



Grand County School District

EACH STUDENT, EVERY DAY.

Grand County School District Board of Education

Regular Board Meeting - Jul 29 2026

Wednesday, July 29, 2026

5:15 PM

In Attendance: Melissa Byrd, Kathy Williams, Dave Bierschied, Lauralee Green, Matthew D Keyes (Superintendent), Jeri K Hamilton (Business Administrator), NaShay Lange (Administrative Assistant)
Jenna Woodbury is absent.

Also in attendance: Sarah Dawson, Jill Tatton, Mel Dolphin, Holly Harris, Kari Barnard, Judy Sweeney, Sarah Henderson, Tish Casper, Rae Lynn Mason

Melissa Byrd called the meeting to order at 5:18 PM

Pledge of Allegiance led by: Kari Barnard

Reading of the Mission Statement: Our mission is to put each student first every day. Read by: Lauralee Green

Announcement: The tentative budget for FY26/27 includes a proposed property tax rate increase.

Page

1. Approval of Agenda

7

[Sign in Sheet - 7.29.26.pdf](#) 

Move to approve the agenda.

Moved by: Dave Bierschied; seconded by: Lauralee Green

4-0 Passed with Jenna Woodbury absent.

2. Public Comments

None

3. Information and Discussion Items

a. July Message from the Superintendent

8

This year, we are thrilled to continue rallying behind our driving theme: **Grand Expectations, Grand Outcomes**. To turn those expectations into reality, our collective focus this year will center heavily on two vital pillars: **meaningful work** and **meaningful relationships**. When we ground ourselves in purposeful, high-impact work and intentionally cultivate deep, supportive connections with our

students and each other, grand outcomes aren't just a goal—they become inevitable.

[BOY - Letter](#) 

b. School Handbooks for 26/27

10

SY26/27 School Handbooks are attached for Board Review.

[HMK](#) 

[MLHMS](#) 

[GCHS](#) 

Kathy - In the HMK handbook - there was nothing under Snacks - Holly confirms that the link has been updated and Snacks is now filled in.

Lauralee questions if kids read these and get a paper copy. Paper copies are available in the HMK office.

Melissa comments that the font in the handbook is too small. Kari adds that she has a presentation that will be on the website and link to the handbook. She also mentions that she has a new mission and vision statement that her and Kiersten worked on together.

Kathy asks about Flex time - flex is only for sure on Friday, on other days Kari and Kiersten will lead Interventions. On Friday afternoons, Kari will publish the flex schedule for the following week. The flex schedule will be dependent on what the student is in need of each week. Kari also talks about the new Thunderbucks system.

Tish explains that there have been a lot of changes to the handbook.

Melissa reminds that these are living documents but that the Board likes to see when substantial changes are made to the handbooks.

c. GCSD Policy Review

GCSD Policy Committee will present the following policies for discussion.

[FDACB](#) - Health Requirements and Services: Student Self Treatment for Diabetes

[FDACC](#) - Health Requirements and Services: Students with Potentially Life Threatening Allergies

[FDACD](#) - Health Requirements and Services: Student Asthma Emergency

[FDH](#) - Kindergarten Student Toilet Training

[FEA](#) - Education and Family Privacy

[FED](#) - Student Data Protection

Melissa explained that while these policies may be considered substantive in their changes, the changes weren't necessarily big changes and because they are changes made by state code, they are necessary changes. Melissa says that the Board would like to start implementing items for a template of things to include that policies say must be

happening. In the instance of FDACB, having the school nurse present to the Board regarding those trainings. These policies would be posted.

- d. GCSD FGAB *Student Conduct Policy: Electronic Devices* 134

Superintendent Matthew Keyes will present on GCSD FGAB *Student Conduct Policy: Electronic Devices*.

[S.B. 69 School Device Revisions](#) 

USBA Model Policy:

[FGAB Student Conduct Policy: Electronic Devices - Clean](#) 

[FGAB Student Conduct Policy: Electronic Devices - Redline](#) 

GCSD Policy

[GCSD FGAB Student Conduct Policy: Electronic Devices](#) 

[Guidance Sheet \(Information Only\)](#) 

Matt talks about the attached documents and goes into further details about options for the new policy from the USBA.

Matt's recommendation would be to post the USBA model policy for public comment and look at the policy and the options we have.

There is concern for consequences of enforcing bell to bell no cell/electronics. Also concern of ruining the lunch program at the high school and creating more safety issues/concern because kids are leaving campus instead of staying on campus.

Matt will look at putting together another option that includes the legislative wording required for the Board to review. Matt asks the Board if they would like to proceed with moving forward now with posting for public comment or waiting until we have something that we want to use. The board members present would like to wait to present to the public and cause worry until we have something we are considering to approve and make an actual policy. Matt recommends that the board thoroughly go through the entire policy to know what all is included.

- e. Child Nutrition Program - Meal Prices 169

Business Administrator Jeri Hamilton will provide additional information and context on CNP Meal Prices.

[CNP - Meal Prices Example](#) 

For this year, Jeri is not recommending an increase this year for students, or for adult breakfast. Jeri is recommending that there is an increase to adult lunch.

Matt talks about part of the reason that our costs are high.

- f. Board Retreat - Reflection 170

Board will review the recent Board Retreat and training Provided by School Leadership Alliance.

Good feedback and positive feelings from the retreat.

Lauralee says the most important question from the slides is asking what the next steps are. Melissa adds - the most important for her is focusing on what is the most important right now? The group agrees that it is important when making decisions to make sure that they are looking at how they will be successful in the plan - mentioning the cell phone and electronic policy in specific from earlier in the meeting.

4. Staff & Community Reports

a. Board Committee Reports

Finance Committee Met - Jeri updated Kathy and Dave on all of the audits that she has been working on and on the increase of

b. Business Administrator Report

Squire auditors will be here the last week of August - big audit will be Title I and CNP

We are in total compliance with School Fees

School Trustlands is in order

CNP is ongoing - we have a couple of plans, and a couple of trainings that we have to do. We have some tweaks to make but the human mistake piece is now taken care of. They will be back August 19th.

c. Superintendent Report

Focus areas MTSS - behaviorally and academically; Special Education and At Risk students.

Bringing in additional support for improving support for Special Education support and ensuring that we are correctly identifying but not over-identifying.

CTE and online education - we did not get the Catalyst grant we were hoping to get.

Still working to wrap up a handful of construction projects.

Working to complete the plan with architects for safety (ballistic film or security film). We are still working with the prior company to recoup the money.

Preschool is still working on being completed - punch list and flooring. Planning to be open on Sept 8th - it's always been the Tuesday after Labor Day.

High School Renovations have been completed.

5. Consent Agenda

a. Minutes

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[Regular Board Meeting & Public Hearing- Jun 24 2026 - Minutes - Html](#) 

[Board Work Session - Jun 30 2026 - Minutes - Html](#) 

b. Personnel

- Classified Changes - None
 - Licensed Changes - None
 - c. Financial Reports
 - Detailed Check Register
 - Expenditure Report
 - Revenue Report
 - d. Out of State Travel 185
- [High School Football](#) 

Move to approve the Consent Agenda.

