school employee or student; or

2.9.1.3 involves any activity that would subject a school employee or student to extreme mental stress, including sleep deprivation, extended isolation from social contact, or conduct that subjects a school employee or student to extreme embarrassment, shame, or humiliation; and

2.9.2 is committed for the purpose of initiation into, admission into, affiliation with, holding office in, or as a condition for membership or acceptance in a school or school-sponsored team, organization, program, club, or event; or is directed toward a school employee or student whom the individual committing the act knows is a member of or candidate for membership in a school or school-sponsored team, organization, program, club, or event in which the individual committing the act also participates.

2.9.3 Conduct described in this subsection constitutes hazing regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in the conduct.

2.10 "Incident" means a verified incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct.

2.11 "LEA Designee" means the District employee designated by the Superintendent or Superintendent's designee to provide or coordinate training to investigators, oversee implementation of action plans, monitor implementation of this policy, assist with school case-specific needs, and act as a liaison to the Utah State Board of Education regarding bullying, cyber-bullying, hazing, retaliation, and abusive conduct.

2.12 "Parent" means a parent or legal guardian.

2.138 "Restorative practice" means a discipline practice ~~designed to enhance school safety, reduce school suspensions, and limit referrals to court, and is designed to help minors take responsibility for and repair the harm of behavior that occurs in school.~~ that brings together students, school personnel, families, and community members to resolve conflicts, address disruptive behaviors, promote positive relationships, support healing, help minors take responsibility, and repair harm.

2.149 ~~"Retaliate" means an act or communication intended: as retribution against a person for reporting bullying or hazing; or to improperly influence the investigation of, or the response to, a report of bullying or hazing.~~ "Retaliate" or "retaliation" means an act or communication intended: (a) as retribution against a person for reporting bullying, cyber-bullying, hazing, retaliation, or abusive conduct; or (b) to

improperly influence the investigation of, or the response to, a report of bullying, cyber-bullying, hazing, retaliation, or abusive conduct.

2.15 "School" means a public elementary or secondary school operated by Uintah School District.

2.16 "School board" or "Board" means the Uintah School District Board of Education.

2.17 "School designee" means a school administrator or designee assigned to receive and investigate allegations at that school, notify parents and/or persons involved, and oversee action plans.

2.18 "School employee" means an individual working in the individual's official capacity as a school teacher, school staff member, administrator, or individual who is employed directly or indirectly by a school, school board, or school district, or who works on a school campus.

2.19 "School grounds" means a school building; property on which a school building or facility is located; property that is owned, leased, or used by a school for a school-sponsored activity, function, program, instruction, or training; and school-related transportation vehicles.

2.20 "School-sponsored activity" means an activity, fundraising event, club, camp, clinic, or other event or activity authorized by a District school that is managed or supervised by the Board, a school, or a school employee; uses District or school facilities, equipment, or other school resources; is supported or subsidized more than inconsequentially by public funds, including school activity funds or Minimum School Program dollars; or includes preparation for and involvement in a public performance, contest, athletic competition, demonstration, display, or club activity.

2.21 "Staff bullying" means a school employee, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against a student or another school employee, or engaging in a single egregious act toward another employee involving an imbalance of power, that creates an environment that a reasonable person would find hostile, threatening, or humiliating and substantially interferes with a student's or employee's educational or professional performance, opportunities, or benefits.

2.21.1 "Staff bullying" does not mean instances of ordinary teasing, horseplay, argument, or peer conflict; reasonable correction of behavior by a school employee; or reasonable coaching strategies and techniques by a school employee who is a coach.

2.22 "Student bullying" means one or more students, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against another student, or engaging in a single egregious act toward another student involving an imbalance of power, that creates an environment that a reasonable person would find hostile and interferes with a student's educational performance, opportunities, or benefits.

2.22.1 "Student bullying" does not mean instances of ordinary teasing, horseplay, argument, or peer conflict; reasonable correction of behavior by a school employee; or reasonable coaching strategies and techniques by a school employee who is a coach.

2.2310 "Trauma-Informed Care" means a strengths-based service delivery approach grounded in an understanding of and responsiveness to the impact of trauma, emphasizing physical, psychological, and emotional safety for both respondents and claimants and creating opportunities for claimants to rebuild a sense of control and empowerment.

2.24 "Verification" means that an alleged incident has been found to be substantiated through a formal investigation process.

2.25 "Volunteer" means a non-employee with significant, unsupervised access to students in connection with a school assignment, activity, or program.

3.0 ACTIONS REQUIRED OF EACH SCHOOL

~~3.1 In addition to the requirements of Utah Code Subsection 53G-9-605 Uintah School District is required to develop, update, and implement policies as required by Utah Code Section 53G-9-605 and this rule; develop policy with the input from students, parents, teachers, school administrators, school staff, or law enforcement agencies; post a copy of policy 007.0230 on its website; develop an action plan to address a reported incident of bullying, cyber-bullying, hazing, or retaliation, or abusive conduct; provide a requirement for a signed statement that meets the requirements of Utah Code Subsection 53G-9-605 annually; assess students about the prevalence of bullying, cyber-bullying, hazing, and retaliation in Uintah School District: Specifically, locations where students are unsafe and additional adult supervision may be required, such as playgrounds, hallways, bathrooms, locker rooms and lunch areas, will be provided on a bi-annual basis.~~

3.1 In addition to the requirements of Utah Code Section 53G-9-605 and Utah Administrative Rule R277-613, Uintah School District shall develop, update, and implement policies and procedures addressing bullying, cyber-bullying, hazing, retaliation, and abusive conduct.

3.2 The District shall develop policy with input from students, parents, teachers, school administrators, school staff, and/or law enforcement agencies, and shall post a copy of Policy 007.0230 on the District website.

3.3 Each school shall establish and post procedures allowing anonymous or in-person reporting of bullying, cyber-bullying, hazing, retaliation, or abusive conduct, and shall post the name and position of the School Designee responsible for receiving reports.

3.4 Each school shall provide information regarding reporting options, including SafeUT, the Public Education Hotline, and any District-approved reporting systems.

3.5 The District shall require an annual signed statement that meets the requirements of Utah Code Section 53G-9-605 from school employees, students who are at least eight years old, and parents or guardians of students.

3.6 The District shall assess students about the prevalence of bullying, cyber-bullying, hazing, and retaliation, including locations where students may feel unsafe and additional adult supervision may be required, such as playgrounds, hallways,

bathrooms, locker rooms, and lunch areas. Such assessment shall occur at least bi-annually or as otherwise required by law or administrative rule.

3.7 Each school shall maintain records of reports, investigations, parent notifications, action plans, training documentation, and outcomes as required by law, District policy, and administrative procedure.

4.0 PROHIBITIONS

4.1 No school employee or student may engage in bullying of a school employee or studentor ~~cyberbullying any~~

~~4.1.1 school employee or student~~;

4.1.21~~-~~ on school property;

4.1.2~~3~~ at a school-related or sponsored event

4.1.3~~4~~ on a school bus

4.1.4~~5~~ at a school bus stop; or

4.1.5~~6~~ while the school employee or student is traveling to or from a location or event.

4.2 ~~No school employee or student may engage in hazing a school employee or student at any time or in any location.~~ Hazing and Cyber-Bullying Prohibited. No school employee or student may engage in hazing or cyber-bullying of a school employee or student at any time or in any location.

4.3 Retaliation prohibited. No school employee or student may engage in retaliation against:

4.3.1 a school employee,

4.3.2 a student, or

4.3.3 an investigator for, or witness of an alleged incident of bullying, cyberbullying, hazing, or retaliation.

4.4 False Allegations Prohibited. No school employee or student may make a false allegation of bullying, cyberbullying, hazing, or retaliation against a school employee or student. False reports shall result in the school taking disciplinary action appropriate for like behavior.

4.5 Abusive Conduct Prohibited. No student or parent shall engage in abusive conduct toward a school employee.

~~4.5 A student or employee who shares a recording of an act of bullying, cyber-bullying, hazing, abusive conduct, or retaliation, to impact or encourage future incidents will result in the school taking appropriate disciplinary action.~~

4.6 Recordings. A student or employee who shares a recording of an act of bullying, cyber-bullying, hazing, abusive conduct, or retaliation for the purpose of impacting, encouraging, glorifying, promoting, facilitating, or increasing future incidents shall be subject to appropriate disciplinary action.

4.6.1 This restriction does not prevent a student or employee from sharing a recording of an incident or abusive conduct with a teacher, administrator, parent, law enforcement officer, school investigator, or other authorized person as part of reporting the incident or in response to a request from a teacher, administrator, or investigator for the recording.

4.7 Sexually Explicit or Nonconsensual Intimate Images. A school employee or student shall not create or distribute sexually explicit or nonconsensual intimate images.

4.8 Civil Rights Violations. Any bullying, cyber-bullying, or hazing that is found to be targeted at a federally protected class is further prohibited under federal anti-discrimination laws and is subject to compliance regulations from the United States Department of Education Office for Civil Rights.

5.0 REPORTING, RESPONSES, PARENT NOTIFICATION, AND ACTION PLANS ~~ACTIONS REQUIRED IF PROHIBITED ACTS ARE REPORTED~~

5.1 Reporting. Students who have been subjected to or witnessed bullying, cyber-bullying, hazing, or retaliation, and students who have witnessed abusive conduct, are strongly encouraged to promptly report such incidents to any school employee. School employees who receive reports of such incidents must report them to the School Designee.

5.1.1 Students, parents/guardians/families, and school staff are encouraged to submit written complaints so the school administrator is adequately informed of all details relevant to the complaint.

5.1.2 Complaints may also be submitted through SafeUT, the Public Education Hotline, or any District-approved reporting process.

5.1.3 Each reported complaint should include: (a) the name of the complaining party, unless anonymous; (b) the name of the alleged targeted individual; (c) the name of the alleged perpetrator, if known; (d) the date and location of the incident(s); and (e) a statement describing the incident(s), including the names of witnesses, if known.

5.1.4 Students and school employees who report incidents may request that their identity be kept anonymous. Reasonable steps shall be taken by the School Designee and others involved in reporting and investigation to maintain anonymity, if possible. Information received in the complaint, including the name of the complainant, shall be treated with the utmost confidence to the extent permitted by law.

5.2 Investigation Required. Each reported violation of the prohibitions noted in this policy shall be promptly investigated by a school administrator or School Designee in

a thorough and confidential manner, including, to the extent possible, anonymous reports. Formal disciplinary action is prohibited based solely on an anonymous report.

5.3 Parent Notification and Documentation.

5.3.1 The School Designee or designee shall notify parents that their student was involved in an incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation, including incidents when a student expresses suicidal ideation. Timeliness of notification may vary depending on the circumstances of an incident.

5.3.2 If a School Designee or school employee believes a situation presents a serious threat to the well-being of a student, the School Designee, designee, or school employee shall notify the student's parent without delay and before the end of the school day.

5.3.3 Parent notification should be provided by calling the parent and sending a follow-up email when practicable. If the parent cannot be reached by phone, the School Designee or designee should leave a voicemail when appropriate and send a follow-up email.

5.3.4 The school administrator or designee who notifies parents under this section shall keep an incident report verifying that notification was provided to the parents or guardians of each student involved. The record shall include the date and time of notification, method of notification, person providing notification, and an indication of the type of incident.

5.3.5 The incident report may be disclosed to parents/guardians and/or students involved, consistent with the Family Educational Rights and Privacy Act (FERPA) and applicable law, but may not be disclosed to other persons or entities except as required by law or valid court order.

5.3.6 The school shall retain parent notification records at least as long as the student is enrolled at the school and shall provide or expunge records in accordance with Utah Code Section 53G-9-604 and applicable records laws.

5.3.7 In addition to notifying the parent or guardian, the School Designee shall provide, as appropriate, suicide prevention materials and information recommended by the Utah State Board of Education, information on limiting a student's access to fatal means including firearms or medication, and information and resources on healthy use of social media and online practices.

5.3.8 Following an investigation, the District or school shall follow up with the parents of all parties to inform them when the investigation is concluded, provide additional information about the investigation or resolution consistent with FERPA, and inform parents of appeal options if they disagree with the resolution of the investigation.

5.3.9 If an incident is verified, the school shall inform parents of safety measures that will be in place for their child and shall regularly update parents regarding implementation of any action plan.

~~5.1 Each reported complaint shall include (1) the name of the claimant; (2) the name of the respondent (if known); (3) the date and location of the incident(s); (4) a statement describing the incident(s) including names of witnesses (if known).~~

~~5.2 Each reported violation of the prohibitions noted previously shall be promptly investigated by a school administrator or school designee. Formal disciplinary action is prohibited based solely on an anonymous report(s) of bullying, hazing, or retaliation~~.

~~5.3 Verified violations of the prohibitions noted previously shall result in consequences or penalties. Consequences or penalties may include but are not limited to:~~

~~5.3.1 Use of a discipline plan consistent with USBE administrative rule R277-609, restorative practice consistent with USBE administrative rule R277-613, employee disciplinary action consistent with Utah Code 53G-11-512 procedures for providing due process rights under Utah Code Section 53G-11-501 (licensed staff) and local employee discipline policies prior to employee discipline or Utah Code Section 53G-8-202 and local policies (students) prior to long term (more than 10 days) student discipline. provide a grievance process required under Subsection 53E-9-605(3)(f) consistent with the Uintah School District's established grievance process.~~

5.4 Verified Violations and Consequences. Verified violations of the prohibitions noted in this policy may result in consequences or penalties, including:

5.4.1 a discipline plan consistent with State Board of Education Administrative Rule R277-609;

5.4.2 restorative justice practices consistent with State Board of Education Administrative Rule R277-613;

5.4.3 accountability practices;

5.4.4 supportive services designed to preserve the student's access to educational opportunities and a sense of safety;

5.4.5 removal from participation in school activities;

5.4.6 student discipline, up to and including suspension or expulsion, consistent with Utah Code and District policy;

5.4.7 employee disciplinary action, which may include termination, reassignment, or other appropriate action;

5.4.8 referral to law enforcement; or

5.4.9 other corrective action reasonably calculated to stop misconduct, remedy harm, and prevent recurrence.

5.4.10 Verified violations of prohibitions will result in the incident being documented in the file of the student who caused the incident, consistent with applicable law and District records procedures.

5.5 Action Plans. For each verified incident, the School Designee shall create and implement an action plan.

5.5.1 The action plan shall include a communication plan designed to keep each parent updated on implementation of the action plan.

5.5.2 With respect to the student to whom the incident was directed, and in direct coordination with the student's parent, the action plan shall include: (a) a tailored response to the incident that addresses the student's needs; (b) a mechanism to consider consequences or accommodations the student may need regarding decreased exposure or interactions with the student who caused the incident; (c) notification of the consequences and plan to address the behavior of the student who caused the incident, to the extent permitted by law; (d) supportive measures designed to preserve the student's access to educational services and opportunities; and (e) to the extent available, access to other resources the parent requests for the student.

5.5.3 With respect to the student who caused the incident, and in direct coordination with the student's parent, the action plan shall include: (a) a range of tailored and appropriate consequences, making reasonable effort to preserve the student's access to educational services and activities; (b) a process to determine and provide any needed resources related to the underlying cause of the incident; (c) supportive measures designed to preserve the student's access to educational services and opportunities while protecting the safety and well-being of other students; and (d) a process to remove the student from school in an emergency situation, including a description of what constitutes an emergency.

5.5.4 An action plan may not include a requirement that the student to whom the incident was directed change the student's educational schedule, educational placement, or participation in a school-sponsored sport, club, or activity.

5.5.5 The Principal or designee shall produce and maintain a record that tracks implementation of the action plan addressing the incident.

5.5.6 If, after the school attempts to involve a parent in the development and implementation of an action plan, the parent chooses not to participate, the school may develop and implement an action plan without the parent's involvement.

5.6 Additional Required Actions. Actions must also include, as appropriate:

5.6.1 procedures for protecting the claimant and other involved individuals from further bullying, cyber-bullying, hazing, abusive conduct, and retaliation;

5.6.2 prompt reporting to law enforcement of all acts of bullying, cyber-bullying, hazing, or retaliation that constitute suspected criminal activity;

5.6.3 prompt reporting to the Office for Civil Rights of all acts of bullying, hazing, cyber-bullying, abusive conduct, or retaliation that the District reasonably determines may be violations of a student's or employee's civil rights;

5.6.4 procedures for a fair and timely opportunity for the accused to explain the accusations and defend the accused's actions prior to student or employee discipline;

5.6.5 procedures for providing due process rights under Utah Code Section 53G-11-501 for licensed staff, local employee discipline policies prior to employee discipline, Utah Code Section 53G-8-202, District Policy 005.1200, and local policies prior to long-term student discipline; and

5.6.6 parent notification if a student threatens suicide or is involved in an incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation.