Moved by: Kathy Williams; seconded by: Lauralee Green

4-0 Passed with Jenna Woodbury absent.

6. Possible Action Items

- a. Approval of Posting Policies for Public Comment
Move to post policies FDACB, FDACC, FDACD, FDH, FEA, and FED on the district website for public comment.
Moved by: Kathy Williams; seconded by: Dave Bierschied
4-0 Passed with Jenna Woodbury absent.
- b. Approval of Posting Policies for Public Comment (FGAB)
No motion made.
- c. Adjustment of School Meal Price(s)
Motion to increase the price of adult lunch meals from \$5.50 to \$6.00.
Moved by: Kathy Williams; seconded by: Dave Bierschied
4-0 passed with Jenna Woodbury absent.

7. Communications

None

8. Advanced Planning

[August](#) 2026

9. Executive Session

Motion to go into Executive Session for sale of real property and litigation and personnel.

Moved by: Kathy Williams; seconded by: Lauralee Green

Roll Call 4-0 Passed with Jenna Woodbury

7:03pm recorder off.

Executive Session started at 7:06pm.

Recorder on at 7:06pm.

Recorder off at 7:21pm.

Recorder on at 7:30pm.

Motion to come out of Executive Session.

Moved by: Dave Bierschied; seconded by: Lauralee Green

4-0 Passed with Jenna Woodbury absent.

Back in open session at 7:31pm.

10. Action Items as Per Executive Session

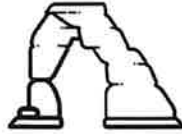
None.

11. Adjournment

Motion to adjourn the meeting.

Moved by: Kathy Williams; seconded by: Dave Bierschied

Meeting adjourned at 7:31pm.



Grand County School District

EACH STUDENT, EVERY DAY.

Regular Board Meeting Sign-in

7/29/2026

Please **PRINT** your name. Continue on the back if you run out of space.

Jill Tatton

Sarah Dawson

Mel Dolphin

Tish Casper

Sarah Henderson

Jesse Sweet

Rae Lynn Mason

Brianne

Thank you,

Grand County School District

Dear Grand County School District Staff,

Welcome to SY26/27! As we find ourselves preparing for the start of another incredible school year, there are a few important dates and details to get on your radar. Below, you will find a brief overview of the upcoming schedule, with more specific details coming down the pipeline from your campus administrators shortly.

This year, we are thrilled to continue rallying behind our driving theme: **Grand Expectations, Grand Outcomes**. To turn those expectations into reality, our collective focus this year will center heavily on two vital pillars: **meaningful work** and **meaningful relationships**. When we ground ourselves in purposeful, high-impact work and intentionally cultivate deep, supportive connections with our students and each other, grand outcomes aren't just a goal—they become inevitable.

Kickoff Schedules & Core Dates

New Teacher Orientation

- **8/13/26 (8:00 am - 8:30 am):** Welcome from the Superintendent at the District Office (264 South 400 East) for all new teachers.
- **8/13/26 (8:30 am - 11:30 am):** New Staff Orientation
- **8/13/26 (11:30 am - 12:30 pm):** Lunch with Admin, Instructional Coaches, and Mentors at the District Office for new teachers and mentors.
- **8/13/26 (12:30 am - 3:30 pm):** Session at your specific school site for all new teachers, where your school admin will provide a tailored agenda.
- **8/14/26 (8:30 am - 3:30 pm):** Session at your specific school site for new teachers and mentors, where your school admin will provide an agenda.

Back to School Week

- **8/17/26 (8:00 am - 3:30 pm):** Preparations at your school site for all teachers and admin, where your school admin will provide assignments and agendas.
- **8/18/26 (8:00 am - 9:00 am):** Social Breakfast at MLHMS (439 South 100 East) for all staff—strictly no business allowed, just good old-fashioned visiting and socializing before we jump into the deep end.
- **8/18/26 (9:00 am - 3:30 pm):** Preparations at your school site for all staff, where your school admin will provide assignments and agendas.

- **8/19/26 (8:00 am - 3:30 pm):** Preparations at your school site for all staff, where your school admin will provide assignments and agendas.

Thank you for the energy, dedication, and heart you bring to our schools every single day.
Let's make this school year truly Grand!

Warmly,

Matthew Keyes



Helen M. Knight Elementary School

Parent Handbook
2026-2027



Grand County School District

264 South 400 East
Moab, Utah 84532
435-259-5317

Superintendent: Matthews Keyes
Administrative Assistant: NaShay Lange

Helen M. Knight Elementary

505 North Mi Vida Drive
Moab, Utah 84532
435-719-4827 or 435-719-4830

Holly Harris, Principal
Jessica Newman, Assistant Principal
Administrative Assistants: Michelle Bertuzzi
Baylee Pierce

Grand County School District Mission Statement

Our mission is to put each student first every day.

GCSD Elementary Goals for 2025-2026

Goal 1: Student Achievement: All GCSD students shall meet district, state and national standards of education by receiving best-practices, research-based instruction.

Goal 2: Financial Efficiency: GCSD will continue to promote, develop and implement positive fiduciary programs and policy to ensure district financial efficiency, stability and growth.

Goal 3: Promoting the General Well-Being of Students: GCSD staff shall strive to refine and implement a system of positive academic, social/emotional, and behavioral support for students.

Goal 4: Promoting School and Community Unity: GCSD staff shall continue to develop and emphasize an invitational school culture at each site and share this culture with the larger Moab community.

HMK Elementary Goals for 2026-2027

School Wide WIG (Wildly Important Goal) this year (2026-2027): 68% of students will make typical, above typical or well above typical growth in both ELA & Math from BOY to EOY, as measured with ALO & I-Ready.

Goal 1: HMK will increase the percentage of students in K-6 scoring on or above grade level in Acadience Reading Composite score as well as overall iReady Math and Reading placement by 10% from BOY to EOY, with a focus on narrowing the achievement gap for CSI student subgroups (specifically Students with Disabilities and English Learners). This will be a collaborative effort to help us achieve our School Wide WIG this year (2026-2027): 68% of students will make typical, above typical or well above typical growth in both ELA & Math from BOY to EOY, as measured with ALO & I-Ready.

Goal 2: HMK will increase the percentage of students in grades 3-6 scoring proficient on the RISE EOY (End-of-Year) assessments in Mathematics and Science by 5% compared to the 2025-2026 school year results. This will be a collaborative effort to help us achieve our School Wide WIG this year (2026-2027): 68% of students will make typical, above typical or well above typical growth in both ELA & Math from BOY to EOY, as measured with ALO & I-Ready.

HMK Student & Parent Handbook Table of Contents

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- ❖ 20 Minutes to a Brighter Future: The Power of Reading at Home: The Importance of Reading at Home
- ❖ Lost and Found
- ❖ Personal Belongings
- ❖ Grand County School District Technology

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- ❖ Emergency Dismissal
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- ❖ Medication at School
- ❖ Parent Messages to Students During School
- ❖ Tobacco-Free Schools
- ❖ Visitors at School
- ❖ Student Cell Phones and Watches

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- ❖ Attendance Policy and Procedure
- ❖ Tardy Policy and Procedure
- ❖ Attendance Matters! Summary

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- ❖ Reasonable Accommodation of Parent/Guardian Rights
- ❖ Title One Information
- ❖ Curriculum and Instruction
- ❖ No Homework Policy
- ❖ BEACON After School Program

Section 5: Positive Behavioral Interventions and Supports & Discipline

- ❖ Behavioral Expectation
- ❖ School Wide Rules
- ❖ Gryffin Statements
- ❖ Behavioral Matrix
- ❖ Positive Behavior Expectations Summary
- ❖ Bullying - No Tolerance Policy
- ❖ What is Bullying?
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- ❖ Discipline Approaches and Procedures
- ❖ Parent Guide to Behavioral Responses
- ❖ Disciplinary Flowchart
- ❖ Multitiered Systems of Support (MTSS) and Behavioral Interventions
- ❖ Communication Plan
- ❖ Dress Code Policy

Section 6: Wellness and Prevention

- ❖ Suicide Prevention Summary
- ❖ Substance Abuse Prevention Summary

Section 7: Child Nutrition Program

- ❖ CNP Mission and Approach
- ❖ Food Allergies
- ❖ USDA Guidelines for Accommodation Special Dietary Needs
- ❖ Meal Pricing, Payment and Charge Policy
- ❖ CNP Definitions
- ❖ Free and Reduced Lunch Applications
- ❖ Steps Aspire Payments

Section 8: School Wide Schedule and Staff Contact Information

These are Helen M. Knight specific procedures and rules. GCSD Board of Education approved policies supersede and take precedence over these preponderances and rules if there is a discrepancy or conflict.

Section 1: You Can Help Your Child Be Successful!

Before reading HMK's policies and practices, please take a moment to consider this request. In most cases, a parent's attitude about school directly shapes his or her student's willingness to complete schoolwork and to put forth effort to succeed. Daily attendance is imperative to your child's growth and development both academically and socially. If your child is not here regularly (**missing 10% or more of the current school year (e.g. 3 or more days in the first 30 days of school)**) we cannot teach them.

If possible, please establish with your student at least these four items:

- 1) a daily time and place to complete schoolwork as needed;
- 2) a home display board for excellent work, recognition papers, good grades, etc.;
- 3) a 20+ minute silent reading period per day when your student reads personally selected material (or is read to) because reading practice equals reading improvement and better readers are more likely to get better grades;
- 4) a regular bedtime that allows for ample sleep and gives your student their **BEST CHANCE** for learning

the following day at school.

Please help your child be successful by staying up to date on your child's assignments, work completion, and grades.

This can be done via the student information system accessed from the grandschools.org website. Teachers will work hard to keep the Student Information System updated weekly. If you need assistance accessing your student's grades, please contact the office. You can also obtain missing assignments by contacting the office or your child's teacher.

Attending Parent Teacher Conferences, which are held **twice [once in fall and once in spring]** each year to help

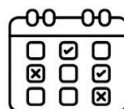
determine a child's needs and aspirations, will also help your child succeed in school.



You Can Use The PowerSchool App to Track Important Student Information!

Check your Student's

Absences



Grades



Lunch Balance



At your convenience

If you haven't downloaded the powerschool app yet, its a great tool for parents to track your student's grades, attendance and more all in an easy to use format.



Scan the QR Code to see a youtube video about how to use the Powerschool App, available on all major smart phones.

Use your same username and password created during registration. Front desk staff members can help to reset passwords if necessary.

Our District's Code is: TBHB



Ask your front desk staff for help if needed!



HMK School Community Council

HMK has an active Community Council composed of parents and staff members. The purpose of the Community Council is to improve student achievement by creating a plan based on HMK goals. The School Community Council oversees the school's State Trust Lands allocation and makes recommendations relating to the school's programs, practices and other pertinent issues. At HMK we take our Council roles and responsibilities seriously. Council members have the opportunity to shape and impact school operations. HMK staff invites YOU to become involved as a member of our Community Council. If you are interested in joining please contact the office.

20 Minutes to a Brighter Future: The Power of Reading at Home:

- The Importance of Reading at Home

- Reading at home is the single most powerful tool to unlock your child's academic potential and cultivate a lifelong love of learning. As a Title I school dedicated to ensuring equitable, high-quality education for every student, we ask our families to commit to reading with their child for just 20 minutes every night. This small daily investment yields extraordinary, research-proven rewards. Studies show that a child who reads 20 minutes a day is exposed to nearly 1.8 million words a year, drastically accelerating their vocabulary, comprehension, and cognitive development. This strong literacy foundation goes far beyond ELA class—it improves overall literacy across all content areas, helping students better understand complex word problems in math, analyze historical texts in social studies, and comprehend informational journals in science. By sharing a book each night, you are not only boosting your child's confidence and test scores, but you are also creating cherished moments of emotional bonding that set them up for a lifetime of success.

Lost and Found:

- Please label each student's jacket, hats, gloves, personal materials, etc. with your student's name.
- You can check the lost & found clothing box (check with the office for current location) or inquire in the office for other lost and found items.
- All unclaimed lost and found items are donated monthly to local charity organizations.

Personal Belongings:

- Students should avoid bringing items from home to school as *we are not responsible for lost or stolen items*. If a child brings toys, electronics, etc. from home, it should remain in a child's backpack during school and should not return the next day.
- Students may bring personal playground equipment such as balls (no baseballs, bats or cleats).
 - Personal equipment for the playground should be labeled with the student's name. The school is not responsible for a student's personal playground equipment.
- Under no circumstance should a student bring to school weapons, tools that can be used as weapons (including, but not limited to: utility knives, screwdrivers, pocket knives, homemade knives, etc.), laser producing objects, lighters, matches, combustible materials, etc.
 - Should a student discover an item such as this in his/her pocket, the student is required to hand it immediately to the nearest adult.
 - Students who are in possession of such items are in violation of Federal and State safe schools legislation and will receive consequences per district policy and/or state and federal law.

Snacks

No Outside Food or Drink Policy (Strict Enforcement)

We are strictly enforcing the rule that **no outside food or drinks** are permitted inside the school building unless they are packed securely **inside a lunch box or lunch sack**.

The Danger of Unregulated Items and Sharing:

We recently addressed a serious safety risk where students were observed bringing and *sharing* an **energy drink**. Energy drinks contain dangerous levels of sugar and caffeine. The sharing of any outside food or beverage poses a potentially life-threatening risk to students with conditions such as severe food allergies, **Type 1 diabetes**, or **heart conditions**. Unregulated food and drink sharing must stop to protect our most vulnerable students.

Recess Snack Policy

To ensure consistency, safety, and healthy eating throughout the school day, we are updating the rule for recess snacks:

- Recess snacks will only be permitted if they are **provided directly by the classroom teacher (e.g., for a designated classroom activity)** or have been **approved by the teacher** as a healthy option brought from home. The practice will be that all snacks will be **approved and monitored by the classroom teacher**.
- The classroom teacher will communicate specific guidelines regarding permissible **approved healthy snacks** for their class. This allows us to strictly monitor ingredients, manage allergies, and prevent the introduction of unapproved items (like energy drinks) that pose a risk.
- **Teachers will be responsible for monitoring and supervising all recess snacks** to ensure compliance and safety.