~~5.4 Actions must also include, as appropriate:~~

~~5.4.1 procedures for protecting the claimant and other involved individuals from being subjected to: further bullying or hazing, and retaliation for reporting the bullying or hazing.~~

~~5.4.2 prompt reporting to law enforcement of all acts of bullying, cyberbullying, hazing, or retaliation that constitute suspected criminal activity.~~

~~5.4.3 prompt reporting to the Office for Civil Rights (OCR) of all acts of bullying, hazing, or retaliation that may be violations of students' or employee(s)' civil rights.~~

~~5.4.4 procedures for a fair and timely opportunity for the accused to explain the accusations and defend his/her actions prior to the student or employee discipline.~~

~~5.4.5 procedures for providing due process rights under Section 53G-11-501 (licensed staff), local employee discipline policies prior to employee discipline, Utah Code 53G-8-202.USD policy 005.1200, and local policies (students) prior to long-term (more than 10 days) student discipline~~

~~5.4.6 procedures for parent notification if their student threatens suicide, or if their student is involved in an incident of bullying, cyber-bullying, hazing, or retaliation.~~

6.0 INVESTIGATIONS

~~6.1 Uintah School District will promptly and reasonably investigate allegations of bullying, cyber-bullying, abusive conduct and/or hazing. It is Uintah School District's policy, in compliance with state and federal law, that students have a limited expectation of privacy on the school's Internet system, and routine monitoring or maintenance may lead to the discovery that a user has violated district policy or law. Also, individual targeted searches will be conducted if there is reasonable suspicion that a user has violated policy or law. Personal electronic devices of any student suspected of violation of the above policy will be confiscated for investigation and may be turned over to law enforcement. To the extent allowed by law, the investigator is required to keep all details of the interview confidential; and further reports of bullying may become part of the investigation. The confidentiality requirement does not apply to conversations with law enforcement professionals.~~

6.1 Uintah School District will promptly and reasonably investigate allegations of bullying, cyber-bullying, abusive conduct, retaliation, and/or hazing. It is Uintah School District's policy, in compliance with state and federal law, that students have a limited expectation of privacy on the District's computer equipment, network system, and Internet system, and routine monitoring or maintenance may lead to discovery that a user has violated District policy or law. Individual targeted searches will be conducted if there is reasonable suspicion that a user has violated policy or law. Personal electronic devices of any student suspected of violating this policy may be confiscated for investigation and may be turned over to law enforcement.

6.2 At a minimum, an investigation shall include interviewing the alleged targeted individual and the individual alleged to have engaged in prohibited conduct. The Principal or School Designee may also interview other individuals who may provide additional information, including parents of the alleged targeted individual and alleged perpetrator, witnesses, and school staff.

6.3 The Principal or School Designee may review physical and electronic evidence, including but not limited to video or audio recordings, notes, email, text messages, social media, photographs, graffiti, and other relevant evidence.

6.4 The Principal or School Designee shall inform any person being interviewed that the details of the interview must be kept confidential to the extent allowed by law and that further reports of bullying may become part of the investigation. The confidentiality requirement does not apply to conversations with law enforcement professionals.

6.5 The Principal or School Designee shall keep a written record of the date and time of interviews, individuals interviewed unless an individual requests anonymity, physical or electronic evidence reviewed, the manner in which evidence was reviewed, findings, and actions taken in response to the investigation.

6.6 If a school employee, agent, or school resource officer believes a student is at risk of harming self or others, the school employee, agent, or school resource officer may intervene and ask the student questions regarding thoughts of harming self or others for the purpose of referring the student to appropriate prevention services and informing the student's parent.

7.0 TRAINING

~~7.1 The training of school employees shall include training regarding bullying, cyberbullying, hazing, and retaliation.~~

~~7.2 To the extent possible, programs or initiatives are designed to provide training and education regarding the prevention of bullying, cyberbullying, hazing, and retaliation. The training should include training and information regarding:~~

~~7.2.1 awareness and intervention skills~~

~~7.2.2 overt aggression~~

~~7.2.3 relational aggression or indirect, covert, or social aggression (rumor spreading, intimidation, social isolation)~~

~~7.2.4 sexual aggression~~

~~7.2.5 student suicide prevention program and suicide prevention training as required for licensed educators~~

~~7.3 In addition to training for all students and school employees, students, employees, and volunteer coaches involved in any extra-curricular activity shall be in coordination with Utah High School Activities Association and USD policy 005.1200 Standards of Conduct:~~

~~7.3.1 be provided yearly bullying and hazing prevention training prior to participation;~~

~~7.3.2 be informed, annually, of the prohibited activities list provided previously in this Policy and the potential consequences for violation of this Policy.~~

~~7.3.3 participant signature list shall be maintained for access upon USBE request~~

7.1 The District shall ensure that students, employees, administrators, coaches, and volunteers receive training on bullying, cyber-bullying, hazing, retaliation, abusive conduct, and civil rights protections from individuals qualified to provide such training.

7.2 The training shall meet standards established by Utah State Board of Education rules and shall include information regarding:

7.2.1 bullying, cyber-bullying, hazing, retaliation, and abusive conduct;

7.2.2 awareness and intervention skills;

7.2.3 overt aggression;

7.2.4 relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, and social isolation;

7.2.5 sexual aggression;

7.2.6 discrimination under Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;

7.2.7 how bullying, cyber-bullying, hazing, retaliation, and abusive conduct differ from discrimination and may occur separately from each other or in combination;

7.2.8 how bullying, cyber-bullying, hazing, retaliation, and abusive conduct are prohibited based upon race, color, national origin, sex, religion, or disability;

7.2.9 the right of free speech and how it differs for students, employees, parents, and guardians;

7.2.10 safe digital citizenship and responsible technology use; and

7.2.11 the student suicide prevention program and suicide prevention training required for licensed educators.

7.3 The training shall complement the suicide prevention program required for students under R277-620 and the suicide prevention training required for licensed educators consistent with Utah Code Section 53G-9-704, and shall include information on when issues related to R277-613 may lead to student or employee discipline.

7.4 Training shall be provided to new school employees, coaches, and volunteers within the first year of employment or service; to all school employees, coaches, and volunteers at least once every three years after initial training; and to all students at a frequency determined by the LEA Designee.

7.5 In addition to the training requirements described above, any student, employee, or volunteer coach participating in a school-sponsored athletic program, curricular or extracurricular, or extracurricular club or activity, shall, prior to participating, complete bullying, cyber-bullying, hazing, retaliation, and abusive conduct prevention training.

7.6 The training described in Section 7.5 shall be offered to new participants annually and to all participants at least once every three years. Participants shall be informed of the prohibited activities under this policy, applicable law and rule, and potential consequences for violation.

7.7 The District shall maintain training participant lists or signatures, the date of the training provided, and other training documentation. Such documentation shall be provided to the Utah State Board of Education upon request.

8.0 ASSESSMENT, PUBLICATION, ACKNOWLEDGMENT, AND ANNUAL REPORTING

8.1 The District's designee shall assess the prevalence of bullying, cyber-bullying, and hazing in the District, including locations where students are unsafe and additional adult supervision may be required, such as playgrounds, hallways, bathrooms, locker rooms, and lunch areas.

8.2 The District shall provide this policy and related procedures to students, parents, volunteers, administrators, teachers, and school staff by posting the policy and related procedures on the District's publicly accessible website and in student handbooks or other appropriate publications.

8.3 On an annual basis, school employees, students who are at least eight years old, and parents or guardians of students shall sign a statement indicating that they have received this policy.

8.4 On or before June 30 of each year, the District shall report to the Utah State Board of Education in accordance with the Superintendent's submission requirements:

8.4.1 a copy of the District policy required by R277-613;

8.4.2 implementation of the signed statement requirement described in Utah Code Section 53G-9-605;

8.4.3 verification of training of school employees relating to bullying, cyber-bullying, hazing, retaliation, and abusive conduct;

8.4.4 incidents of student bullying, cyber-bullying, hazing, and retaliation; and

8.4.5 the number and type of incidents that include a student who was alleged bullied, cyber-bullied, hazed, or retaliated against based on the student's actual or perceived characteristics, including disability, race, national origin, religion, sex, gender identity, or sexual orientation, including federal reporting requirements for civil rights violations.

9.0 APPEALS

9.1 Investigative procedures conducted under this policy may be appealed by complainants and respondents in accordance with the District's grievance process and applicable Board policies.

9.2 The purpose of an appeal is to determine whether the investigative procedures outlined in this policy were followed. An appeal may also be filed to introduce new evidence not available during the investigation.

9.3 If an appeal does not introduce new evidence or allege a violation of the investigative procedures of this policy, it will be denied.

9.4 Disagreement with the outcome of an investigation or with an investigator's interpretation of the facts, standing alone, is not grounds for an appeal under this policy.

10.0 EMPLOYEE GRIEVANCE PROCESS

10.1 A school employee who has experienced abusive conduct must report the incident to the School Designee or LEA Designee in writing.

10.2 If the school employee is not satisfied with the investigation of the abusive conduct and/or the resulting disciplinary action or recommended disciplinary action, the employee may address the issue in accordance with the District's grievance policies and other applicable District procedures.

11.0 APPLICABILITY AND PROTECTED SPEECH

11.1 This policy applies to any student, school employee, contractor, visitor, or volunteer who engages in conduct that constitutes bullying, cyber-bullying, hazing, retaliation, or abusive conduct. Violation of this policy may result in disciplinary action or other appropriate corrective action.

11.2 This policy applies to conduct that:

11.2.1 takes place at school or on school grounds;

11.2.2 takes place while students are being transported to or from schools or school-sponsored events;

11.2.3 takes place at any school-sponsored event, activity, function, program, instruction, or training;

11.2.4 takes place through the use of technology; or

11.2.5 takes place off campus or online when the conduct causes or threatens a substantial disruption to school operations, including violent altercations or significant interference with a student's educational performance, educational opportunities, or involvement in school activities.

11.3 This policy does not prohibit expressive activity protected by the First Amendment of the United States Constitution. However, if off-campus speech that may constitute bullying, cyber-bullying, hazing, retaliation, abusive conduct, or unlawful discrimination creates a substantial disruption to the school environment, the District may take appropriate action consistent with law and District policy.

LEGAL REFERENCES AND POLICY HISTORY

Legal References: Utah Code Section 53G-9-601 through 53G-9-607; Utah Code Section 53G-9-604; Utah Code Section 53G-9-704; Utah Code Section 53G-8-202; Utah Code Section 53G-8-205; Utah Code Section 53G-11-501; Utah Code Section 53G-11-512; Utah Code Section 53E-3-401; Utah Administrative Rule R277-609; Utah Administrative Rule R277-613; Utah Administrative Rule R277-620; Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act of 1990; Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g.

~~Legal References:~~

Adoption Date: **February 09, 2010**
Last Revised: **August 12, 2026**
Last Reviewed Dates: **December 10, 2025**
Prior Revised Dates: **02/09/2010, 12/13/2017, 01/08/2025, 12/10/2025**
Policy Origin: **REVISES POLICY 007.0230 BULLYING AND HAZING**

APPENDIX A - STATEMENT OF RECEIPT

Utah law requires that each year, a student aged eight and older and the student's parent or guardian sign a statement indicating that they have received Uintah School District Policy 007.0230 Bullying and Hazing.

I acknowledge that I have received a copy of Uintah School District Policy 007.0230 Bullying and Hazing.

Student Name: _____ Grade: _____

Student Signature (if age 8 or older): _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Board of Education
Dave Chivers, President ● **Tawnya McKee**, Vice President ● **Todd Massey,** Member
Denise Maynard, Member ● **Robin McClellan,** Member

Memorandum

To: Board Members

From: Rick Woodford, Superintendent

Cc: Troy Timothy, Business Administrator

Date: August 12, 2026

Re: Policy 007.0250 Electronic Devices in Public Schools

Recommendation: Approve Policy 007.0250 Electronic Devices in Public Schools on first reading, imposing a bell-to-bell ban on the use of student cell phones and other personal electronic devices in certain grades as determined by the Board.

Background (rationale): Following the 2025 Legislative Session, the district was required to adopt a policy prohibiting student use of cell phones and other electronic devices **during classroom instruction**. During the 2026 Legislative Session, the Utah Legislature passed SB 69, which established a default **bell-to-bell** prohibition on student use of cell phones and other personal electronic devices in public schools.

The new law authorizes school districts to adopt policies that explicitly permit student use of cell phones and other personal electronic devices at specified times, in designated locations, and under certain circumstances during the school day, such as during passing periods and lunch. The law also requires schools to provide students with an opportunity to use their cell phones at designated times and locations during the school day when requested by a parent.

During the first half of the 2025–2026 school year, I spent considerable time discussing implementation of the new policy with principals, monitoring implementation efforts, and visiting with teachers and other staff members to assess how the policy was working. At that time, implementation appeared to be going well.

In May, I surveyed all secondary teachers to gather their perspectives on student cell phone and personal electronic device use in their classrooms. The results indicated that the policy and

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Denise Maynard, Member ● **Robin McClellan,** Member

procedures implemented in the fall of 2025 had slipped over time, particularly at Uintah High School during the spring trimester.

The most notable finding from the survey was the significant difference between teachers' perceptions of their own adherence with the policy and that of their colleagues. At Uintah High School, just over 94% of teachers agreed or strongly agreed with the statement, *"I consistently follow through with my school's student cell phone use policy,"* while only 23.5% agreed or strongly agreed with the statement, *"My colleagues consistently follow through with my school's student cell phone use policy."* This disparity likely reflects situations in which students observed inconsistent enforcement across classrooms. Even limited inconsistency among a small number of teachers can undermine confidence in the policy across the entire school.

We have developed a plan to strengthen accountability and improve consistent enforcement of the existing policy. During the 2026–2027 school year, we will revise the student perception survey to include an item regarding teachers' enforcement of the district's cell phone policy. This survey will be administered twice a year, at the end of the first and third trimesters. In addition, all administrators received training in June on a process called **True Speak**, which provides principals with a structured approach for addressing performance concerns and holding staff accountable. With stronger accountability measures in place, I am confident we can consistently implement our current policy and procedures in our secondary schools while minimizing the distractions caused by cell phones and other personal electronic devices during instructional time.

The survey results are attached in Diligent Community. There are two versions: one includes data from all secondary schools, while the other isolates data from UHS.

Policy Implications: The Board should discuss and determine whether middle school students should be permitted to access their cell phones and other personal electronic devices during passing periods and lunch. Two draft versions of the policy have been provided: one that aligns middle schools with elementary schools and another that aligns middle schools with high schools.

Personnel Implications: If the Board adopts a bell-to-bell prohibition in any of our secondary schools, teachers will need to assist administrators in monitoring and enforcing the policy in hallways and common areas. While implementing the policy would not require additional staffing, this responsibility was identified in the survey by teachers as a significant concern and could contribute to increased staff attrition.

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Facility Implications: None

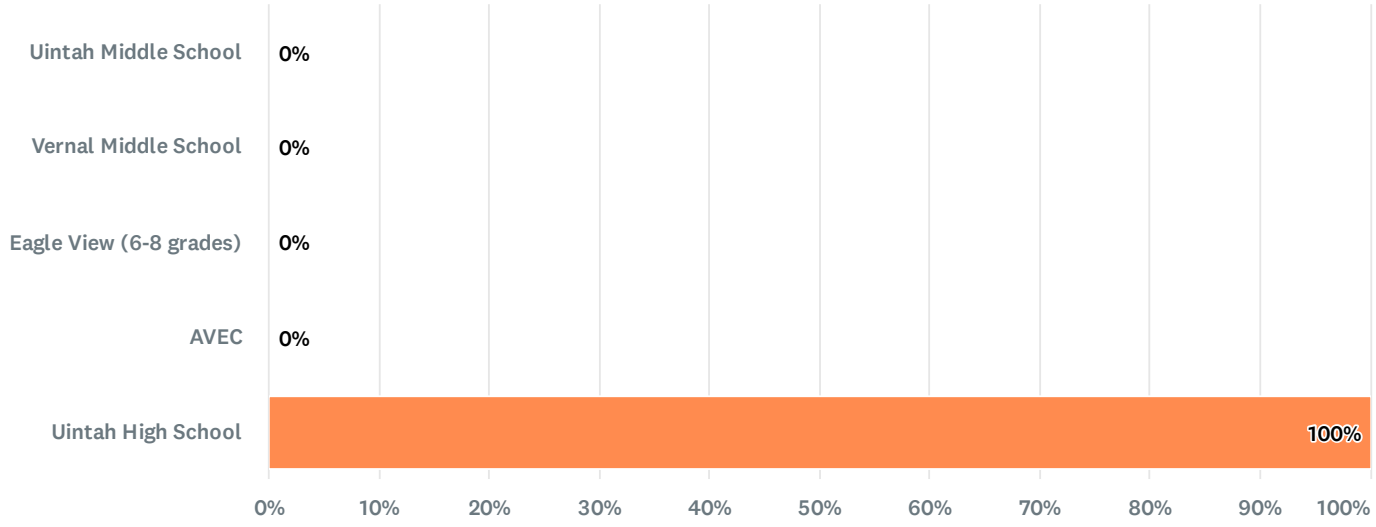
Financial/Budget Implications: None

Motion: I move to approve **Policy 007.0250 – Electronic Devices in Public Schools** on first reading (select either the version that aligns middle schools with elementary schools or the version that aligns middle schools with high schools).

Dr. Rick Woodford, Superintendent ● **Troy Timothy,** Business Administrator
826 South 1500 East ● Naples, UT 84078
435.781.3100 ● 435.781.3107 fax
www.uintah.net

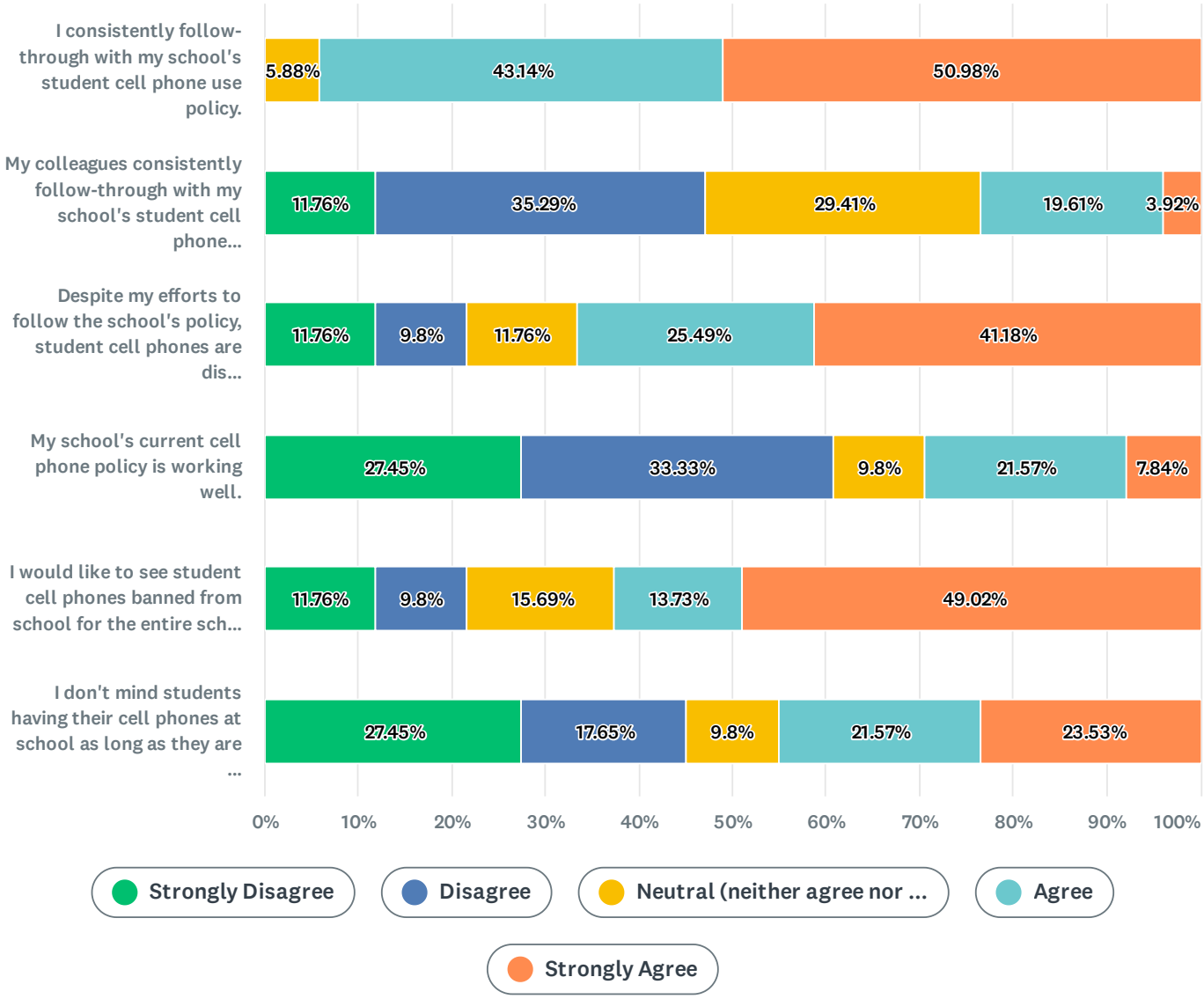
Q1 51 responses

Use the dropdown menu to select your school.



Q2 51 responses

Use the scale to rate your level of agreement with the following statements:

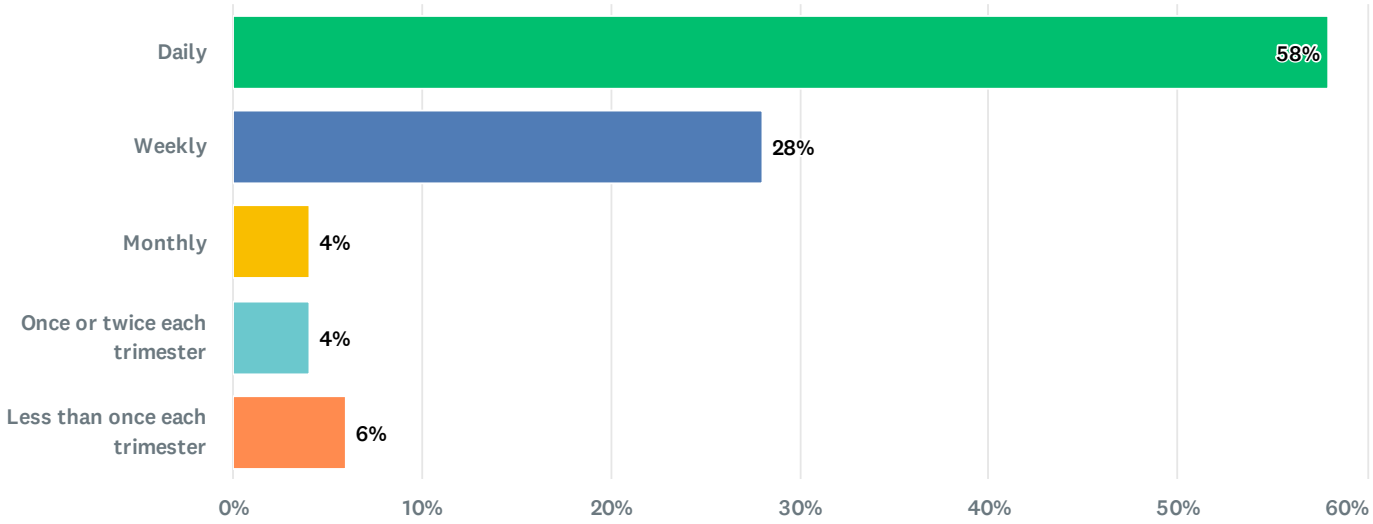


	Strongly Disagree	Disagree	Neutral (neither agree nor disagree)	Agree	Strongly Agree	Total
I consistently follow-through with my school's student cell phone use policy.	0% 0	0% 0	5.88% 3	43.14% 22	50.98% 26	51
						306

	Strongly Disagree	Disagree	Neutral (neither agree nor disagree)	Agree	Strongly Agree	Total
My colleagues consistently follow-through with my school's student cell phone use policy.	11.76% 6	35.29% 18	29.41% 15	19.61% 10	3.92% 2	51
Despite my efforts to follow the school's policy, student cell phones are disruptive in my classroom.	11.76% 6	9.80% 5	11.76% 6	25.49% 13	41.18% 21	51
My school's current cell phone policy is working well.	27.45% 14	33.33% 17	9.80% 5	21.57% 11	7.84% 4	51
I would like to see student cell phones banned from school for the entire school day.	11.76% 6	9.80% 5	15.69% 8	13.73% 7	49.02% 25	51
I don't mind students having their cell phones at school as long as they are not using them in classrooms and during instruction.	27.45% 14	17.65% 9	9.80% 5	21.57% 11	23.53% 12	51
						306

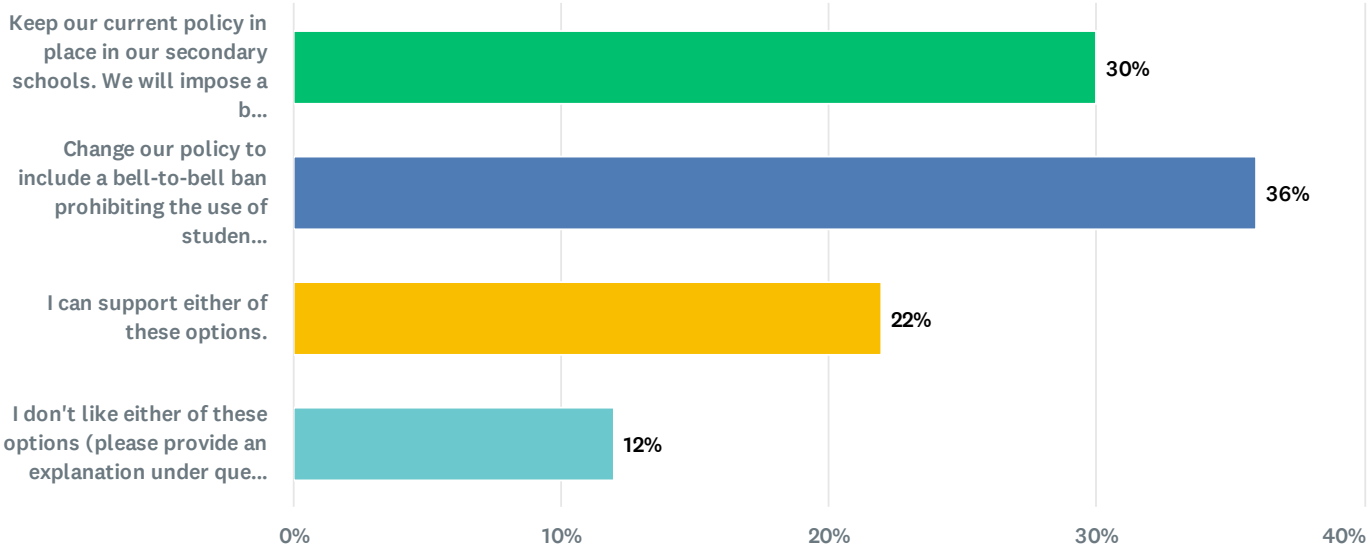
Q3 50 responses

How often do students in your classroom violate your school's student cell phone use policy?



Q4 50 responses

SB69 establishes a statewide bell-to-bell default ban prohibiting student use of personal smart devices, including cell phones in schools. The law provides districts with discretion to determine, through policy, circumstances when a student may use a cellphone, smart watch, or emerging technology during the school day.We will be sending Policy 007.0250 to the district's Policy Committee and are seeking your input. Which of the following best represents your preference in terms of the district's response to SB69?



Answer Choices	Percentage	Responses
Keep our current policy in place in our secondary schools. We will impose a bell-to-bell ban in our elementary schools.	30.00%	15
Change our policy to include a bell-to-bell ban prohibiting the use of student cell phones/personal devices while on campus in all USD schools (except for students who require the use of a device for health or IEP purposes). Under this policy option, students are in possession of their cell phones/personal devices, but would not be permitted to use them at school during classroom hours, passing, and lunch. In addition to classroom enforcement, teachers would be required to help the administration enforce this policy in the hallways and commons areas of the school.	36.00%	18
I can support either of these options.	22.00%	11
Total		**50**

Answer Choices	Percentage	Responses
I don't like either of these options (please provide an explanation under question #5).	12.00%	6
Total		**50**

Q5 Please provide any thoughts or ideas you may have relating to SB69 and/or Policy 007.0250.

Answered: 29 Skipped: 22

#	RESPONSES	DATE
1	We need to strengthen option one, so there are better consequences and more support from the admin for the policy. "Out of Sight" is not working. We need more procedures that are across the board that support teachers and help students make better choices.	5/26/2026 8:45 AM
2	All teachers need to follow the cell phone policy. The few teachers who don't, make it hard for the rest of us. Students need consistency from classroom to classroom.	5/25/2026 9:47 PM
3	I think banning is a good thing and would change the entire social construct for students in a healthy way. But the amount of policing this would require is a little intimidating. It would also strain relationships between students and teachers/admin. Parents would have to step it up and I know many of them are guilty of texting/calling their students while in school. I don't think students should even have them on their possession in school. It would be the responsibility of parents to enforce that, and many parents don't enforce healthy cell phone use at home. If everyone at school actually did their jobs though and there was a clear system of taking phones if seen out, then this could work out well for all of us.	5/23/2026 3:01 PM
4	About 10 years ago, I began noticing a troubling shift in many students. It manifested in several ways, but two stood out clearly. First, students appeared increasingly anxious and depressed. Second, many seemed more helpless, fragile, or emotionally immature than their predecessors. What I was seeing in young people felt deeply unhealthy and alarming. Because of that, I made the decision not to allow my own children to have smartphones. There are certainly many factors contributing to these issues, but the growing body of evidence suggests that we are harming students in significant ways. As a result, I support banning one-to-one technology programs in schools and returning to more paper-and-pencil learning environments for students. Below is a link to a Congressional hearing featuring expert testimony about the data researchers have uncovered: https://youtu.be/Fd-_VDYit3U?si=w3WI_92WzZWVmTZr I understand that many concerns surrounding the new law will focus on enforcement. However, I believe that if we work together, we can find practical ways to address those challenges. Before we discuss enforcement, though, we must first have the integrity to acknowledge what the evidence is increasingly showing to be true..	5/23/2026 5:32 AM
5	The larger problem is headphones and listening devices. This is what I struggle with in my classroom and have to give the most warnings for. As the year has ended, I have found that students are becoming sneakier with their cell phones, and it is disturbing that a teacher could lose their job if they are doing their best to mitigate usage during instructional time but miss a student with a phone. On a different note, students would like to use their phones to record presentations because the audio and video quality is better than that of their current computer, and they feel more proficient using their devices to record.	5/22/2026 12:14 PM
6	I think this year as long as the teachers are diligent phones have not been an issue during classroom time. A few reminders are needed but nothing bad. What I would like to see changed is the use of chromebooks. I feel this is much more of a problem now because when students are not allowed on their phones they pull out their chromebooks and play on them and they are getting around LanSchool. I have seen many students playing games during class time which is a much bigger issue than phones are right now because we can't take the chromebooks away because they are needed for course work (Canvas, Aspire etc).	5/22/2026 11:17 AM
7	What is school really about? Education, then yes, ban all cellphone use. But someone needs to hold teacher's accountable, who choose not to follow the state law. Those teachers are popular among students. They want to be their besty. They are here to play with the kids, so why not use cellphones in class. Well, is it about education? Or is it about whose popular? You can ask the students. They can all tell you who the teachers are that don't follow the rules (that doesn't just include cellphone use - taking bribes, propping doors, letting them leave early for lunch, coming and going whenever they want). What are rules for anyways? Students the first two trimesters of this year would follow the lock box rule when they violated the policy in my	5/22/2026 11:10 AM

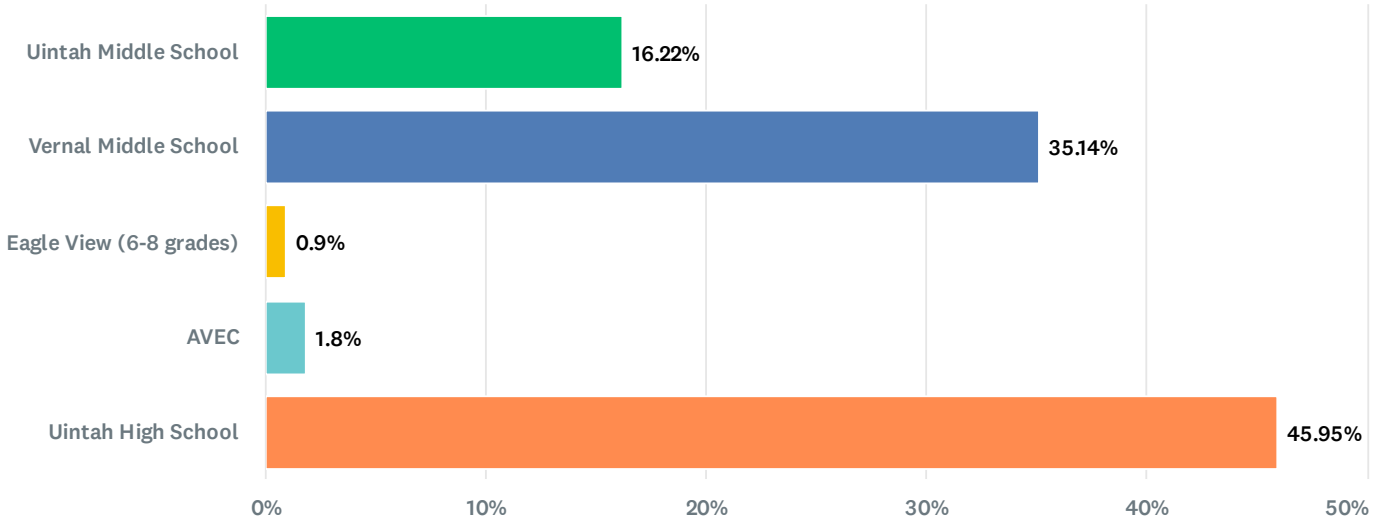
	class. By third trimester, however those students only took classes where they could use their cell phones. Students have easy access to computers (school provided) for education, but let's be honest. Those teachers are not about education. Some have told me "I'm just playing the game." Or "I just want to be the cool teacher that everyone likes." What? Well obviously, they are here to have a party with the kids. It's clear that distractions and cognitive overload inhipit learning. Hence the law. Before the law, students have never used other devices in my classroom. Until now, I never had so much backlash about the use of other devices in my class even though they have always been prohibited.	
8	All-day ban is best executed with lockers not teacher hallway policing.	5/22/2026 9:45 AM
9	Administration does not have enough consequences for repeat violations from students, and when it's a constant battle it leads to burnout and distrust of administration. Students will put away phones for approximately 5 minutes, then they're back to do work. I don't think students can physically stop checking their phones, so a complete ban would be preferable, but there won't be consequences so it's a moot point.	5/22/2026 9:35 AM
10	I would prefer a bell to bell ban, however I will support either decision.	5/22/2026 9:26 AM
11	Cell phones will always be a distraction and challenge to control if the student has them in their possession. We should follow the State Guidelines and completely ban cell phones from the campus. (If anything, improve our internal communication - so parents know that their children are safe and that we can reach out to the office immediately, if necessary, or reach out to the parent in cases such as an emergency.) Maybe, the school can invest in "real time" walkie talkies for every Teacher and Staff member. Thanks for listening!	5/22/2026 8:53 AM
12	It's a lot of pressure on the teacher's to be the enforcers. I think we have to consider why experts have created this legislation. We either support it and trust their advice on what is good for young people, or protest it and look for loopholes.	5/22/2026 8:50 AM
13	I am one of the (I think) few teachers who consistently follows the policy, and I still have to require students to lock something up daily. The biggest issue is airpods/listening devices, but cell phones are still seen too. I do not think it is fair to require teachers to enforce this policy during passing and lunch- for some of us this the only time in the school day. During passing we are talking to students/prepping for the next class, then standing out to greet students. For some of us, lunch is the only time we have any prep/free time because of selling our actual prep. Regardless though, monitoring the entire school during lunch seems impossible for any staff at any of the middle schools or the high school. Considering that a teacher could lose their job over this, I would expect more district-level support in this matter. Our teachers and school administration at UHS are no longer following through with the policy that is currently in place, so I think it would be foolish to expect that anything would change just because there is something different in writing. We need something that requires students to not have a device at all, or allows them to have it but not access it. I would think the district would want to invest in some type of locker/pouch situation in order to keep good teachers. Right now it seems our priorities are more about keeping students/parents happy- not supporting teachers.	5/22/2026 8:42 AM
14	Most students in my classes have accepted the policy for the most part and follow it pretty well during instructional time. There are always a few students who push the boundaries and see if I will stay firm on the policy and I have to make them put it in the lock box frequently. This can be a pain but quickly solves the problem when it arises for the rest of the class period. One other issue is that there is no way I can monitor them getting it out when they use the hall pass because I am in class and they put a friend's cell phone in the lock box to look like they are complying but still use their phone when they go out. Most students with health reasons for a phone are responsible with it but a few take advantage of this and abuse it and that makes it difficult to enforce the policy with the other students. I haven't found a solution for this except to appeal to the student to please use it wisely and some respond and some do not. Personally, I feel there will always be some issues with this regardless but we have worked hard to make improvements with our current policy. A bell to bell ban feels like a public relations nightmare and very difficult for administrators to realistically enforce. Logistically it would be difficult and culturally it would likely just create headaches. If the policy is too restrictive we will lose enrollment and lose even more of the engaging instructional time that we have worked so hard with our current policy to improve.	5/22/2026 8:30 AM
15	There are many teachers who do not enforce this policy. Everyday is a fight. Unless students are forced to lock their phones up in pouches and consequences are actually enforced, there is no way that phones won't be a problem. I know several students that have burner phones. I know students that have 3D printed phones to turn in. If students are caught with their phones,	5/22/2026 8:24 AM