This change aligns with our commitment to student health by ensuring all recess snacks are safe and approved. Simultaneously, it reduces playground litter and eliminates the opportunities for dangerous food and drink sharing that can occur during recess time.

Important Notes on Outside Food

To clarify, while general food sharing is strictly prohibited, we are allowing the following exceptions:

- Individual Lunch Delivery: Parents are permitted to bring an outside lunch option (e.g., fast food) for their own child only. This food is not permitted to be shared with other students.
- Birthday Treats: Parents may bring in pre-packaged, store-bought birthday treats (like cupcakes or cookies) for the entire class. These are the only items permitted to be shared among students, provided the teacher has confirmed there are no severe allergens affecting any student in the class.

How Parents Can Help

Please discuss these rules with your child this week. Reinforce that for their safety and the safety of their classmates:

1. **All food and drinks must be packed within their lunch box/sack.**
2. **They must NEVER share their food or drinks with anyone. (except for pre-approved birthday treats).**
3. **Only teacher-approved healthy snacks are permitted at recess.**

Your partnership in following these critical health and safety measures is deeply appreciated

GCSD Technology

The Grand County School District utilizes a Local Area Network (LAN) and the “Internet” for use by faculty and students in conjunction with Utah Education Network (UEN). The School District shall encourage students to use such tools by establishing individual Internet accounts, which may be used at the discretion of the schools. Such use shall be limited to times and circumstances that will not interfere with the scheduled education programs of schools and consistent with acceptable use policies of the district. Any person who is granted an Internet account shall be referred to herein as an “account holder”. Unless transmitted to others by the account holder or with the account holder’s permission, the information created by the Internet account holder shall be deemed confidential information of the account holder. However, the School District reserves the right to monitor the information contained in any user account. Grand County School District or School District refers to the Building Administrators, Grand County School District Technology Office, the Superintendent, and the School Board. Internet accounts are for educational purposes. Any use of an Internet account inconsistent with such educational purposes shall be grounds for terminating the account and/or confiscating the information saved in the account.

- Students should have signed an AUP while registering for school.
- There is a possibility that students may need to take Chromebooks home in case of school closures, the same AUP is still in place as the technology is school property. Please review the AUP [online](#).

Section 2: School/Guardian Communication and Safety

Emergency Dismissal:

Should an emergency dismissal from school be required (due to fire, natural disaster, etc.), parents are asked to do the following:

- a) follow directions announced on local radio, social media and PowerSchool Student Information System (SIS) to pick up your student(s);
- b) remain as calm as possible
- c) before taking your student(s) from the designated school dismissal site, sign-out the student from attending school personnel. This way, the school can ascertain the whereabouts and safety of each student during an emergency. Please **DO NOT** take a child from the school grounds at any time without checking them out with the supervising adult or the office.

In the event of an emergency which requires a campus lockdown we will communicate with parents as quickly as possible. There will be a phone call, email, website announcement and text message sent as safely and as quickly as possible, giving as much information as possible. We will be posting updates to the District and Campus Facebook pages after the initial notification goes out. In the event of a real emergency we ask that you **do not** come to the school until we give notice of when and where you can reunite with your students.

Safety Issues:

HMK is a large building with a large number of students and safety becomes a collaborative effort between staff, parents, community agencies, and students. Please help us keep your children safe by following the guidelines below:

- Please send students to school no earlier than 8:00 so they will be supervised on the playground;
- Students can enter the cafeteria north-east doors for breakfast at 7:45 (adult supervision is staffed at this location and this time only);
- Students should report home after school;

- Students should ride busses where provided and use safe walking routes when on foot or bike;
- Students should dismount bikes, skateboards, etc. and walk while on the school grounds;
- All students should use the crosswalks that are supervised by a crossing guard furnished by Moab City
- Students should follow behavioral expectations on the bus;
- Please contact Transportation Director, Anna Conrad, for questions regarding school busing (259-5430)
- Cameras are in use throughout the school and may be used by administration as the need arises
- Please remember that school for all students K-6 dismisses at 12:45 on Fridays.
- Students must know where they are going after school before they arrive at school each day. Due to safety concerns,
- HMK no longer takes phone calls during the school day directing students to change their departure plans. This must be done before the student arrives at school and should be placed in a homework folder where notes can be given to a teacher to direct the child where to go after school.

Standard Response Protocols

Parents and guardians should be familiar with Standard Response Protocols. This is the safety language that students, staff and community will use in emergency situations.

STANDARD RESPONSE PROTOCOL	STANDARD RESPONSE PROTOCOL
 HOLD In your room or area. Clear the halls.	 PERMANENCIA En el salón o área donde esté. Despejar los pasillos.
 SECURE Get inside. Lock outside doors.	 PROTECCIÓN Entrar. Cerrar las puertas exteriores con llave.
 LOCKDOWN Locks, lights, out of sight.	 CIERRE DE EMERGENCIA Cerrar con llave, apagar las luces, esconderse.
 EVACUATE To the announced location.	 EVACUACIÓN Se puede especificar una ubicación.
 SHELTER Using the announced hazard and strategy.	 REFUGIO Se indican los peligros y las estrategias de seguridad.
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Medication at School:

- State Health Codes and District Safe Schools Policy restrict students from having pills or medication in their possession at school.
- The office staff *cannot* legally hold and administer medication to students (even Tylenol, Tums, cough drops, etc.). Should your student require medication at school, a parent has two choices:
 1. The parent may bring the meds to school and administer the meds to his/her own student.
 2. The parent may contact the School Nurse, Mary Frothingham 719-4766 and do the paperwork necessary for the school to hold and administer the medication.

Please do not send pills and medication with your student to school.

Please do not send your child to school if he/she has a fever, vomiting or diarrhea. You may send them once the fever/vomit/diarrhea has been absent for 24 hours without any medication.

Parent Messages to Students During the School Day:

- HMK **no longer** takes phone calls during the school day directing students to change their departure plans. This must be done before the student arrives at school and should be placed in a homework folder where notes can be given to a teacher to direct the child where to go after school. (i.e. giving instructions where the student is to go that day after school, reminding students of personal information, etc.)
- Should an unanticipated, emergency situation arise, we will do our best to relay information to your student, but delivering messages interferes with instructional time and may not reach the student before the end of the day. Thanks for your support regarding this issue.
- If it is an emergency, and you must change your child's departure plan it MUST be done before 2:45 (M-Th), and 12:00 on Friday.
- If you have a scheduled doctor's appointment or need to dismiss your child early from school, please allow 20 minutes for your child's retrieval from class. They may be taking a test, in transition, finishing a meal or in small group instruction. Please check out your student at least 20 minutes before the end of the school day.

Tobacco-Free Schools:

- The use of tobacco, including e-cigarettes, by students and adults is prohibited on school grounds or off-grounds at any school activity. This is required by all students, staff, and visitors to HMK Elementary. Clothing and possessions advertising tobacco are prohibited on school grounds or at school activities.

Visitors at School:

- All visitors must check-in and obtain a visitors' pass at the main office.
- Visitors must follow state health guidelines; the health of visitors and the impact their health may have on the students and staff.
- Please check in at the office for a visitors' pass.
- Students from other schools may be permitted to visit classes with HMK students after receiving permission from both the classroom teacher and the principal.
- Please remember to check out at the end of your visit.

Student Cell Phones:

- Upon entering school grounds in the morning through leaving the building at the end of the school day, cell phones are to be out of sight (in a student's backpack and/or cubicle - - not in a pocket or anywhere on the student during the school day) and powered off. **Cell phones and phone watches are to be turned off**, should not make noises or be used during this time or they will be confiscated. Students using cell phones/watches after the dismissal bell MUST wait until they are outside the building to power on and use the device. **Cell phone/watches may NOT be used in the school building.**
- Should an 'emergency' arise requiring a student to use a cell phone/watch during the day, the student may request an office pass from his/her classroom teacher. Upon hearing the student's rationale, the teacher may issue the student an office pass. Once in the office, the student may use his/her cell phone/watch under the supervision of an adult in the office.
- Students are asked to pre plan their school day in ways that ensure they start the morning with needed homework and materials, means for lunch planned (sack or school) and after school social activities pre arranged with peers and parents. Arrangements for these types of needs are not designated as emergencies.
- The school is not responsible for a confiscated cell phone/watches but will make every effort to retain it in the office or safe.

Section 3: HMK Attendance Policies and Procedures

HMK Elementary Attendance Policy:

The requirements of HMK's attendance policy are:

- The parent of an absent student must provide a valid, written, signed excuse within 5 days of the student returning to school.
- Prearranged absences must be made at least two days in advance and be approved by the principal.
- The parent may use a preprinted form available through the HMK office or District website (www.grandschools.org). The parent may also write his/her own note with the following information included: date the excuse is written, student's name, student's grade, name of the child's teacher, date(s) of the absence(s), statement of the valid excuse for absence, parent's name printed, parent's signature.
- As required by Utah State Code, an absence without a valid excuse will be considered a truancy.
- Parents are *not* required to submit doctors' notes. However, the principal retains the authority to contact parents and require attendance meetings should there be a concern.
- School office staff will *not* call parents when a student is absent. The school will make an effort to notify the parent via an automated phone system when a student has been marked absent.

Tardies: Students arriving late must check in at the office and receive an admit to class. When the student has reached 10 tardies, a letter will be sent home and the Principal will call the parent and request that the problem be addressed. At 15 tardies, a second letter will be sent to the parent requesting a conference with the Principal. The Student Study Team will then develop an intervention to help you and your student get to school on time. Excessive tardiness for students may also result in a report to DCFS from HMK administration.

Attendance

**ATTENDANCE
MATTERS.**
ALL DAY, EVERY DAY

Few factors have greater influence upon student success than regular attendance. Regular attendance is commonly defined as 90% attendance or two or fewer days a month. We believe that to fully benefit from HMK's educational opportunities, students must be at school. Parents and legal guardians have primary responsibility to provide this.

Every student is required to be in school and in class. Utah state law and Board policies FBA-FBB stipulate that every parent or guardian having control of any minor between ages 6-18 years of age shall assure that such minor shall attend school.

Absences will happen due to sickness or major life events, however HMK Attendance Policy requires the following procedures to occur to excuse any absence. Failure to do so will result in a Compulsory Education Violation.

Only valid absences (illness, family death, non-attendance pre authorized by students IEP or 504 plans, or school authorized activity) may be excused after the student returns to school.

All other absences **MUST** be pre-arranged within 2 days of advanced notice and approved by the principal. Failure to provide adequate notice will result in an "unexcused absence."

As required by State Code Compulsory Education, an absence without a valid excuse with in the 5 day window will be considered truancy, or violation of compulsory education law and with be handled as follows:

- At five absences without valid excuses, the principal will request a meeting with the parent to discuss the Notice of Compulsory Education Violation. This meeting will discuss with the parent ways to resolve the attendance issues. Failure of the parent to attend this meeting, or to resolve the problem is deemed in State Code as a Class B Misdemeanor.
- If school personnel have reason to believe that, after a notice of Compulsory Education Violation is issued, the parent has failed to make a good faith effort to ensure that the school-age child receives an appropriate education, the school will report to the Division of Child and Family Services.

A parent of an absent student must provide the school with a valid, written, signed excuse within 5 school days of the absence.

The parent may use a preprinted form available in the HMK offices, **OR** parents can email school secretaries:

K-3 Office
Baylee Pierce
FlynnB@grandschools.org

4-6 Office
Michelle Bertuzzi
BertuzziM@grandschools.org

Section 4: HMK Instructional Policies and Procedures

HMK Nondiscrimination Statement:

It is the policy of the Grand County School District Board of Education to not discriminate on the basis of race, color, national origin, religion, age, sex, sexual orientation or disability, in its educational programs, activities, or employment practices as required by Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Age Discrimination in Employment Act of 1974, Age Discrimination Act of 1975 and the Americans with Disabilities Act of 1990. Equal opportunity is a priority of the Grand County Board of Education. Persons alleging educational program discrimination or other related violation of civil rights, including discrimination carried out by employees, students, or third parties, may file a complaint with the District civil rights coordinators as outlined in Board Policy 1700: Equal Education Opportunities and Civil Rights Grievance Procedure. As per district policy and law, the district does not tolerate disability discrimination or retaliation and will take appropriate disciplinary action where appropriate.

Reasonable Accommodation of Parent/Guardian Rights

A student parent or guardian is the primary person responsible for the education of their student. A parent or guardian has the right to request reasonable student accommodations in writing as delineated by Utah Code 53A-15-1503.

Title One School

HMK Elementary is a school that receives Federal Title I funding. As a recipient of Title I funding HMK staff are required to notify you that as a parent of a student at HMK, you have the right to know if your child has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet the Federal requirements of "highly qualified." All HMK Elementary teachers are highly skilled educators who are licensed to teach by the Utah State Office of Education, but may not meet all the requirements of Federal ESEA legislation to be considered 'highly qualified'. Please call HMK at 719-4830 if you have any questions or concerns.

Curriculum and Instruction:

HMK staff follows the curriculum guidelines for each grade level and subject area as defined in the Utah State Core Curriculum. English Language Arts (ELA) will use Amplify Core Knowledge Language Arts (CKLA) curriculum, K-5 and 6th grade will use Common Lit. Grades K-6th will be using the Eureka mathematics curriculum. For detailed information on our curriculum, instruction, and support programs, please don't hesitate to contact one of the principals or your student's teacher with your questions, concerns or ideas! If your student is struggling in any way, it is important we work together to create a successful educational experience for your child.

HMK's No Homework Policy:

Classwork:

- A student may be assigned unfinished classwork to do at home as long as the following caveats are in place:
 - The unfinished work must be able to be completed independently by the student.
 - The unfinished work must take no more than 20 minutes to complete.
- If the student was off task during in school work completion time that is likely a management situation. Please expect and require students to be on task during work completion time.