	they need to be assessed fees and parents must come get them. This year has been a joke. As teachers, we are expected to enforce this law; however, there has been little support to enforce it with admin. There have been many instances where a student was referred to admin for breaking phone rules. They were suppose to have their phones locked up the rest of the day in the office. Nope, they were sent back to class with their phones. I am not willing to try and enforce this rule if admin doesn't have our backs in this matter. Teachers have enough on their plates without having to be phone Nazis too.	
16	I think that policy should be changed for our district; the first instance *ever* with a student where a teacher has to remind the student to put away a device should count as the reminder. After that point, seeing the device out even once should result in locking it up. Students have been abusing the "you have to remind me" as a way to continue sneaking glances at their phone throughout the class period when they believe they aren't being directly watched. Bottom line, we need to have a zero tolerance policy for this if it's going to be effective, because some of our students are emotionally incapable of going more than 5 minutes without checking their screen. They need more outside structure to remove that impulse.	5/22/2026 8:08 AM
17	We are in the age of technology. Teaching students to use them appropriately is my vote!	5/22/2026 7:55 AM
18	Is it possible to not have it an option in a 504 plan? I had to not bring up a 504 while a students is sitting there on their phone. Why would a teen follow this law? What is the consequences? The consequences of being on your phone is that you don't get to be on your phone… the consequences is already given to all students following the policy.	5/22/2026 7:24 AM
19	For students who violate this multiple times, there needs to be a consequence, perhaps imposing a fine for repeat offenders.	5/22/2026 7:05 AM
20	I support a complete ban because the current policy is not followed with fidelity. Some teachers still allow phone use in class which undermines those who try to follow policy. Student regularly try to access their phones- consequences are not stiff enough for them. If as a district we want scores to go up- remove the phones from school entirely.	5/22/2026 6:57 AM
21	The default will be teachers enforcing the policy with no admin backup, as is currently the case. There needs to be consistent consequences for the students/parents for violating the policy.	5/22/2026 6:49 AM
22	Students cell phones are dramatically hurting their learning, social skills, mental health, etc. There is no reason for students to have cell phones, smart watches, chrome books (except in classes that absolutely need them). All of your technology is great and we now cannot live without it but there is plenty of strong evidence of the harm it is causing as well.	5/22/2026 5:48 AM
23	I think students will take advantage of their cellphones however they can. I would say banning them in the classroom is the best idea. In the past no one had cellphones, so they should be able to handle it.	5/22/2026 3:38 AM
24	It's extremely hard to enforce as students use burner phones and fake phones to turn in when asked. I don't have any ideas for how to enforce it better, but the consequences would need to actually have some teeth in order to create real change.	5/21/2026 5:52 PM
25	Phones and smartwatches serve absolutely no academic purpose. The fact we've waited this long to even consider this blows my mind. The vast majority of students have their phones on vibrate and are receiving around 16 notifications per hour (1 every ~4 minutes). No one serious about education can possibly support anything less than a bell-to-bell ban.	5/21/2026 5:47 PM
26	No matter what option is picked, there needs to be support and some backbone! We need to take out the 3 strike policy and administration needs to uphold their side. If there is a phone ISS or suspension. There is no reason to have warnings and strikes and lock box's that is unrealistic and leaves for to much room to slip between the cracks. I've had many problems with phones in my class and had no support from admin to help. Having the students set a goal Isn't working and I've had many students laugh about it and think it's a joke. Which ever option is made please have the guts to up hold it and not just leave it for the teachers to deal with. Also, make sure all teachers are following it! Even now there are some teachers that will not and nothing happens to them. It makes it harder for those of us that are following the rules.	5/21/2026 4:31 PM
27	UHS needs a better plan for frequent offenders. After three times in the lock box it should go to the office for a PARENT to come collect. The same students have their phone out daily, and do put it in the box on request, but it becomes my job to catch them every day. I have worked with admin and parents, without successful change to students use. I think this is why many	5/21/2026 4:19 PM

	teachers have 'given up'.. nothing happens to replete offenders. Admin current policy is to have me remind the student DAILY to put it in the lockbox at the beginning of class, watch the lock box all class to ensure they do not sneak it out, and then do it all again the next day. Something needs to be in place for those students who are a DAILY issue.	
28	Phones don't need to be on campus. Uintah district doesn't have to be so lax on attendance, phones, academic rigor and student accountability.	5/21/2026 4:10 PM
29	Unfortunately, the cell phone ban is not enforced in all classrooms. However, it is a realistic expectation that can be achieved if all teachers follow policy and hold high expectations. It is unrealistic to expect staff to police cell phones during lunch and passing time. I don't feel we should put a policy in place that isn't going to be enforced.	5/21/2026 4:07 PM

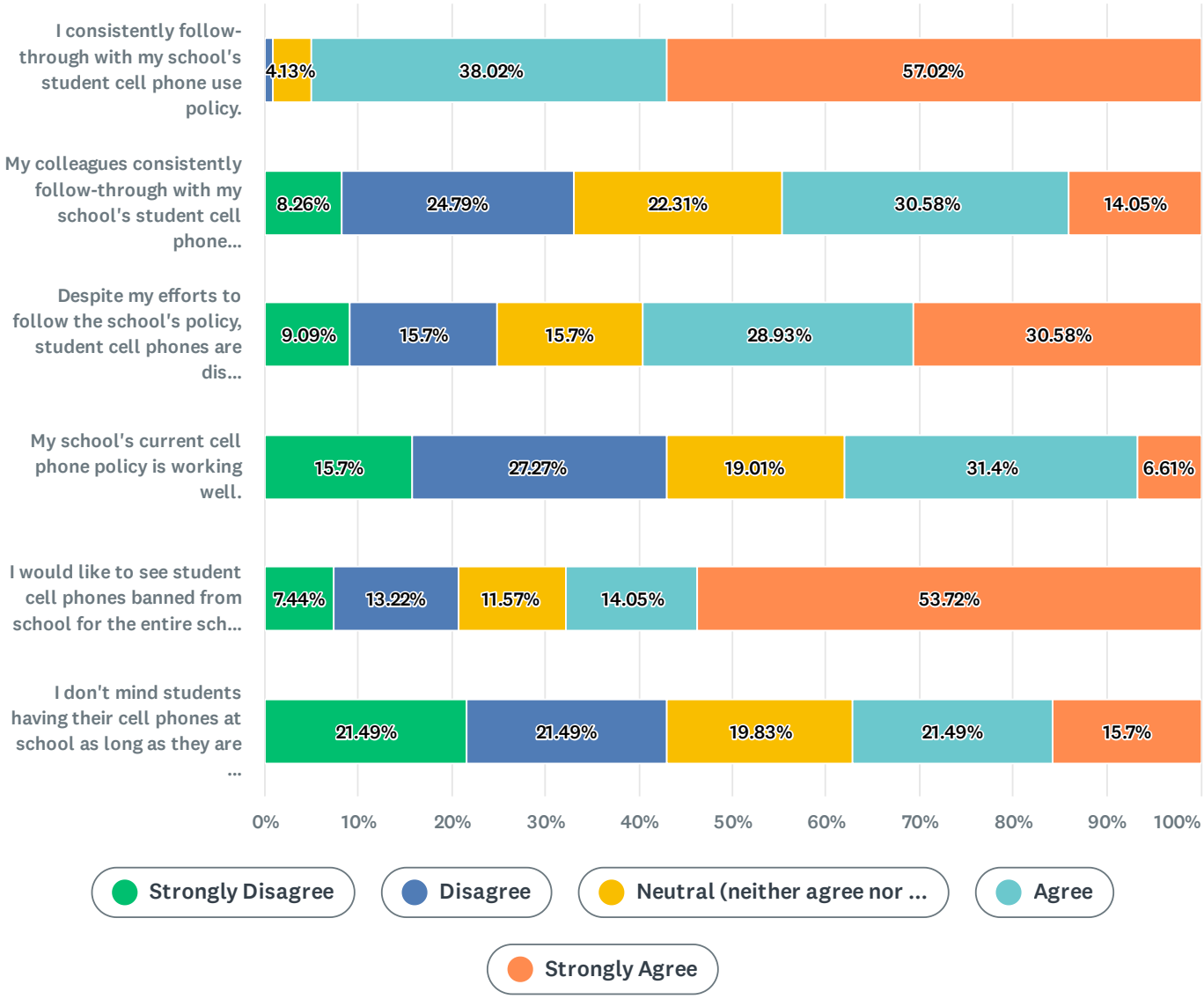
Q1 111 responses

Use the dropdown menu to select your school.



Q2 121 responses

Use the scale to rate your level of agreement with the following statements:

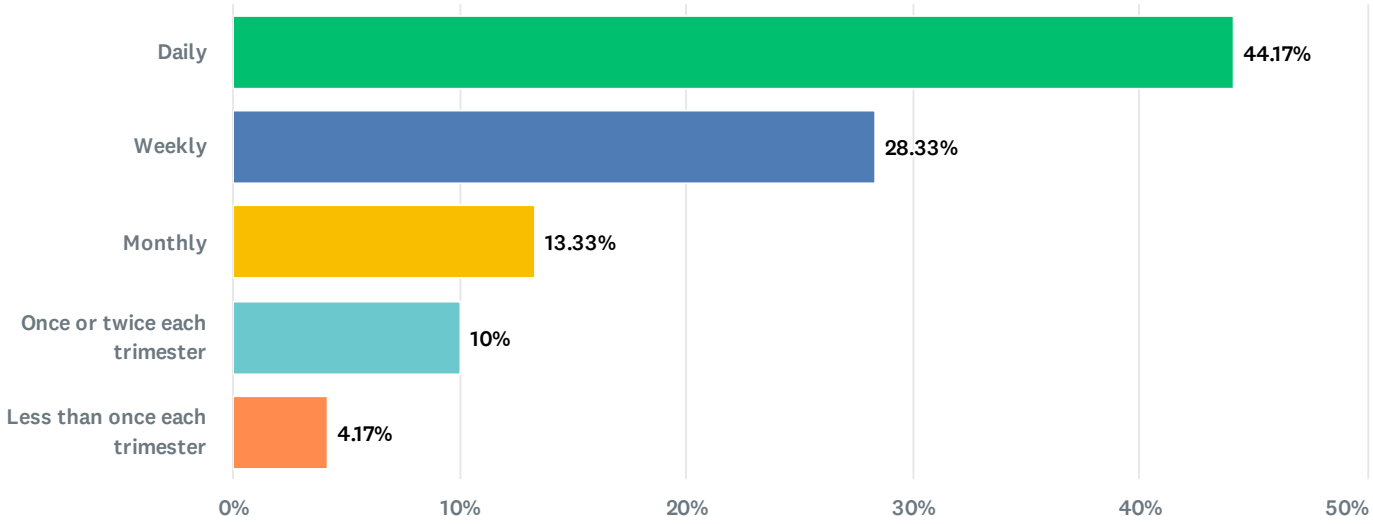


	Strongly Disagree	Disagree	Neutral (neither agree nor disagree)	Agree	Strongly Agree	Total
I consistently follow-through with my school's student cell phone use policy.	0% 0	0.83% 1	4.13% 5	38.02% 46	57.02% 69	121
						726

	Strongly Disagree	Disagree	Neutral (neither agree nor disagree)	Agree	Strongly Agree	Total
My colleagues consistently follow-through with my school's student cell phone use policy.	8.26% 10	24.79% 30	22.31% 27	30.58% 37	14.05% 17	121
Despite my efforts to follow the school's policy, student cell phones are disruptive in my classroom.	9.09% 11	15.70% 19	15.70% 19	28.93% 35	30.58% 37	121
My school's current cell phone policy is working well.	15.70% 19	27.27% 33	19.01% 23	31.40% 38	6.61% 8	121
I would like to see student cell phones banned from school for the entire school day.	7.44% 9	13.22% 16	11.57% 14	14.05% 17	53.72% 65	121
I don't mind students having their cell phones at school as long as they are not using them in classrooms and during instruction.	21.49% 26	21.49% 26	19.83% 24	21.49% 26	15.70% 19	121
						726

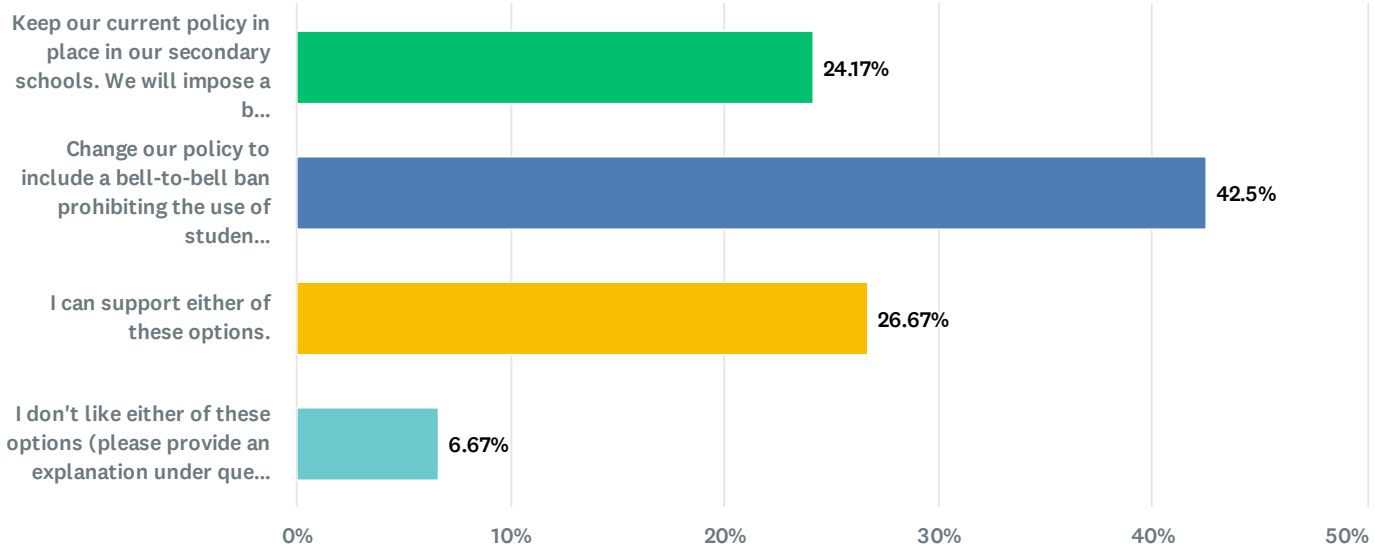
Q3 120 responses

How often do students in your classroom violate your school's student cell phone use policy?



Q4 120 responses

SB69 establishes a statewide bell-to-bell default ban prohibiting student use of personal smart devices, including cell phones in schools. The law provides districts with discretion to determine, through policy, circumstances when a student may use a cellphone, smart watch, or emerging technology during the school day.We will be sending Policy 007.0250 to the district's Policy Committee and are seeking your input. Which of the following best represents your preference in terms of the district's response to SB69?



Answer Choices	Percentage	Responses
Keep our current policy in place in our secondary schools. We will impose a bell-to-bell ban in our elementary schools.	24.17%	29
Change our policy to include a bell-to-bell ban prohibiting the use of student cell phones/personal devices while on campus in all USD schools (except for students who require the use of a device for health or IEP purposes). Under this policy option, students are in possession of their cell phones/personal devices, but would not be permitted to use them at school during classroom hours, passing, and lunch. In addition to classroom enforcement, teachers would be required to help the administration enforce this policy in the hallways and commons areas of the school.	42.50%	51
I can support either of these options.	26.67%	32
Total		**120**

Answer Choices	Percentage	Responses
I don't like either of these options (please provide an explanation under question #5).	6.67%	8
Total		**120**

Q5 Please provide any thoughts or ideas you may have relating to SB69 and/or Policy 007.0250.