Curriculum that has historically been sent home:

- When applicable, your child's teacher may send home packets of curriculum (spelling words, vocabulary words, current math concepts, current science and social studies concepts, calendar items, other important information).
- Parents and students will decide how much of the work they do. Please give recommendations to guide this discussion and choice.
- This work cannot be graded.
- Extra credit may be given for the completion of this work.

BEACON After School Program:

BEACON is GCSD's after school program which provides academic support and recreational and art-related after school clubs for HMK students. Classes will begin once school has started and more information will be sent home with your student. Karl Krebs is the HMK BEACON coordinator. If you have any questions about BEACON programming, please give him a call. His phone number is 719-2767.

Section 5: HMK Positive Behavioral Interventions and Supports & Discipline

HMK Discipline Expectations:

In order for HMK staff to provide all students a safe and orderly learning environment, we need each parent to take an active role in shaping the conduct of his/her child.

School Rules:

The Grand County Board of Education has established the Grand County School District Discipline Guide to govern all students. This Guide is available on the district website (www.grandschools.org) or upon request. HMK's School Wide Rules are: Be Safe, Be Responsible, Be Respectful!

A HMK Behavior Matrix is taught to students regularly. The Behavior Matrix lets students know what behavioral expectations are in shared environments throughout the school, and what school wide rules look like in each environment.



HMK Behavior Matrix



	Hallway	Office	Playground	Bathroom	Cafe	Learning Center	Bridge	Stairs
Be Safe	KHYFOOTY Walking feet Walk on the right side of the hallway	Sit in a chair while waiting for help Follow directions from the secretary or nurse	KYHFOOTY Stay within the playground boundaries Use equipment properly Ask permission to use the restroom Alert an adult if someone is hurt or needs help	KHYFOOTY Wash hands One person per stall Keep feet on the floor	KYHFOOTY Walking feet Single file line while waiting After getting your food, walk directly to your table and sit down Remain seated until your table is dismissed	KYHFOOTY Walking feet Promptly return to your classroom when finished with your assignment or task	KYHFOOTY Keep arm's length away from the rail Walking feet Keep all objects in your hands until you reach your destination	KHYFOOTY Walking feet Walk on the right side of the stairs Use the handrail Take steps one at a time
Be Respectful	Quietly or silently walk through the hallway	Quietly or silently wait for help from the secretary	Use kind words with others Take turns with playground equipment Show good sportsmanship	Quietly or silently use the toilet Give privacy Maintain clean walls and stalls Patiently wait your turn	Sit quietly or silently while eating Use kind words with others	Quietly or silently do your work Use kind words with others	Walk quietly or silently Follow directions from your teacher	Quietly or silently walk up and down the stairs
Be Responsible	Make good choices Promptly get to your destination	Tell the secretary why you are in the office	Promptly return equipment when finished with it Line up quickly when the bell rings Make good choices	Promptly return to class Put paper towels in the trashcan and toilet paper in the toilet Flush the toilet	Clean up after yourself (on the table and below the table) Throw trash away in trashcans Follow directions given by staff	Come prepared with learning tools Follow all directions the first time given (within five seconds) Use Learning Center with teacher permission only	Make good choices, use common sense Promptly get to your destination	Make good choices, use common sense

A Positive Classroom Environment: Our Management Approach

To ensure your child feels safe, successful, and ready to learn, our teachers use a positive and structured approach to classroom management. This approach relies on two connected frameworks: **STOIC** (what the teacher does) and **CHAMPS** (what the student does).

By working together, these methods help us spend less time correcting behavior and more time teaching!

STOIC: How Our Teachers Support Your Child

Before communicating expectations to students, our teachers focus on the things they can control to create a welcoming and organized environment.

- **Structure:** We organize the classroom and daily schedule to set students up for success.
- **Teach:** We explicitly teach students how to behave in different situations.
- **Observe:** We actively monitor the classroom so we can step in and help when a student is struggling.
- **Interact:** We focus on building strong, positive relationships with every student.
- **Correct:** If misbehavior happens, we correct it calmly, fairly, and quickly to get right back to learning.

A Positive Classroom Environment: Our Management Approach

CHAMPS: Clear Expectations for Students

We believe students do their best when they know exactly what is expected of them. **CHAMPS** is a tool teachers use to clearly communicate the "rules" for any specific activity (like independent reading, group work, or walking down the hall) so there is no guesswork.

Before an activity begins, the teacher will define:

- **Conversation:** Can students talk? To whom, and how loudly?
- **Help:** How should students ask for help or get the teacher's attention?
- **Activity:** What exactly are they working on?
- **Movement:** Are they allowed to get out of their seats?
- **Participation:** What does active, engaged learning look like for this task?
- **Success:** When students follow these guidelines, they are successful!

Our Goal: By planning carefully (STOIC) and communicating clearly (CHAMPS), we help your child learn responsibility, stay motivated, and thrive in the classroom.



Helen M. Knight Elementary School

School Behavior Plan Summary



The purpose of this plan is to communicate our school's efforts to one, build and maintain a culture of positive student behavior; and two, to address the serious issues of bullying, suicide, and substance abuse prevention. This plan addresses state requirements found in : § 53G-9-602, § 53G-10-407, R277-400-8, R277-609-2, R277-622-3, and R277-609-4.

Schoolwide Tier 1 Positive Behavior Expectations



Helen M. Knight Elementary uses Positive Behavior Interventions and Supports (PBIS), which is a district and state supported behavior program. As part of our PBIS, we proactively teach and reinforce these behavioral expectations to all students and staff throughout all areas of the school. Our school wide rules are:
Be Safe! Be Respectful! Be Responsible! These three rules guide our students' behaviors in every environment throughout the school.

Be Safe! Be Respectful! Be Responsible!

How/when expectations are taught	How expectations are reinforced	How behaviors are corrected
- Monthly Focus Topics - Daily Morning Meetings - Community Meetings - School-Wide Videos - Daily Reminders on Announcements - Classroom & Hallway Posters - Informal Discussions - School Wide Lesson Plan - Assemblies -CHAMPS - Notes Home	- Gryffins of Excellence - Class Rewards - School Wide - Gryffin Ambassadors - Students of the Month -House Point Winners -Positive Office Referrals -Gryffin Growth Assemblies	- Step 1. Verbal Redirection - Step 2: Immediate correction - Step 3: Processing/ Restorative Practices - Step 4: Parent Contact - Step 5: Behavioral Intervention Plan

Pro-social activities or programs that provide a positive involvement for students:

- | | |
|--|--|
| <ul style="list-style-type: none"> - Restorative Practice & Techniques with Skills - Skill based Social Groups - Wellness Exploratory | <ul style="list-style-type: none"> - Gryffins of Excellence - Safety Patrol - Gryffin Growth Awards |
|--|--|

Bullying - No Tolerance:

At Helen M. Knight Elementary School, each student has a right to feel safe and to be educated in a safe learning environment. Related to each student's feeling of safety, **HMK will not tolerate bullying behavior.** School guidelines regarding bullying are as follows:

1. We will not bully other students.
2. We will help others who are being bullied by speaking out and by getting adult help.
3. We will use extra effort to include **all students** in activities at our school.

Students will follow the **Stop, Walk, Talk** system to respond to bullying.

Parents play a critical role in assisting the school in maintaining a bully-free environment. If your student is being bullied at school, we ask you to contact Holly Harris or Jessica Newman at 719-4829 or 719-4828.. For the GCSD Policy regarding responses to Bullying and Cyberbullying visit www.grandschools.org Policy [FDAG](#) Bullying, Cyber-bullying, Hazing, and Abusive Conduct.

Parents, guardians and students can also **report any intimidation, bullying or harassment at www.grandschools.org under your school's webpage. There is a button to submit a form. Every submission is investigated.**

WHAT IS BULLYING?

CONFLICT	RUDE	MEAN	BULLYING
Occasional	Occasional	Once or Twice	REPEATED over a period of time
Not Planned; in the heat of the moment	Spontaneous: unintentional	Intentional	Is Planned and done on purpose
All parties are upset	Can cause hurt feelings	Can hurt others deeply	Target of the bullying is upset
All parties want to work things out	Based in thoughtlessness, poor manners or narcissism	Based in anger; impulsive cruelty	Bully is trying to gain control over the target
Not seeking power or attention	Not seeking power or attention	possibly seeking attention but not power or control	Seeking power, control, material thing, attention
All parties accept responsibility	Rude person accepts responsibility	Behavior often regretted	The bully blames the target

Definition of bullying:

The **repeated actions** or threats of an action directed toward a person by one or more people who have or are perceived to have **more power or status** than their target in order to **cause fear, distress or harm**. Bullying can be physical, verbal, psychological or any combination of these three.

**** To be defined as bullying remember RIP: (1) repeated actions or threats, (2) intention to cause harm and (3) imbalance of power.**

Bullying is NOT:

- arguments & disagreements
- not liking someone
- not playing fair
- someone calling you a name one time
- someone not sharing with you
- accidentally bumping into someone
- someone who doesn't want to play with you
- single episode of social rejection
- one time act of tripping or shoving

Bullying Prevention



HMK is committed to protecting students from all forms of bullying including cyber-bullying, hazing, and retaliation. Our students have the right to a safe, caring, and respectful learning environment in which all students can realize their maximum potential and fully engage in the learning process. Our goal is to raise awareness of bullying as an unacceptable form of behavior (prevention) and to have measures in place to deal with bullying behavior when it occurs (intervention).

Bullying Defined		Resources
Bullying includes these three components and can include Bullying, cyber-bullying, hazing, and retaliation: 1. Unwanted or aggressive behavior involving a real or perceived imbalance of power. 2. Intent to hurt, intimidate, humiliate, or cause harm- AND- 3. The behavior is repeated or has significant potential to be repeated- OR- a single egregious event. 4.		District Prevention Information & Resources What happens when bullying is reported (Grand County School District) Tough Kid Play Book Stop, Walk, Talk Bully Prevention In Positive Behavior Supports GCSD FGAD Bullying, Cyberbullying, Hazing & Abusive Conduct Policy Please report any intimidation, bullying or harassment at www.grandschools.org under your school's web page. There is a button to submit a form. Every submission is investigated.
Teaching, reinforcing, and correcting our positive behavior expectations described in Section 1 are key components of our bully prevention plan. In addition to the schoolwide expectations, we have specific bully prevention practices that address bullying incidents and give support for students who have been targeted. Following is a summary of those practices.		
How bullying prevention is taught	Steps taken when bullying is reported	School supports for targeted students
- Assemblies x2 - Parent Flyers, info on website, etc. - Use Anti-Bullying Student Training Module - Upstander Training - 'BotVin Life Skills' Training - Social Media/Digital Safety lessons	1. Administrator notified 2. Incident Investigate 3. Meet with students individually 4. Parents notified 5. Next steps decided (restorative practices and behavioral interventions)	- School Based Therapist Referral - Safety Plan Created - Open-door policy for parents and students to share and seek - No Contact Contract - Structured Recess

All reported incidents of bullying are taken seriously and are investigated by or in collaboration with a school administrator following the steps listed above. Incidents are documented on Educator's Handbook (our school's behavior tracking system) and/or PowerSchool. When a teacher or other school personnel becomes aware of a bullying incident this information is promptly given to school administration. Additionally, we encourage anybody who is targeted by bullying, witnesses bullying, or is aware of bullying occurring to report it to a school administrator, therapist, or trusted adult or by using the SafeUT app OR www.grandschools.org report button.

Behaviors	
LEVEL 1	Early stages of: • Gossiping • Teasing about possessions, clothes, looks • Calling minor names or making insulting remarks • Dirty looks • Excluding someone from a group • Ignoring • Mild pushing • Taking small items for a short period
LEVEL 2	Level 1 behaviors that persist despite early-stage consequences and interventions Mild and early stages of: • Insulting someone's size, intelligence, race, ability, gender, disability, or sexual orientation • Threatening physical harm • Instigating fights • Spitting • Pushing or shoving • Kicking • Punching • Defacing property
LEVEL 3	Level 1 and Level 2 behaviors that persist despite early-stage consequences and interventions Prolonged harassment Chronic gossip, exclusion, and public humiliation Destroying personal property or theft Repeated acts of violence or threats of violence Major physical assault Use of a weapon

HMK Discipline Approaches and Procedures

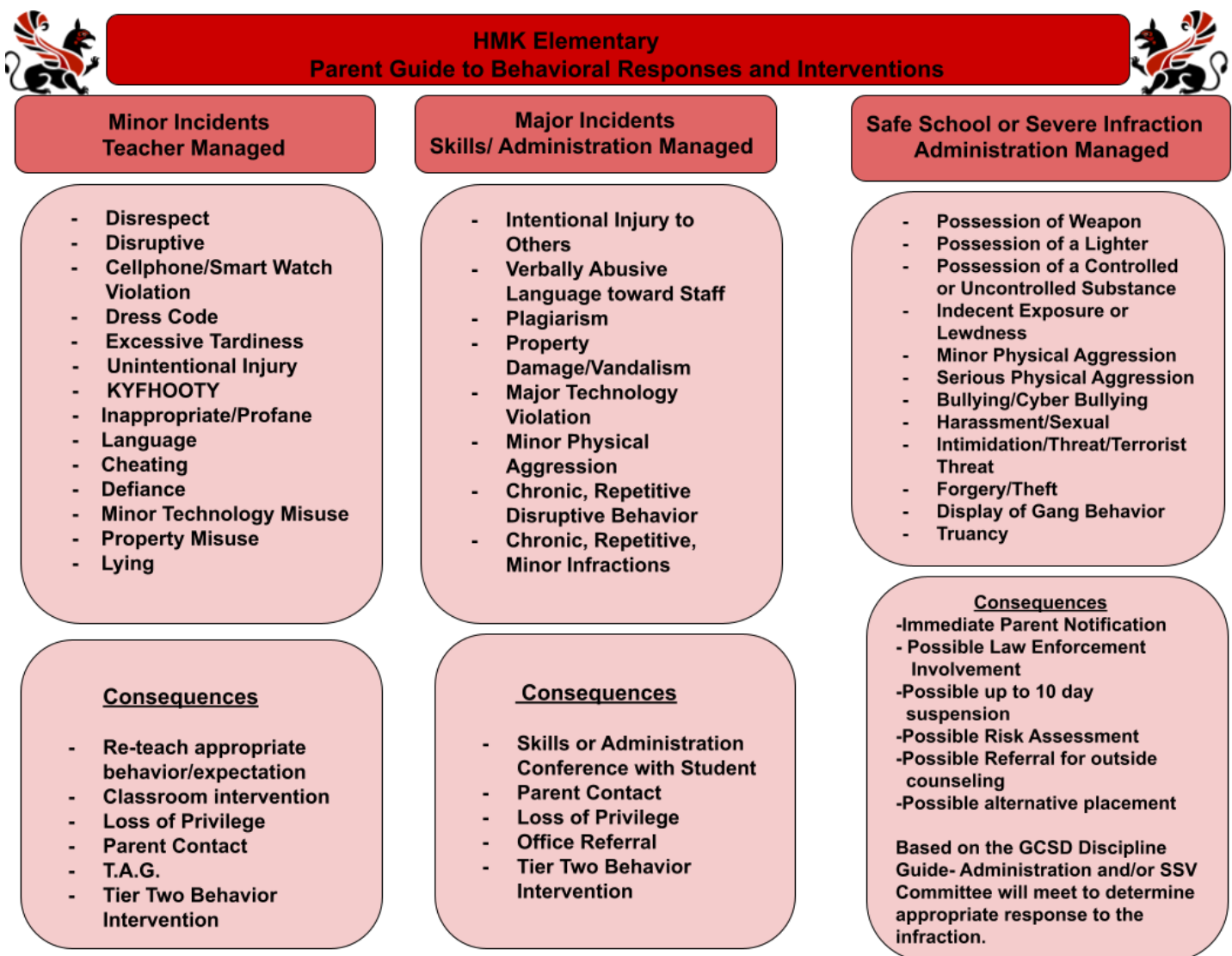
“Minor” Misbehavior (Verbal Reminders, Teacher Assistance Given-T.A.G.):