Answered: 62 Skipped: 59

#	RESPONSES	DATE
1	Changes need to happen because students are still in the hallway during class periods with phones in use and wasting instructional time.	5/28/2026 1:29 PM
2	I don't really care, but the research behind middle schools and their mental health strongly suggest that we prohibit them.	5/28/2026 12:51 PM
3	I feel like it would be very difficult to police outside of the classroom.	5/28/2026 12:46 PM
4	The policy itself is fine. I think we just need a stronger protocol school-wide or district-wide for what to do when we see cell phones.	5/28/2026 12:23 PM
5	Many students never truly escape comparison, negativity, drama, or hurtful comments because they are connected to it all day long. Limiting cellphone use during school allows students to focus on learning, build real in-person relationships, and have a healthier environment where they can feel more present, supported, and less overwhelmed by the pressures of online life.	5/28/2026 9:11 AM
6	I have heard positive reviews from people in Duchesne School District, students and parents. I fell eliminating the cell phone distraction for the whole school day will help students focus more on education and raise test scores.	5/28/2026 9:11 AM
7	The beginning of this year was great without the use of cell phones and ear buds and we had great engagement in class. But as the year has went on, it has become more and more of an issue. I am now seeing ear buds and phones daily for the last month. I feel like we lose learning time and effort by having them have access to their phones and even their watches.	5/28/2026 8:57 AM
8	The passing time seems to be the most concerning - students not watching where they are going, taking videos and pictures of other students without consent and then posting.	5/28/2026 8:46 AM
9	Students cell phones need to be gone from schools - will reduce bullying and increase engagement.	5/28/2026 8:40 AM
10	I do not think either one of these policies would work. Not all teacher abide by the rule anyways this allows a loop hole. Our administration get tired of enforcing a rule/law where there is to much leeway in the written policy. These policies need to be written better and not allow students who break these laws to get away with it. .If we move forward with the Bell-to-bell we need to have Faraday bags so that students/teacher would not break the rules. They need to be banned from the premises.	5/28/2026 7:04 AM
11	Don't forget to very explicitly mention smart watches, they are worse than phones	5/28/2026 6:57 AM
12	This is about all students learning and engaging. I think there is a huge bullying problem with phones. Lack of social skills in our society and students need to engage without having a device to encourage hurtful behavior while in school. Not allowing pictures to be taken of other students, not allowing kids to text each other secretly to meet in the hall. Not allowing them to be sneaky because they are with their phones. The science based research says the phones and other devices are a distraction and are causing harm. Why is this even a survey? Follow the law because it makes sense. We have been allowing them for too long and should have been on the front side of this not on the backside following other states and countries because of pressure but because our kids need to be protected. And that’s our job to provide a safe and engaging learning environment. Take the Chromebook’s too!	5/27/2026 10:57 PM
13	I think my it is best to ban from bell to bell to avoid confusion and discussions. Although my colleague and I agree and don’t have problems with phones - we don’t allow them - the students argue that other teachers let them use it or, rarely, students sneak phones when using the restroom. I think it would be easier for all parties to ban them. Students will get used to it. They still have phone access in form of land lines in the classroom.	5/27/2026 5:22 PM

14	Out of sight and out of reach	5/27/2026 4:40 PM
15	I think this will help with student focus at school.	5/27/2026 4:18 PM
16	I think there need to be a better break down between schools. There are times at the high school level to communicate with coaches and staff. This isn't as true for middle school and elementary. I feel each should have their own policy to follow. One for elementary, one for middle school and one for high school.	5/27/2026 3:59 PM
17	I wonder how many digital behavior issues would be minimized if students didn't have cell phones. If parents are strict with cell phone usage, do we give students a "free from supervision" pass when they have access to phones at school during passing time and on the buss. Most students have good digital behavior. Many of the less social students escape being social by being on phones during lunch and passing time. I wonder if we are limiting in person social development.	5/27/2026 3:43 PM
18	Students, especially those in elementary and middle school, often struggle with self-discipline. If schools banned phones during school hours (all day including lunch time or passing time), it would help students stay more focused in class. If students truly need to contact their parents, they can use the phone in the classroom or the school office.	5/26/2026 3:08 PM
19	We need to strengthen option one, so there are better consequences and more support from the admin for the policy. "Out of Sight" is not working. We need more procedures that are across the board that support teachers and help students make better choices.	5/26/2026 8:45 AM
20	All teachers need to follow the cell phone policy. The few teachers who don't, make it hard for the rest of us. Students need consistency from classroom to classroom.	5/25/2026 9:47 PM
21	I think banning is a good thing and would change the entire social construct for students in a healthy way. But the amount of policing this would require is a little intimidating. It would also strain relationships between students and teachers/admin. Parents would have to step it up and I know many of them are guilty of texting/calling their students while in school. I don't think students should even have them on their possession in school. It would be the responsibility of parents to enforce that, and many parents don't enforce healthy cell phone use at home. If everyone at school actually did their jobs though and there was a clear system of taking phones if seen out, then this could work out well for all of us.	5/23/2026 3:01 PM
22	About 10 years ago, I began noticing a troubling shift in many students. It manifested in several ways, but two stood out clearly. First, students appeared increasingly anxious and depressed. Second, many seemed more helpless, fragile, or emotionally immature than their predecessors. What I was seeing in young people felt deeply unhealthy and alarming. Because of that, I made the decision not to allow my own children to have smartphones. There are certainly many factors contributing to these issues, but the growing body of evidence suggests that we are harming students in significant ways. As a result, I support banning one-to-one technology programs in schools and returning to more paper-and-pencil learning environments for students. Below is a link to a Congressional hearing featuring expert testimony about the data researchers have uncovered: https://youtu.be/Fd-_VDYit3U?si=w3WI_92WzZWVmTZr I understand that many concerns surrounding the new law will focus on enforcement. However, I believe that if we work together, we can find practical ways to address those challenges. Before we discuss enforcement, though, we must first have the integrity to acknowledge what the evidence is increasingly showing to be true..	5/23/2026 5:32 AM
23	I'm not sure what can be done to enforce this, but I escorted several students back to class that had a hall pass and their phone. Teachers need to be more aware. Subs also need to be more accountable to not allowing phones. Many of them didn't care and believed students if they were told that teachers didn't care.	5/22/2026 1:25 PM
24	The larger problem is headphones and listening devices. This is what I struggle with in my classroom and have to give the most warnings for. As the year has ended, I have found that students are becoming sneakier with their cell phones, and it is disturbing that a teacher could lose their job if they are doing their best to mitigate usage during instructional time but miss a student with a phone. On a different note, students would like to use their phones to record presentations because the audio and video quality is better than that of their current computer, and they feel more proficient using their devices to record.	5/22/2026 12:14 PM
25	I think this year as long as the teachers are diligent phones have not been an issue during classroom time. A few reminders are needed but nothing bad. What I would like to see	5/22/2026 11:17 AM

	changed is the use of chromebooks. I feel this is much more of a problem now because when students are not allowed on their phones they pull out their chromebooks and play on them and they are getting around LanSchool. I have seen many students playing games during class time which is a much bigger issue than phones are right now because we can't take the chromebooks away because they are needed for course work (Canvas, Aspire etc).	
26	What is school really about? Education, then yes, ban all cellphone use. But someone needs to hold teacher's accountable, who choose not to follow the state law. Those teachers are popular among students. They want to be their besty. They are here to play with the kids, so why not use cellphones in class. Well, is it about education? Or is it about whose popular? You can ask the students. They can all tell you who the teachers are that don't follow the rules (that doesn't just include cellphone use - taking bribes, propping doors, letting them leave early for lunch, coming and going whenever they want). What are rules for anyways? Students the first two trimesters of this year would follow the lock box rule when they violated the policy in my class. By third trimester, however those students only took classes where they could use their cell phones. Students have easy access to computers (school provided) for education, but let's be honest. Those teachers are not about education. Some have told me "I'm just playing the game." Or "I just want to be the cool teacher that everyone likes." What? Well obviously, they are here to have a party with the kids. It's clear that distractions and cognitive overload inhipit learning. Hence the law. Before the law, students have never used other devices in my classroom. Until now, I never had so much backlash about the use of other devices in my class even though they have always been prohibited.	5/22/2026 11:10 AM
27	We can support either option. Good luck with this decision. :)	5/22/2026 10:51 AM
28	It won't happen but students should not be allowed to bring cell phones to school.	5/22/2026 9:52 AM
29	All-day ban is best executed with lockers not teacher hallway policing.	5/22/2026 9:45 AM
30	Administration does not have enough consequences for repeat violations from students, and when it's a constant battle it leads to burnout and distrust of administration. Students will put away phones for approximately 5 minutes, then they're back to do work. I don't think students can physically stop checking their phones, so a complete ban would be preferable, but there won't be consequences so it's a moot point.	5/22/2026 9:35 AM
31	I would prefer a bell to bell ban, however I will support either decision.	5/22/2026 9:26 AM
32	The district should provide pouches. But the pouches should be clear like NuKase, so teachers can verify a real phone is in the pouch. If other, non-clear pouches are implemented, teachers would have to verify that a real cell phone is placed in the pouch, not some block of wood or a 3d printed decoy. The law was not optional. It was passed. The school district needs to follow the law. The district should actually help teachers by being proactive in this endeavor.	5/22/2026 9:02 AM
33	Cell phones will always be a distraction and challenge to control if the student has them in their possession. We should follow the State Guidelines and completely ban cell phones from the campus. (If anything, improve our internal communication - so parents know that their children are safe and that we can reach out to the office immediately, if necessary, or reach out to the parent in cases such as an emergency.) Maybe, the school can invest in "real time" walkie talkies for every Teacher and Staff member. Thanks for listening!	5/22/2026 8:53 AM
34	It's a lot of pressure on the teacher's to be the enforcers. I think we have to consider why experts have created this legislation. We either support it and trust their advice on what is good for young people, or protest it and look for loopholes.	5/22/2026 8:50 AM
35	I am one of the (I think) few teachers who consistently follows the policy, and I still have to require students to lock something up daily. The biggest issue is airpods/listening devices, but cell phones are still seen too. I do not think it is fair to require teachers to enforce this policy during passing and lunch- for some of us this the only time in the school day. During passing we are talking to students/prepping for the next class, then standing out to greet students. For some of us, lunch is the only time we have any prep/free time because of selling our actual prep. Regardless though, monitoring the entire school during lunch seems impossible for any staff at any of the middle schools or the high school. Considering that a teacher could lose their job over this, I would expect more district-level support in this matter. Our teachers and school administration at UHS are no longer following through with the policy that is currently in place, so I think it would be foolish to expect that anything would change just because there is something different in writing. We need something that requires students to not have a device at all, or allows them to have it but not access it. I would think the district would want to invest	5/22/2026 8:42 AM

	in some type of locker/pouch situation in order to keep good teachers. Right now it seems our priorities are more about keeping students/parents happy- not supporting teachers.	
36	I think drama/fights would be cut in half or more if phones weren't at UHS at all. To be productive citizens, students need to be able to socialize and communicate effectively WITHOUT cellphones.	5/22/2026 8:38 AM
37	Most students in my classes have accepted the policy for the most part and follow it pretty well during instructional time. There are always a few students who push the boundaries and see if I will stay firm on the policy and I have to make them put it in the lock box frequently. This can be a pain but quickly solves the problem when it arises for the rest of the class period. One other issue is that there is no way I can monitor them getting it out when they use the hall pass because I am in class and they put a friend's cell phone in the lock box to look like they are complying but still use their phone when they go out. Most students with health reasons for a phone are responsible with it but a few take advantage of this and abuse it and that makes it difficult to enforce the policy with the other students. I haven't found a solution for this except to appeal to the student to please use it wisely and some respond and some do not. Personally, I feel there will always be some issues with this regardless but we have worked hard to make improvements with our current policy. A bell to bell ban feels like a public relations nightmare and very difficult for administrators to realistically enforce. Logistically it would be difficult and culturally it would likely just create headaches. If the policy is too restrictive we will lose enrollment and lose even more of the engaging instructional time that we have worked so hard with our current policy to improve.	5/22/2026 8:30 AM
38	As long as they have them and anticipate using them when they leave class for any reason it will continue to disrupt learning.	5/22/2026 8:29 AM
39	There are many teachers who do not enforce this policy. Everyday is a fight. Unless students are forced to lock their phones up in pouches and consequences are actually enforced, there is no way that phones won't be a problem. I know several students that have burner phones. I know students that have 3D printed phones to turn in. If students are caught with their phones, they need to be assessed fees and parents must come get them. This year has been a joke. As teachers, we are expected to enforce this law; however, there has been little support to enforce it with admin. There have been many instances where a student was referred to admin for breaking phone rules. They were suppose to have their phones locked up the rest of the day in the office. Nope, they were sent back to class with their phones. I am not willing to try and enforce this rule if admin doesn't have our backs in this matter. Teachers have enough on their plates without having to be phone Nazis too.	5/22/2026 8:24 AM
40	I think that policy should be changed for our district; the first instance *ever* with a student where a teacher has to remind the student to put away a device should count as the reminder. After that point, seeing the device out even once should result in locking it up. Students have been abusing the "you have to remind me" as a way to continue sneaking glances at their phone throughout the class period when they believe they aren't being directly watched. Bottom line, we need to have a zero tolerance policy for this if it's going to be effective, because some of our students are emotionally incapable of going more than 5 minutes without checking their screen. They need more outside structure to remove that impulse.	5/22/2026 8:08 AM
41	This new bill requires too much of the staff and administration. In a high school setting, we would be constantly taking phones away in the halls and at lunch. The bill is contradictory in that they want kids off their phones, but also to have access to them in case of an emergency. The only way this new bill would work is if we did the magnetic pouches at the start of the day, and then teachers could unlock them in case of an emergency, but that isn't really realistic. As it currently is, the kids did great the first trimester with keeping phones away, ok second trimester, but the third trimester was a struggle to keep them off their phones in class. There aren't enough teeth in the current policy. Kids who are repeat offenders get told to put their phones in the box at the beginning of class, but teachers still have to monitor that. At the beginning of the year, we were told there would be a one-day suspension for kids who are repeatedly on their phones in class, but I have not seen that happen. We can't enforce a bell-to-bell ban because we don't have enough teeth in our current policy.	5/22/2026 8:02 AM
42	We are in the age of technology. Teaching students to use them appropriately is my vote!	5/22/2026 7:55 AM
43	Is it possible to not have it an option in a 504 plan? I had to not bring up a 504 while a students is sitting there on their phone. Why would a teen follow this law? What is the consequences? The consequences of being on your phone is that you don’t get to be on your phone… the consequences is already given to all students following the policy.	5/22/2026 7:24 AM

44	The biggest issue I see with students having cell phones during the school day is taking pictures or recording of students/teachers without their knowledge or consent. Cell phones/smart watches are a huge distraction even if students are "just checking the time". In some ways, it would be nice to not have to deal with them at all.	5/22/2026 7:06 AM
45	For students who violate this multiple times, there needs to be a consequence, perhaps imposing a fine for repeat offenders.	5/22/2026 7:05 AM
46	It needs to be the entire staff, not just certain ones.	5/22/2026 7:01 AM
47	I support a complete ban because the current policy is not followed with fidelity. Some teachers still allow phone use in class which undermines those who try to follow policy. Student regularly try to access their phones- consequences are not stiff enough for them. If as a district we want scores to go up- remove the phones from school entirely.	5/22/2026 6:57 AM
48	The default will be teachers enforcing the policy with no admin backup, as is currently the case. There needs to be consistent consequences for the students/parents for violating the policy.	5/22/2026 6:49 AM
49	Students cell phones are dramatically hurting their learning, social skills, mental health, etc. There is no reason for students to have cell phones, smart watches, chrome books (except in classes that absolutely need them). All of your technology is great and we now cannot live without it but there is plenty of strong evidence of the harm it is causing as well.	5/22/2026 5:48 AM
50	I think students will take advantage of their cellphones however they can. I would say banning them in the classroom is the best idea. In the past no one had cellphones, so they should be able to handle it.	5/22/2026 3:38 AM
51	It’s extremely hard to enforce as students use burner phones and fake phones to turn in when asked. I don’t have any ideas for how to enforce it better, but the consequences would need to actually have some teeth in order to create real change.	5/21/2026 5:52 PM
52	Phones and smartwatches serve absolutely no academic purpose. The fact we've waited this long to even consider this blows my mind. The vast majority of students have their phones on vibrate and are receiving around 16 notifications per hour (1 every ~4 minutes). No one serious about education can possibly support anything less than a bell-to-bell ban.	5/21/2026 5:47 PM
53	We need to be strict and clear. Kids think that there is always an exception unless we ban completely. Just today I had a student sit on the floor while taking a test so I couldn't see her on her cell phone... one of her parents works at the district office and she thought it was ok because it was her parent. We need strict rules and all employees hold to it... otherwise it is pointless.	5/21/2026 4:38 PM
54	No matter what option is picked, there needs to be support and some backbone! We need to take out the 3 strike policy and administration needs to uphold their side. If there is a phone ISS or suspension. There is no reason to have warnings and strikes and lock box’s that is unrealistic and leaves for to much room to slip between the cracks. I’ve had many problems with phones in my class and had no support from admin to help. Having the students set a goal Isn’t working and I’ve had many students laugh about it and think it’s a joke. Which ever option is made please have the guts to up hold it and not just leave it for the teachers to deal with. Also, make sure all teachers are following it! Even now there are some teachers that will not and nothing happens to them. It makes it harder for those of us that are following the rules.	5/21/2026 4:31 PM
55	UHS needs a better plan for frequent offenders. After three times in the lock box it should go to the office for a PARENT to come collect. The same students have their phone out daily, and do put it in the box on request, but it becomes my job to catch them every day. I have worked with admin and parents, without successful change to students use. I think this is why many teachers have 'given up'.. nothing happens to replete offenders. Admin current policy is to have me remind the student DAILY to put it in the lockbox at the beginning of class, watch the lock box all class to ensure they do not sneak it out, and then do it all again the next day. Something needs to be in place for those students who are a DAILY issue.	5/21/2026 4:19 PM
56	Don't put more on the teachers. I know schools where phones get taken to the office if they're out and that is a great detterent.	5/21/2026 4:14 PM
57	Phones don't need to be on campus. Uintah district doesn't have to be so lax on attendance, phones, academic rigor and student accountability.	5/21/2026 4:10 PM

58	Unfortunately, the cell phone ban is not enforced in all classrooms. However, it is a realistic expectation that can be achieved if all teachers follow policy and hold high expectations. It is unrealistic to expect staff to police cell phones during lunch and passing time. I don't feel we should put a policy in place that isn't going to be enforced.	5/21/2026 4:07 PM
59	The current policy allow for some of the best and simplest cell phone management I have done in my career. I believe that if we attempt to fully ban cell phones all day long, this will be an unattainable expectation. The current policy worked very well the school year and I would like to see it maintained into the future.	5/21/2026 4:02 PM
60	Get the cell phones out of our classrooms and schools. Period. We are here to educate, not enforce cell phone policy all day, every day.	5/21/2026 3:54 PM
61	A few of things, there are still inconsistencies from classroom to classroom. When kids use the phones during passing I think they are still connected to those phones even if they are not out and on them since they can still check them throughout the day. I of course think any decision should be made based on data from last year compared to the year before. Was there a difference after the phone ban?	5/21/2026 3:51 PM
62	I don't mind students being able to use phone before or after school as long as they are not staying after in a classroom	5/21/2026 3:49 PM

Open-Ended Response Analysis (Q5: SB69 / Policy 007.0250)

The 62 open-ended responses reveal several highly consistent themes. While there is some disagreement about the best policy approach, the overwhelming concern is not the policy itself—it is **consistent enforcement and accountability**. Data_All_260624

Major Themes

1. Strong Support for a Bell-to-Bell Ban

The dominant sentiment favored a stricter, bell-to-bell restriction on cell phones.

Common reasons cited:

- Increased student focus and engagement
- Reduced distractions during instruction
- Fewer discipline issues
- Improved social interaction
- Reduced bullying, filming, and social media conflicts
- Better mental health outcomes

Many respondents argued that students should not have access to phones during passing periods, lunch, or while in hallways because learning disruptions continue whenever students anticipate checking their phones. Several specifically referenced research linking smartphones to anxiety, depression, and reduced social development. Data_All_260624

2. Enforcement Is Viewed as the Real Problem

The strongest and most consistent theme across responses was frustration with inconsistent implementation.

Respondents repeatedly mentioned:

- Some teachers enforce the policy while others do not.
- Students quickly learn which classrooms permit phone use.
- Lack of consistency undermines teachers who follow the rules.
- Current consequences are viewed as insufficient.
- Repeat offenders face little meaningful accountability.

Many comments suggested that a stricter policy will not succeed unless enforcement improves. Data_All_260624

3. Need for Administrative Support and Clear Consequences

Teachers frequently expressed concern that enforcement falls primarily on classroom teachers.

Common recommendations:

- Stronger consequences for repeat offenders
- Parent involvement in repeated violations
- Office referrals resulting in actual consequences
- Removal of "three-strike" approaches
- More visible administrative support

Several respondents reported feeling unsupported when students were referred for violations and then returned to class with phones still in their possession. Data_All_260624

4. Concerns About Hallway, Lunch, and Passing-Time Enforcement

Even many supporters of a bell-to-bell ban questioned the practicality of enforcement outside classrooms.

Concerns included:

- Teachers already have limited preparation time.
- Monitoring hallways and commons areas is unrealistic.
- Lunch supervision would significantly increase staff burden.
- Enforcement expectations could damage teacher morale.

This theme appeared among both supporters and opponents of the stricter policy.
Data_All_260624

5. Interest in Structural Solutions

Many respondents proposed systems that reduce the need for constant teacher monitoring.

Frequently suggested solutions:

- Locked phone pouches (Yondr/NuKase style)
- Phone lockers
- Clear pouches to prevent fake-phone substitutions
- Phones stored in offices after repeated violations

Respondents generally viewed physical-control systems as more effective than relying solely on reminders and teacher monitoring. Data_All_260624

6. Smart Watches, Earbuds, and Other Devices

A significant number of respondents noted that:

- Earbuds/AirPods are often a larger classroom issue than phones.
- Smart watches can circumvent phone restrictions.
- Policies need to explicitly address all personal devices, not just phones.

Several respondents warned that focusing only on phones may simply shift the problem to other technology. Data_All_260624

7. Chromebook and Technology Concerns

An unexpected theme emerged regarding district-issued devices.

Some teachers reported:

- Students turning to Chromebooks when phones are restricted.
- Increased gaming and off-task behavior on school devices.
- Difficulty monitoring Chromebook misuse.

A small number of respondents broadened concerns beyond phones to one-to-one technology in general. Data_All_260624

8. Minority View: Keep the Current Policy

A smaller group argued that the current policy largely works when enforced consistently.

Their concerns included:

- A bell-to-bell ban may be unrealistic.
- Current classroom restrictions have improved behavior.
- High school students have legitimate communication needs.
- Excessive restrictions could create community backlash or enrollment concerns.

These respondents generally favored improving consistency and consequences rather than adopting a stricter policy. Data_All_260624

Executive Summary

The open-ended feedback suggests that staff concerns are less about **which policy** is adopted and more about **whether it can be enforced consistently**. Most comments favored stronger restrictions, often supporting a bell-to-bell ban, because phones are perceived as harming attention, learning, social development, and school climate. However, staff repeatedly emphasized that any policy will fail without:

1. Consistent enforcement by all staff.
2. Strong administrative support.
3. Meaningful consequences for repeat offenders.
4. Practical systems (pouches, lockers, office collection) that reduce the burden on teachers.

In short, the responses indicate broad support for stronger phone restrictions, but an even stronger demand for consistency, accountability, and implementation support.

Data_All_260624

Policy: 007.0250

Section: Section 007 - Students

Electronic Devices in Public Schools (Middle schools same as elementary schools)

ELECTRONIC DEVICES IN PUBLIC SCHOOLS

1.0 GENERAL POLICY STATEMENT

1.1 In accordance with Utah Code § 53G-7-226~~7~~, a student may not use a cellphone, smart watch, or emerging technology at school during ~~classroom~~ school hours except under circumstances expressly authorized under this policy.

2.0 DEFINITIONS

2.1 "Cellphone" means a handheld, portable electronic device that is designed to be operated using one or both hands and is capable of transmitting and receiving voice, data, or text communication by the means of;

2.1.1 a cellular network;

2.1.2 a satellite network; or

2.1.3 any other wireless technology.

2.2 "Cellphone" includes;

2.2.1 a smartphone;

2.2.2 a feature phone;

2.2.3 a mobile phone;

2.2.4 a satellite phone; or

2.2.5 a personal digital assistant that incorporates capabilities similar to a smartphone, feature phone, mobile phone, or satellite phone.

2.3 "Classroom hours" means time during which a student receives scheduled, teacher-supervised instruction that occurs;

2.3.1 in a physical or virtual classroom setting;

2.3.2 during regular school operating hours; and

2.3.3 as a part of an approved educational curriculum.

2.4 "Classroom hours" does not include;

2.4.1 lunch periods;

2.4.2 recess;

2.4.3 transit time between classes;

2.4.4 study halls unless directly supervised by a qualified instructor;

2.4.5 after-school activities unless part of an approved extended learning program; or

2.4.6 independent study time occurring outside scheduled instruction.

2.5 "Emerging technology" means any other device that has or will be able to act in place of or as an extension of an individual's cellphone.

2.6 "Emerging technology" does not include school provided or required devices.

2.7 "School hours" means the time from the beginning of the school day, as designated by the school's bell schedule, until the end of the school day, including instructional time, lunch periods, recess, and transition times between classes.

2.~~7~~ 8 "Smart watch" means a wearable computing device that closely resembles a wristwatch or other time-keeping device with the capacity to act in place of or as an extension of an individual's cellphone.

2.~~8~~9 "Smart watch" does not include a wearable device that can only;

2.8.1 tell time;

2.8.2 monitor an individuals health informatics;

2.8.3 receive and display notifications or information without the capability to respond.

3.0 Exceptions: Students shall be permitted to use a cellphone, smart watch, or emerging technology:

3.1 to respond to an imminent threat to the health or safety of an individual, a school-wide emergency, or to use the SafeUT Crisis Line described in Title 53B, Chapter 17, Part 12, SafeUT Crisis Line;

3.2 for a student's IEP or Section 504 accommodation plan; or

3.3 to address a medical necessity.

3.4. when a parent requests an accommodation that allows the parent's student to briefly use a cellphone, smart watch, or emerging technology during non-instructional time in a designated location identified by the school. The district shall establish procedures for reviewing and implementing such requests.

4.0 Except as provided in Subsection 3 and Subsection 5, a student may not use a cellphone, smart watch, or emerging technology at a school during ~~classroom~~ school hours. Use of accessories such as earbuds, smart glasses, and other emerging technologies will be addressed in district procedures.

5.0 Cellphone, smart watch, or emerging technology use during non-classroom hours:

5.1 High school students (grades 9-12) are permitted to use their cellphones, smart watches, or emerging technology before and after school, during passing, and during the lunch hour. In accordance with district procedures, this privilege may be revoked by the principal when a student is receiving a consequence resulting from a violation of this policy.

5.2 Elementary and middle school students (grades K-8) are permitted to use their cellphones, smart watches, or emerging technology before the start of the school day and after ~~school~~ dismissal. During school hours, including instructional time, lunch, recess, and transition periods, use of such devices is prohibited except as provided in Section 3.0. ~~With teacher permission and under close staff supervision, elementary students may be permitted to use cellphones, smart watches, or emerging technology during recess and lunch.~~

6.0 The district, in collaboration with principals and teachers, shall facilitate the development and annual review of procedures that address the unique differences between elementary schools, middle schools, and high schools. At each level, the procedures shall address:

6.1 how the school will enforce this policy;

6.2 the circumstances whereby each exception in Section 3.0 shall be granted;

6.3 the process for providing students with access to their cell phone, smart watch, or emerging technology during one of the conditions specified in Section 3.0;

6.4 procedures for cellphone, smart watch, or emerging technology use during non-classroom hours in high schools (grades 9-12);

6.5 procedures and consequences when a student fails to follow this policy, including how parents will be involved in helping the school enforce the provisions of this policy; and

6.6 how parents will be informed about this policy and the school's rules and procedures pertaining to this policy.

7.0 Each school shall implement the district adopted procedures as written.

8.0 Cellphones, smart watches, and emerging technology shall not be required for student participation in school-sponsored activities.

9.0 Students who bring privately owned devices to school assume full responsibility in the event of theft, loss, or damage. Neither the school nor the district are liable for costs associated with the repair or replacement of privately owned devices.

10.0 The district's acceptable use policies apply to the use of privately owned devices when used by students on school property or during school-sponsored activities.

Cross References:	Utah Admin. Rules: None adopted as of April 2025
Legal References:	Utah Code § 53G-7-226~~7~~

Adoption Date: **June 18, 2025**
Last Revised: **June 18, 2025**
Last Reviewed Dates: **June 18, 2025**
Policy Origin: **New Policy**

Policy: 007.0250

Section: Section 007 - Students

Electronic Devices in Public Schools (Middle Schools same as High School)

ELECTRONIC DEVICES IN PUBLIC SCHOOLS

1.0 GENERAL POLICY STATEMENT

1.1 In accordance with Utah Code § 53G-7-226~~6~~7, a student may not use a cellphone, smart watch, or emerging technology at school during ~~classroom~~ school hours except under circumstances expressly authorized under this policy.

2.0 DEFINITIONS

2.1 "Cellphone" means a handheld, portable electronic device that is designed to be operated using one or both hands and is capable of transmitting and receiving voice, data, or text communication by the means of;

2.1.1 a cellular network;

2.1.2 a satellite network; or

2.1.3 any other wireless technology.

2.2 "Cellphone" includes;

2.2.1 a smartphone;

2.2.2 a feature phone;

2.2.3 a mobile phone;

2.2.4 a satellite phone; or

2.2.5 a personal digital assistant that incorporates capabilities similar to a smartphone, feature phone, mobile phone, or satellite phone.

2.3 "Classroom hours" means time during which a student receives scheduled, teacher-supervised instruction that occurs;

2.3.1 in a physical or virtual classroom setting;

2.3.2 during regular school operating hours; and

2.3.3 as a part of an approved educational curriculum.

2.4 "Classroom hours" does not include;

2.4.1 lunch periods;

2.4.2 recess;

2.4.3 transit time between classes;

2.4.4 study halls unless directly supervised by a qualified instructor;

2.4.5 after-school activities unless part of an approved extended learning program; or

2.4.6 independent study time occurring outside scheduled instruction.

2.5 "Emerging technology" means any other device that has or will be able to act in place of or as an extension of an individual's cellphone.

2.6 "Emerging technology" does not include school provided or required devices.

2.7 "School hours" means the time from the beginning of the school day, as designated by the school's bell schedule, until the end of the school day, including instructional time, lunch periods, recess, and transition times between classes.

2.~~7~~ 8 "Smart watch" means a wearable computing device that closely resembles a wristwatch or other time-keeping device with the capacity to act in place of or as an extension of an individual's cellphone.

2.~~8~~9 "Smart watch" does not include a wearable device that can only;

2.8.1 tell time;

2.8.2 monitor an individuals health informatics;

2.8.3 receive and display notifications or information without the capability to respond.

3.0 Exceptions: Students shall be permitted to use a cellphone, smart watch, or emerging technology:

3.1 to respond to an imminent threat to the health or safety of an individual, a school-wide emergency, or to use the SafeUT Crisis Line described in Title 53B, Chapter 17, Part 12, SafeUT Crisis Line;

3.2 for a student's IEP or Section 504 accommodation plan; or

3.3 to address a medical necessity.

3.4. when a parent requests an accommodation that allows the parent's student to briefly use a cellphone, smart watch, or emerging technology during non-instructional time in a designated location identified by the school. The district shall establish procedures for reviewing and implementing such requests.

4.0 Except as provided in Subsection 3 and Subsection 5, a student may not use a cellphone, smart watch, or emerging technology at a school during ~~classroom~~ school hours. Use of accessories such as earbuds, smart glasses, and other emerging technologies will be addressed in district procedures.

5.0 Cellphone, smart watch, or emerging technology use during non-classroom hours:

5.1 Secondary students are permitted to use their cellphones, smart watches, or emerging technology before and after school, during passing, and during the lunch hour. In accordance with district procedures, this privilege may be revoked by the principal when a student is receiving a consequence resulting from a violation of this policy.

5.2 Elementary students are permitted to use their cellphones, smart watches, or emerging technology before the start of the school day and after ~~school~~ dismissal. During school hours, including instructional time, lunch, recess, and transition periods, use of such devices is prohibited except as provided in Section 3.0. ~~With teacher permission and under close staff supervision, elementary students may be permitted to use cellphones, smart watches, or emerging technology during recess and lunch.~~

6.0 The district, in collaboration with principals and teachers, shall facilitate the development and annual review of procedures that address the unique differences between elementary schools, middle schools, and high schools. At each level, the procedures shall address:

6.1 how the school will enforce this policy;

6.2 the circumstances whereby each exception in Section 3.0 shall be granted;

6.3 the process for providing students with access to their cell phone, smart watch, or emerging technology during one of the conditions specified in Section 3.0;

6.4 procedures for cellphone, smart watch, or emerging technology use during non-classroom hours in secondary schools;

6.5 procedures and consequences when a student fails to follow this policy, including how parents will be involved in helping the school enforce the provisions of this policy; and

6.6 how parents will be informed about this policy and the school's rules and procedures pertaining to this policy.

7.0 Each school shall implement the district adopted procedures as written.

8.0 Cellphones, smart watches, and emerging technology shall not be required for student participation in school-sponsored activities.

9.0 Students who bring privately owned devices to school assume full responsibility in the event of theft, loss, or damage. Neither the school nor the district are liable for costs associated with the repair or replacement of privately owned devices.

10.0 The district's acceptable use policies apply to the use of privately owned devices when used by students on school property or during school-sponsored activities.

Cross References: Utah Admin. Rules: None adopted as of April 2025

Legal References: Utah Code § 53G-7-226~~7~~

Adoption Date: **June 18, 2025**
Last Revised: **June 18, 2025**
Last Reviewed Dates: **June 18, 2025**
Policy Origin: **New Policy**

Board of Education
Dave Chivers, President ● **Tawnya McKee,** Vice President ● **Todd Massey,** Member
Denise Maynard, Member ● **Robin McClellan,** Member

Memorandum

To: Dave Chivers, President
Tawna McKee, Vice President
USD Board Members

From: Dr. Mistalyn Leis, Human Resources Director

Cc: Dr. Rick Woodford, Superintendent
Shawnna Muhme, Superintendent Secretary

Date: August 12, 2026

Re: Approval of policy 005.0050 Knowledge of Policies and Procedures (1st Reading)

Recommendation: It is the recommendation of the policy committee that the board approve policy 005.0050 Knowledge of Policies and Procedures on first reading.

Background (rationale): This policy was last reviewed and approved by the board in January of 1989. It is timely to bring this policy at the beginning of the school year to remind all employees of their responsibility to be informed concerning the policies and procedures of Uintah School District.

Policy Implications: None

Personnel Implications: None

Facility Implications: None

Financial/Budget Implications: None

Motion: Motion to approve policy 005.0050 Knowledge of Policies and Procedures on first reading.

Dr. Rick Woodford, Superintendent ● **D. Troy Timothy, MBA,** Business Administrator
826 South 1500 East ● Naples, UT 84078
435.781.3100 ● 435.781.3107 fax
www.uintah.net

Policy: 005.0050

Section: Section 005 - Personnel

Knowledge of Policies and Procedures

KNOWLEDGE OF POLICIES AND PROCEDURES (1st Reading)

1.0 GENERAL POLICY STATEMENT

1.1. It shall be the responsibility of all employees to become informed concerning the policies and procedures of Uintah School District as adopted by the Board of Education and to observe the same.

~~Adoption Date: **January 03, 1989**~~
Last Revised: August 12, 2026
Policy Origin: REVISES POLICY 005.0050 KNOWLEDGE OF POLICIES AND PROCEDURES (LAST APPROVED 01/03/1989)

Board of Education
Dave Chivers, President ● **Tawnya McKee,** Vice President ● **Todd Massey,** Member
Denise Maynard, Member ● **Robin McClellan,** Member

Memorandum

To: Dave Chivers, President
Tawna McKee, Vice President
USD Board Members

From: Christy Nerdin Director of Instruction

Cc: Dr. Rick Woodford, Superintendent
Shawnna Muhme, Superintendent Secretary

Date: August 12, 2026

Re: Policy 007.0420 Parent-Teacher Conferences — Second Reading

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Recommendation: Approve the elimination of Policy 007.0420, Parent-Teacher Conferences, on second reading.

Background (rationale): Policy 007.0420, Parent-Teacher Conferences, was presented to the Board for first reading as part of the District's ongoing review of policies for redundancy and alignment.

Parent-teacher conferences will continue to be addressed within Policy 003.0900, Parent and Family Engagement, eliminating the need for a separate policy specific to parent-teacher conferences.

Policy Implications: Elimination of Policy 007.0420; parent-teacher conferences addressed within Policy 003.0900, Parent and Family Engagement.

Personnel Implications: None

Facility Implications: None

Financial/Budget Implications: None

Motion: To approve the elimination of Policy 007.0420, Parent-Teacher Conferences, on second reading.

Dr. Rick Woodford, Superintendent ● **D. Troy Timothy, MBA,** Business Administrator
826 South 1500 East ● Naples, UT 84078
435.781.3100 ● 435.781.3107 fax
www.uintah.net

Policy: 007.0420

Section: Section 007 - Students

Parent-Teacher Conferences (2nd Reading) (Elimination)

1.0 The Uintah School District will establish a plan to conduct parent-teacher conferences in Uintah School District. Additional conferences may be scheduled by the Superintendent of Schools as needed.

Adoption Date: **October 17, 1985**

Uintah School District
Board of Education
Uintah County, Utah

Work Session Pending Meeting Minutes

These meeting minutes are "pending minutes" as that term is used in Utah Code Annotated section 52-4-203. That means the Uintah School District Board of Education has not yet approved them, and they are subject to change until the Board approves them.

Date: June 17, 2026
Time: 4:00 pm
Location: Uintah School District
826 South 1500 East, Naples, Utah

Board Members Present:
- Dave Chivers, President
- Tawnya McKee, Vice President
- Todd Massey
- Denise Maynard
- Robin McClellan

Executive Staff Present:
- Dr. Rick Woodford, Superintendent
- Troy Timothy, Business Administrator
- Jayme Leyba, Director of Elementary Education
- Christy Nerdin, Director of Secondary Education
- Dr. Mistalyn Leis, Human Resources Director
- Mindy Merrell, Support Services Director

Minutes recorded by Sarah Fluckiger, Business Administrator's Secretary.

1. Introduction/Opening

1.01 Welcome/Call to Order

Business Administrator Troy Timothy welcomed attendees. President Dave Chivers called the meeting to order at 4:00 pm.

1.02 Reverence

The reverence was offered by Troy Timothy.

2. Policy Revisions

2.01 Policies for Approval on First Reading

A. 007.0420 Parent/Teacher Conference Policy (For Elimination)

Director of Elementary Education Jayme Leyba explained that Policy 007.0420 was outdated and duplicated provisions addressed through the district's family engagement policy. He recommended eliminating the Parent/Teacher Conference Policy and revising the family engagement policy to serve as a broader umbrella policy addressing parent-teacher conferences

and other forms of parent involvement. Mr. Leyba clarified that parent-teacher conferences are not required by law, but the district must provide parents access to teachers and administrators to discuss their child's progress. He stated that the revised family engagement policy would be presented to the Policy Committee and was expected to come before the Board in August. Board members emphasized that eliminating the policy would not mean eliminating parent-teacher conferences. Superintendent Dr. Rick Woodford affirmed the district's commitment to involving parents through conferences and other school activities. He also noted that Senate Bill 241, which addresses early literacy, requires individualized reading plans to be conducted during elementary parent-teacher conferences, further increasing the importance of those conferences.

2.02 Policies for Approval on Second Reading

A. 006.0700 Approval of Programs and Activities

Director of Secondary Education Christy Nerdin explained that Policy 006.0700 clarifies expectations for reviewing and approving outside programs and activities conducted during the school day. The policy is intended to ensure alignment with instructional priorities, appropriate use of instructional time, and student safety. She noted that the policy also includes updated student data privacy provisions and is accompanied by a procedural document that principals may use when evaluating programs and activities proposed for their schools. Ms. Nerdin confirmed that no changes had been made since the policy's first reading. Board members had no questions.

B. 006.0430 Regular Student-Home or Hospital Teaching Services

Mr. Leyba presented Policy 006.0430 for second reading and explained that the revisions updated a policy dating from 1985. He reported that the Policy Committee had no concerns and that he had received no additional feedback. In response to Board questions, Mr. Leyba clarified that the exclusions appearing at the end of the policy were added during the Policy Committee's initial review, were included when the policy was presented for first reading, and had been reviewed by legal counsel. No changes had been made since the first reading.
Mr. Leyba also noted that the district had updated many older policies during the preceding several years. He and Human Resources Director Dr. Mistalyn Leis planned to conduct a comprehensive review of remaining policies more than five years old during the fall or winter and bring recommendations to the Policy Committee.

C. 004.0200 Purchasing Policy

Mr. Timothy explained that Policy 004.0200 replaces the district's longstanding purchasing policy, which had accumulated procedural additions over many years. The revised policy maintains requirements for compliance, sound purchasing practices, and safeguarding public funds while removing procedural details from the policy itself. Those procedures will be placed

in a financial procedures manual that can be updated as statutes and district needs change. Mr. Timothy confirmed that no changes had been made since the policy's first reading. Board members expressed support for the streamlined approach and noted that separating policy from procedure would allow the district to respond more efficiently to statutory changes.

3. Items Requiring Future Board Action

3.01 Minutes

A. May 13, 2026, Pending Work Session and Business Minutes and June 3, 2026, Pending Public Budget Hearing Minutes

Troy Timothy reported that all board-requested corrections to May 13, 2026, pending work session, May 13, 2026, business meeting minutes, and June 3, 2026, pending public budget hearing had been addressed and the minutes were posted in Diligent Community with no further concerns. He recommended the Board approve the minutes as presented. Board members confirmed their changes were reflected.

3.02 Contracts Needing Board Approval

None

3.03 Review of TSSA Framework and Approval of School Plans

Mr. Leyba presented the district's TSSA framework, school improvement plans, and proposed uses of TSSA funds. He explained that schools may manage several plans and funding sources, including TSSA, School LAND Trust, and Title I, and that the district allows each school to use one school improvement plan while identifying the funding source for each expenditure. Board members discussed the need for greater consistency in school budget presentations so the source and intended use of funds are easier to identify. Mr. Leyba noted that the framework would require revisions for the following year because of new early-literacy requirements. The Board requested that the business-meeting motion specifically include approval of the TSSA framework, TSSA school plans, and school improvement plans.

3.04 2026-2027 School Board Meeting Schedule

Mr. Timothy presented the proposed Board meeting schedule for the next 12 months. The schedule generally maintains meetings during the second week of each month and includes the Truth in Taxation judgment levy hearing on August 5, 2026, the Impact Aid meeting on November 11, 2026, attendance at the Utah School Boards Association Annual Conference in January, the public budget hearing on June 2, 2027, and the final work session on June 16, 2027. Board members confirmed that the June 2027 meeting schedule would not conflict with the observed Juneteenth holiday.

3.05 Contributory Retirement Contributions

Mr. Timothy explained that a small number of employees remain enrolled in the contributory Utah Retirement Systems Tier 1 pension plan. Under that option, participating employees contribute a portion of their pay and the district provides a corresponding contribution. Because the arrangement is an exception to the more commonly used noncontributory plan, the Board is required to approve the district's continued contributions annually.

3.06 2025-2026 Final Amended Budget

Mr. Timothy presented the final amended fiscal year 2026 budget. He reported that the total budget was $103,716,837, with budgeted revenues increasing by $2,046,591 and budgeted expenditures increasing by $3,422,605 from the original budget. He explained that the difference was largely attributable to preschool construction costs budgeted in the prior fiscal year but paid during fiscal year 2026 after remaining work and corrections were completed. The project did not exceed its approved budget and concluded with a credit to the district. Mr. Timothy also reviewed changes to the capital projects fund, including a reduction in the estimated Uintah High School roof-replacement cost and approximately $87,000 in projects rolling into fiscal year 2027. He noted that portions of the capital fund balance were designated for the Vernal Middle School boiler system and anticipated unfunded school-safety mandates.

3.07 2026-2027 Final Preliminary Budget and Tax Rates

Mr. Timothy presented the original tentative fiscal year 2027 budget totaling $99,907,885. He explained that state law requires adoption of a tentative budget by June 30 and that the final budget would be considered in August following the Truth in Taxation judgment levy hearing. Mr. Timothy reported that the county's average residential property value was approximately $360,000 and estimated that the proposed $838,000 judgment levy would add approximately $27.37 to the annual property-tax bill for an average residence. He also reviewed projected growth in taxable value, the final debt-service payment on the district's bond, and the distinction between new-growth revenue and judgment levy revenue. Board members requested additional explanation before the August vote regarding why approximately $700,000 in projected new-growth revenue would not offset the judgment levy. Mr. Timothy and Dr. Woodford explained that the revenues are subject to different statutory uses and committed to providing the Board with clear supporting information before the public hearing.

3.08 2026-2027 Salary Schedules

Dr. Leis reviewed the annual process used to develop district salary schedules, including work by the salary committee beginning in December, the meet-and-confer process, comparisons with other Utah school districts, and review of relevant industry compensation. She noted that the

district participated in a statewide teacher-compensation survey and considered salary, benefits, paid time off, and contract days when evaluating competitiveness. Dr. Leis explained the educator salary adjustment, step and lane placement, and the district's practice of seeking Board approval before granting more than 10 years of prior service to a newly hired employee. She highlighted a newly restructured athletic coaching salary schedule designed to improve transparency, recruitment, and retention. The revised schedule consolidates numerous prior add-ons into base compensation and associated job expectations, while protecting current coaches from reductions in pay. Board members also discussed strength and conditioning assignments and the use of position-based stipends for administrative responsibilities.

3.09 Approval of SHINE Qualifying Teacher Assignments

Dr. Leis explained that the SHINE program provides salary supplements for teaching assignments that are difficult to recruit or retain. During the first year of local administration, 30 qualified educators received approximately $8,200 each, distributed across 12 monthly paychecks. She recommended retaining the same five qualifying assignments used during the prior year: special education, secondary mathematics, general science, chemistry, and physics. Eligible educators must meet licensing requirements and have taught in a qualifying assignment for 10 years in Utah. Dr. Leis noted that district policy includes the required appeal process and that the Board must approve the qualifying assignments annually. Board members supported maintaining the existing assignments because they remain difficult-to-fill areas.

4. Informational/Discussion Items

4.01 School Counseling Data Projects

Support Services Director Mindy Merrell presented the annual school counseling data projects, explaining that counselors and social workers use these projects to evaluate how their services support student success and align with school improvement goals. At Ashley Valley Education, the counselor worked with credit-deficient seniors on study, time-management, and other durable skills, resulting in improved student understanding and fewer failing classes. At Eagle View, classroom lessons using the Second Step bullying-prevention program helped reduce confirmed bullying cases among sixth- through eighth-grade students from 47 during the prior year to three. Uintah High School counselors focused on the transition of ninth-grade students through Freshman Refresh and individual support, resulting in reductions in failing grades during both first and second trimesters.

Uintah Middle School addressed chronic absenteeism among Native American students by reestablishing a Youth Tribe Tutor Mentor program and providing peer mentoring for identified students. The chronic absenteeism rate among participating students decreased from 83.3% to 68.4%, and the school planned to continue the project. Vernal Middle School evaluated its academic learning strategies class. Although the school saw a slight reduction in failing grades,

the results did not meet expectations, and the program was being restructured for the following year. Board members discussed the use of classroom, small-group, and individual interventions and asked whether a transition program similar to Freshman Refresh could be considered for sixth-grade students. Ms. Merrell stated that the high school program was relatively new and could provide a model for middle schools if its success continued.

4.02 Gifted and Talented

Gifted and Talented Coordinator Jim Munford presented the district's annual gifted and talented plan and reviewed progress toward previously established goals. He explained that the district was continuing to align gifted services with its multi-tiered system of supports and would reserve the Cognitive Abilities Test primarily for student nominations and referrals rather than administering it broadly at the beginning of the school year. Mr. Munford reported that Davis Elementary would pilot gifted curriculum during the coming year to help determine whether a districtwide subscription or curriculum purchase would be beneficial. He also planned to revise portions of the implementation plan that had become overly prescriptive or outdated and continue developing partnerships with local organizations, including a summer Good Tech Tracks program at Utah State University Uintah Basin.

In response to Board questions, Mr. Munford explained that each elementary school had identified a gifted and talented advisor who receives a stipend and works with teachers to provide extension and enrichment opportunities within the school. He stated that embedding services within each school helps address transportation and access barriers associated with districtwide pullout activities. The amount of time students participate varies by school because enrichment is often integrated into existing instructional supports rather than provided only through a separate pullout period. Advisors document qualifying activities, the number of students served, the gifted standards addressed, and participation by students with individualized learning plans. Mr. Munford noted that this flexible approach allows students to move between enrichment and remediation based on their current academic needs.

4.03 RISE Summative Data and Acadience Reading Data

Mr. Leyba presented RISE summative, Aspire Plus, Ready Math, and Acadience Reading data demonstrating continued improvement in student performance. He explained that the district's combined proficiency gap with the state in grades three through eight had steadily narrowed since the 2018–2019 school year and that the district now exceeded the state average in several tested areas. The percentage of district grade-level teams performing at or above the state average increased from 23% in 2019 to more than half in 2026. Uintah High School's combined Aspire Plus performance in grades nine and ten also moved from below the state average in 2021 to above the state average beginning in 2023.

Ready Math data showed that seven district schools were in the high-growth, high-proficiency range during the 2023–2024 comparison period. Acadience Reading data showed that the

percentage of students reading at or above proficiency increased from 56% in 2021–2022 to 72% in 2025–2026, while the percentage of students performing well below benchmark decreased from 31% to 21%.
Mr. Leyba attributed the districtwide improvement to increased instructional coherence, including a limited number of instructional nonnegotiables, a common instructional framework, alignment of curriculum, assessment, and instruction, stronger principal capacity to use data, and an effective instructional coaching model. He emphasized that the results reflected coordinated work by teachers, administrators, instructional coaches, district staff, and the Board. Board members expressed appreciation for the districtwide progress and requested a copy of the presentation for further review.

4.04 Board Committee Reports

Because the work session had exceeded its scheduled time and the business meeting was due to begin, President Chivers requested that the Board Committee Reports be deferred. Board members agreed, and no committee reports were presented.

5. Adjournment

Motion: Member Todd Massey moved to adjourn the work session; Member Denise Maynard seconded.

Vote: Five in Favor: Members Chivers, McKee, Maynard, McClellan, and Massey.

The motion was carried unanimously and the work session concluded at 6.04 p.m.

DRAFT

Uintah School District
Board of Education
Uintah County, Utah

Business Meeting Pending Meeting Minutes

These meeting minutes are "pending minutes" as that term is used in Utah Code Annotated section 52-4-203. That means the Uintah School District Board of Education has not yet approved them and they are subject to change until the Board approves them.

Date: June 17, 2026
Time: 6:14 p.m.
Location: Uintah School District
826 South 1500 East, Naples, Utah

Board Members Present:
- Dave Chivers, President
- Tawnya McKee, Vice President
- Todd Massey
- Denise Maynard
- Robin McClellan

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Executive Staff Present:
- Dr. Rick Woodford, Superintendent
- Troy Timothy, Business Administrator
- Jayme Leyba, Director of Elementary Education
- Christy Nerdin, Director of Secondary Education
- Dr. Mistalyn Leis, Human Resources Director
- Mindy Merrell, Support Services Director

Others Present:

Minutes recorded by Sarah Fluckiger, Business Administrator's Secretary.

1. Introduction

1.01 Welcome/Call to Order

Business Administrator Troy Timothy welcomed attendees and introduced the board. President Dave Chivers offered opening remarks and called the business meeting to order at 6:14 p.m.

1.02 Reverence

The reverence was offered by Support Services Director Mindy Merrell.

1.03 Pledge of Allegiance

Student Isabella Brown led the Pledge of Allegiance.

1.04 School Reports

Presenter: AVEC Principal Andy McKea

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Ms. McKea presented the school's year-end report and described its focus on student resilience, credit completion, individualized placement, and weekly review of student progress. Ms. McKea reported that AVEC had served more than 300 summer school students, awarded 145 high school diplomas with four additional students pending completion, and supported additional adult education graduates. She reviewed AVEC's graduation-rate progress and explained the increase in services for students with disabilities. Ms. McKea also outlined AVEC's schools and programs, including K–8 and grades 9–12 services, adult education, Youth in Custody, night school, and summer school. She explained Youth in Custody funding and services provided in partnership with the Division of Child and Family Services, Juvenile Justice and Youth Services, and the Ute Indian Tribe, and described the District's educational programs at the Split Mountain Youth Center, including the Tier 3 classroom. Board members asked about the purposes of summer school enrollment, the criteria for AVEC students participating in Uintah High School graduation, and use of the Tier 3 classroom. Ms. McKea invited the Board to tour the Split Mountain Youth Center.

1.05 Patron Input

In-Person Comments:

No in-person comments were received. No virtual attendees raised their hands to provide patron input.

Input given in accordance with Board Policy 002.0720.

2. Business/Action Items

2.01 Consent Calendar

A. Minutes
B. Contracts Needing Board Approval
C. Monthly Board Financial Update
D. Approval of 2026-2027 School Board Meeting Schedule
E. Approval of 2026-2027 Salary Schedules
F. Approval of SHINE Qualifying Teacher Assignments

Motion: Member McClellan moved to approve the consent calendar as presented, which includes the May work session and business meeting minutes, the June Public Budget Hearing minutes, financial update, 2026-2027 School Board Meeting Schedule, 2026-2027 Salary Schedules, and the SHINE Qualifying Teacher Assignments. Member Maynard seconded the motion.

Vote: Five in Favor: Members Chivers, McKee, Massey, McClellan, and Maynard.

The motion carried unanimously.

DRAFT

2.02 Policies for Approval on First Reading

A. 007.0420 Parent/Teacher Conference Policy (For Elimination)

Motion: Member Maynard moved to approve the policy on first reading. Member Massey seconded the motion.

Vote: Five in Favor: Members Chivers, McKee, Massey, McClellan, and Maynard.

The motion carried unanimously.

2.03 Policies for Approval on Second Reading

A. 006.0700 Approval of Programs and Activities

Motion: Member Maynard moved to approve the policy on second reading. Member McClellan seconded the motion.

Vote: Five in Favor: Members Chivers, McKee, Massey, McClellan, and Maynard.

The motion carried unanimously.

B. 006.0430 Regular Student-Home or Hospital Teaching Services

Motion: Vice President McKee moved to approve the policy on second reading. Member Massey seconded the motion.

Vote: Five in Favor: Members Chivers, McKee, Massey, McClellan, and Maynard.

The motion carried unanimously.

C. 004.0200 Purchasing Policy

Motion: Member Maynard moved to approve the policy on second reading. Member Massey seconded the motion.

Vote: Five in Favor: Members Chivers, McKee, Massey, McClellan, and Maynard.

The motion carried unanimously.

2.04 Approval of TSSA Framework and Approval of School Plans

Motion: Member Maynard moved to approve the TSSA Framework and School Plans. Member McClellan seconded the motion.

Vote: Five in Favor: Members Chivers, McKee, Massey, McClellan, and Maynard.

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2.05 Approval of Contributory Retirement Contributions

Motion: Vice President McKee moved to approve the Contributory Retirement Contributions. Member Massey seconded the motion.

Vote: Five in Favor: Members Chivers, McKee, Massey, McClellan, and Maynard.

2.06 Approval of 2025-2026 Final Amended Budget

Motion: Member Massey moved to approve the 2025-2026 Final Amended Budget. Member Maynard seconded the motion.

Vote: Five in Favor: Members Chivers, McKee, Massey, McClellan, and Maynard.

2.07 Approval of 2026-2027 Final Preliminary Budget and Tax Rates

Motion: Member Maynard moved to approve the 2026-2027 Final Preliminary Budget and Tax Rates. Member Massey seconded the motion.

Before the motion was seconded, Member Maynard clarified that Fund 31 is the Debt Service Fund. The motion was considered with that correction.

Vote: Five in Favor: Members Chivers, McKee, Massey, McClellan, and Maynard.

The motion carried unanimously.

2.08 Personnel Changes

Motion: Vice President McKee moved to approve the recommended personnel changes. Member Massey seconded the motion.

Dr. Leis reviewed the recommended personnel changes and noted that one employee had requested to rescind a previously approved resignation. Because the position had not been advertised or filled and the principal wished to retain the employee, the rescission was included for Board approval. Dr. Leis also reported that most schools were entering the summer fully staffed.

Vote: Five in Favor: Members Chivers, McKee, Massey, McClellan, and Maynard.

3. Informational / Discussion Items

3.01 Purchases Over $50,000

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None

3.02 Calendar Items

Dr. Woodford directed the Board to the Diligent calendar for upcoming events.

Board discussion:

None

Superintendent and/or board president follow up or clarification on items discussed during the meeting.

Board member comments:

Member McClellan reported that the Utah School Boards Association Delegate Assembly established increased special education funding as its top legislative priority and thanked Dr. Woodford for advocating for the priority. She also recognized retiring Mr. Leyba for his service to the District.

Member Maynard reported that the Risk Committee was concerned about protecting Ashley Elementary property during the community's Fourth of July activities. She also thanked Ms. McKea for her presentation, expressed interest in touring the Split Mountain Youth Center, and recognized retiring Mr. Leyba.

Member Massey thanked Mr. Leyba for his service and praised the District's academic results. He also thanked Ms. McKea for her presentation and expressed interest in touring the Split Mountain Youth Center.

Vice President McKee recognized the District's academic progress, thanked Mr. Leyba for his service, and thanked Ms. McKea for sharing information about AVEC and its work at the Split Mountain Youth Center.

Mr. Timothy recognized retiring Mr. Leyba's influence on leadership, organization, and District culture. He thanked Ms. McKea for her presentation and noted the significance of AVEC maintaining strong graduation results while substantially increasing services for students with disabilities. Mr. Timothy also reported that he was coordinating with county and city representatives to protect Ashley Elementary's facilities during the Fourth of July activities, particularly in light of planned playground construction and prior property damage.

Dr. Woodford thanked the Board for its continued support, recognized Mr. Leyba for his service, and thanked Ms. McKea for her presentation.

President Chivers praised the District's academic progress and thanked Mr. Leyba and Ms. McKea for their work and presentations.

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4. Adjournment

4.01 Meeting Adjourned

Motion: Member Massey moved to adjourn the meeting, and Member Maynard seconded.

Vote: Five in Favor: Members Chivers, McKee, Massey, McClellan, and Maynard.

The motion carried unanimously, and the meeting adjourned at 7:20 p.m.

DRAFT

DATE: **June 17, 2026**
TO: UINTAH BOARD OF EDUCATION
FROM: Dr. Mistalyn Leis, Director of Human Resources
RE: Board Approval Request for **June 17, 2026:** Board Approval of New Hires, Newly Assigned Employees; Notification of Separations of Employment

Superintendent Woodford requests Board approval of the following individuals for hire/assignment to new positions:

NEW HIRES – BOARD APPROVAL REQUESTED:

Name	Position	Assignment	FTE	Education/Training	Source of Funding
Brekynn Credaroli	Grade 5 Teacher	Naples	1.0	Bachelor of Arts Major: Educational Studies	Program 0050 Regular Education
Lauren Mecham	Grade 1 Teacher	Naples	1.0	Master of Arts Major: Elementary Education	Program 0050 Regular Education
Rochelle Browning	CTE FACS Teacher	UMS	0.50	Bachelor of Science Major: Elementary Education	Program 0050 Classroom Teacher Salaries
Valorie Draper	7/8 Grade Science Teacher	UMS	1.0	Master of Education Major: Curriculum and Instruction	Program 0050 Classroom Teacher Salaries
HayLee Harris	Finance Secretary	UMS	1.0	All Required	Program 0305 School Administration
Calvin Williams	PE/Health Teacher	UMS	1.0	Master of Arts Major: Sport and Athletic Administration	Program 0050 Classroom Teacher Salaries
Tiffany Franks	Front Office Attendance Secretary	VMS	1.0	All Required	Program 0305 School Administration
Candace Nielson	YIC Mentor	AVEC	0.4875	All Required	Program 5340 Youth In Custody
Annalese Baumgardner	Seasonal Landscape Maintenance Worker	Maintenance	1.0	All Required	Program 0285 Maintenance Operations

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Brenner Baumgardner	Seasonal Landscape Maintenance Worker	Maintenance	1.0	All Required	Program 0285 Maintenance Operations
Erin Batty	BTS Elementary Art Teacher	USD	1.0	Undergraduate	Program 5882 BTS Art Program
Shelbe Chivers*	Teacher Aide	Ashley	0.7375	*Per Superintendent approval: Accepted request to rescind resignation that was taken to School Board on May 13, 2026.	Program 0183 Specialists and Aides

NEWLY ASSIGNED EMPLOYEES – BOARD APPROVAL REQUESTED:

Name	Former (Current) Assignment	New Assignment	Effective Date
Teralene Slaugh	Custodian (1.0 FTE) @ UHS	Head Custodian (1.0 FTE) @ Maeser	6/1/2026
Leslie Kendrick	Bus Driver (0.75 FTE) @ Transportation	Bus Driver (0.875 FTE) @ Transportation	8/13/2026
Randy Nakai	Bus Driver (0.7375 FTE) @ Transportation	Bus Driver (0.875 FTE) @ Transportation	8/13/2026
Emily Stewart	Half Time Grade 2 Teacher (0.50 FTE) @ Ashley	Grade 2 Teacher (1.0 FTE) @ Ashley	8/17/2026
Daisy Angus	BTS Arts Teacher (1.0 FTE) @ Discovery/Maeser	Grade 4 Teacher (1.0 FTE) @ Davis	8/17/2026
McKenzie Roberts	SpEd Preschool Aide (0.7375 FTE) @ CEC	Grade 1 Teacher (1.0 FTE) @ Discovery	8/17/2026
Katherine Skinner	SpEd Aide (0.7375 FTE) @ Discovery	SpEd Teacher (1.0 FTE) @ Discovery	8/17/2026
Tiffany Larsen	Half Time BTS Arts Teacher (0.50 FTE) @ EVE	Grade 4 Teacher (1.0 FTE) @ EVE	8/17/2026
Hadley Dunn	SpEd Teacher (1.0 FTE) @ Naples	SpEd Teacher (1.0 FTE) @ Maeser	8/17/2026
Darby Boren	Grade 5 Teacher (1.0 FTE) @ Naples	BTS Elementary Art Teacher (1.0 FTE) @ USD	8/17/2026
Amy Lemon	Art Specialist (0.7375 FTE) @ Ashley	BTS Elementary Art Teacher (1.0 FTE) @ USD	8/17/2026
Sharon Beck	SpEd Aide (0.7375 FTE) @ Maeser	SpEd Aide (0.7375 FTE) @ VMS	8/18/2026

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NEWLY HIRED EXTRACURRICULAR COACHES:

Name	Program	School	Years of Service
James Head	Head E-Sports Coach	UHS	1
Cameron Behnam	Assistant E-Sports Coach	UHS	1
Ashley Eaton	Assistant Girls Soccer Coach	UHS	1

NEWLY HIRED NON-SANCTIONED ACTIVITIES:

Name	Program	School	Years of Service
Chelsie Cook Jones	Assistant DECA Advisor	UHS	1

DRAFT

Uintah School District
Board of Education
Uintah County, Utah

Business Meeting Pending Meeting Minutes

These meeting minutes are "pending minutes" as that term is used in Utah Code Annotated section 52-4-203. That means the Uintah School District Board of Education has not yet approved them and they are subject to change until the Board approves them.

Date: June 25, 2026
Time: 12:00 p.m.
Location: Uintah School District
826 South 1500 East, Naples, Utah

Board Members Present:
- Dave Chivers, President
- Tawnya McKee, Vice President
- Todd Massey
- Denise Maynard
- Robin McClellan

Executive Staff Present:
- Dr. Rick Woodford, Superintendent
- Troy Timothy, Business Administrator

Minutes recorded by Sarah Fluckiger, Business Administrator's Secretary.

1. Introduction

1.01 Welcome/Call to Order

Business Administrator Troy Timothy welcomed attendees and introduced the board. President Dave Chivers offered opening remarks and called the business meeting to order at 12:00 p.m.

1.02 Reverence

The reverence was offered by Member McClellan.

1.03 Pledge of Allegiance

Member Massey led the Pledge of Allegiance.

1.04 Patron Input

There were no patron comments.

2. Business/Action Items

DRAFT

2.01 Revised 2026-2027 Board Meeting Schedule

Motion: Member Massey moved to approve the revised 2026–2027 Board Meeting Schedule. Member Maynard seconded the motion.

Discussion followed regarding the condensed state certification timeline and whether future June meetings could be scheduled later. Mr. Timothy explained that moving the meeting would likely conflict with certification deadlines. Superintendent Dr. Rick Woodford recommended preparing an "if-then" approach in future years based on assessed-value growth and the need for Truth in Taxation. Board members supported the approach and expressed appreciation for the additional work completed by the business and accounting staff.

Vote: Five in Favor: Members Chivers, McKee, Massey, McClellan, and Maynard.

The motion carried unanimously.

2.02 Approval of Original Budget for Fiscal year 2027

Motion: Member McClellan moved to adopt the final original budget for the fiscal year beginning July 1, 2026, and ending June 30, 2027, with a total budget of $99,907,885. Member Massey seconded the motion.

Vote: Five in Favor: Members Chivers, McKee, Massey, McClellan, and Maynard.

The motion carried unanimously.

2.03 Adoption of Tax Rates for FY27

Motion: Vice President McKee moved to approve the FY27 Board Local Levy rate of 0.002107, Capital Local Levy rate of 0.001392, and General Obligation Bond payment rate of 0.000523, and to adopt the resolution approving the final tax rates and budgets. Member Massey seconded the motion.

Vote: Five in Favor: Members Chivers, McKee, Massey, McClellan, and Maynard.

The motion carried unanimously.

Board Discussion:

Member McClellan requested additional public discussion regarding the decision not to proceed with the judgment levy, the related budget implications, and the District's long-term financial outlook. Dr. Woodford explained that the unexpected assessed-value growth was sufficient to cover the centrally assessed refund and that canceling the judgment levy was an administrative decision made with Board leadership. He also clarified that staffing reductions were based on program efficiency and maintaining services while remaining fiscally responsible. Other Board members discussed the need to prepare for future revenue uncertainty, expressed

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appreciation for staff efforts, and supported a proactive, long-term approach to tax appeals, Truth in Taxation, and capital planning.

3. Adjournment

3.03 Meeting Adjourned

Motion: Member Massey moved to adjourn the special board meeting. President Chivers seconded the motion.

Vote: Five in Favor: Members Chivers, McKee, Massey, McClellan, and Maynard.

The motion carried unanimously, and the meeting adjourned at 12:30 p.m.

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Uintah School District

Calendar of Leadership Governance Actions

for the 2026-2027 School Year

Month	Action	Person(s) Responsible
August 12	• USD Board Handbook review and reauthorization • Leadership Governance Policy Review Survey • ~~Early Learning Plan~~ • Leadership Governance Calendar • ~~Adoption of Tax Rates (When Needed)~~	Superintendent Superintendent ~~Instruction Director~~ Superintendent ~~Business Administrator~~
September 9	• LG Policy Review • Curriculum Materials Review Committee • Review SRO Contracts	Superintendent/Board Pres. ~~Elementary Ed Director~~ Director of Instruction Support Services Director
October 7	• LG Policy Review: • School Improvement Plans • Conduct Board Evaluation (USBA Tool) • Impact Aid Policy (1st Reading)	Superintendent Instruction Director Superintendent Business Administrator
November 11 (Impact Aid) (Board Retreat Nov 6)	• LG Policy Review: • Impact Aid Report • Impact Aid Meeting (Eagle View) • Impact Aid Policy (2nd Reading) • Holiday Gift Certificates (Informational) • PBIS Plans 2026-2027 • Gifted and Talented (Informational)	Superintendent Business Administrator EVE and Lapoint Principals Business Administrator Business Administrator Special Programs Director Special Programs Director
December 9	• LG Policy Review: • Fraud Risk Assessment • School Land Trust Annual Board Training (Informational) • Audit Review and Approval • Budget Calendar (Informational) • Review Data from the Board Evaluation	Superintendent Business Administrator Instruction Director Business Administrator Business Administrator Superintendent/Board Pres.
January 13 (USBA Annual Conference Jan 7-9)	• LG Policy Review: • Swearing in of new board members (1st business day in January) • Oath of office (for newly elected board members) • Board Officer Elections (Every two years/last done Jan 2025) • Board Committee Assignments (Every two years/last done Jan 2025) • Academic Calendar	Superintendent Superintendent Superintendent Board President Board President Superintendent
February 10 Feb 24 Capital Outlay	• LG Policy Review: • School Security Update (Informational; optional) • Capital Outlay Budget Approval (last Wednesday in February)	Superintendent Support Services Director Business Administrator
March 10	• LG Policy Review: Policy 002.0710 (Advisory Committees) • Report on School Land Trust Plans	Superintendent Instruction Director
April 14	• LG Policy Review: • Evaluate BA and Superintendent • Open and Public Meetings Act Training • District Improvement Plan • Approval of School Fee Policy and Fee Schedule • Enrollment Projections (Informational)	Superintendent Board President Business Administrator Superientendent ~~Instruction Director~~ Special Programs Director Business Administrator

May 12	• LG Policy Review: • Preliminary Budget • Approve School Land Trust Plans • Approve BA and Superintendent's Contract • Approval of 2026-2027 School Land Trust Plans • District Arts Program Update (Informational) • ~~Foreign Exchange Students~~ • Updated Indian Policies and Procedures (IPP)	Superintendent Business Administrator Education Director Board President Instruction Director District Arts Coordinator ~~Instruction Director~~ Emily Arnold
(Public Budget Hearing June 2) June 16	• Budget Hearing (Special Meeting) • LG Policy Review: • Approve the Budget • Approve Salary Schedules • Contributory Retirement Contributions • Review of TSSA Framework and Approval of Plans • Strategic Plan Review • School Counseling Data Projects & School Social Work Data • Tri County Data Presentation (Every 2 years/last done June 2025) • Board Meeting Schedule • Gifted and Talented • Adoption of Tax Rates • Approval of SHiNE qualifying teaching assignments	Business Administrator Superintendent Business Administrator Human Resources Director Business Administrator Elementary Ed Director Superintendent Support Services Director Instruction Director Business Administrator District Arts Coordinator Business Administrator Human Resources Director