Misbehavior that is neither dangerous nor highly disruptive is termed “minor.” The HMK staff will actively teach students school and district rules throughout the school year. Rules will be continually reviewed and reinforced. Should your student need assistance in remembering school rules, verbal reminders will be given whenever possible. Should your student consistently disregard verbal requests, he or she will receive a written warning. When your student talks about “T.A.G.,” he or she is referring to this type of warning. TAG stands for “**T**eacher **A**ssistance **G**iven.” If a student persists in disregarding “T.A.G.s” the student will receive an office referral for refusing to follow directions and parents will be notified by phone and/or mail for any office referral. The “TAG” process is renewed at the end of each term.

Office Referral (Major Infraction):

Fortunately, most students work hard at school and strive to improve their behavior. At HMK, students are not allowed to disrupt the learning environment. When a student severely or continually disrupts the learning environment, threatens or harms others, or violates GCSD Policy, he/she will receive an Office Referral.

The Discipline Process is as follows:



HMK Elementary Disciplinary Referral Flowchart

K – 6th Grade

Verbal Request Ask for Compliance Provide Verbal Reminders Teachers will contact Parent/Guardian	TAG Teacher Assistance Given Level 2 Written Warning Teacher/Parent Contact	Office Referral (OR) Major Behaviors that Require Office Discipline Referrals Written Referral Administration/Parent Contact
Level 1 Staff will use behavioral intervention strategies to mitigate unwanted behaviors.	1st TAG: The student will problem solve and engage in Restorative Practice techniques with Skills staff. Parent notification: TAG sent home and must be returned with a signature.	1st Office Referral: The student will problem solve and engage in Restorative Practice techniques with Skills staff. Principal, or designee, and student contact parent. School administration will determine further disciplinary action as needed.
	2nd TAG: The student will problem solve and engage in Restorative Practice techniques with Skills staff and classroom teacher involvement. Parent notification: TAG sent home and must be returned with a signature.	2nd Office Referral: The student will problem solve and engage in Restorative Practice techniques with Skills staff. Principal, or designee, and student contact parent. Referral to Student Study Team. Behavioral interventions will be determined by the SST. SST is a team of teachers, admin, and Skills working together to develop classroom interventions (Tier One and Two) to address chronic behavioral problems.
	3rd TAG = Student Study Team SST is a team of teachers, admin, and Skills working together to develop classroom interventions (Tier One and Two) to address chronic behavioral problems.	3rd Office Referral: School administration may determine further disciplinary actions as needed, up to and including ISS and OSS. Principal, or designee, and student contact parent. Referral to Student Study Team. Behavioral interventions will be determined by the SST.
	Restorative Practices may include the negation of previous TAGs and Office Discipline Referrals- “The Clean Slate Principle.” depending on the severity of the infraction.	4th or Additional Office Referrals: School administration may determine further disciplinary actions as needed, up to and including ISS and OSS. Principal, or designee, and student contact parent. Referral to Student Study Team. Behavioral interventions will be determined by the SST. Parents are notified of the possible referral to Juvenile Court for habitually disruptive behavior-see District Discipline Guide for more information.

If a student's behavioral infractions become habitual or the severity of the infractions increases, HMK will provide further interventions and support for the students to help them succeed in school.

Please Call for Additional Assistance

Principal; Holly Harris 719- 4829
 Assistant Principal; Jessica Newman 719-4828
 Skills Room 719- 4823

Or refer to www.grandschools.org
 District Discipline Guide

MTSS & SST and Tier II & III Interventions



An important part of our School Behavior Plan is the role of the Multi-Tiered System of Supports (MTSS), Professional Learning Communities (PLC) & Student Study Team (SST). Grade level PLC teams will meet weekly and review student behavior and/or academic data in Educators Handbook. Student concerns will be addressed by classroom and support program behavioral and academic interventions. Administration regularly shares important behavior and misconduct data with teachers and staff.

The MTSS, PLC & SST teams also work to identify students and/or groups of students who need additional levels of behavior supports and interventions. Below is a list of our Tier II (Focussed Supports) and our Tier III (Intensive Supports) interventions.

Tier II Interventions	Tier III Interventions
- Restorative Practices - Check-in/Check-out - Social skills groups - Grand Area Mentoring referral - Reteach groups - Self-management (behavior tracker) - Behavior contracts	- Behavior contract - Individualized Behavior Intervention Plan (B.I.P) - 504 - IEP - School-based counseling referral

Communicating Plan

This plan is updated annually and made available on our website at the beginning of each school year and is also disseminated to patrons and school staff

Patrons: - Classroom Newsletter - Back to School / Parent Handbook - Community Council meetings - HMK Facebook event updates - Powerschool - Parent/Teacher Meetings	Staff: - Teacher trainings & committee meetings - Faculty meetings - Weekly Principal newsletter - PBIS Committee Discipline Data Monthly
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For more information or questions regarding our school behavior plan, please contact:

Principal Holly Harris
HarrisH@grandschools.org
435-719-4827

Assistant Principal Jessica Newman
NewmanJ@grandschools.org
435-719-4828

HMK Dress Code:

The GCSD Board recognizes that student dress often shapes student behavior. In an effort to maintain a learning environment in Grand County schools, the Board has established the following Student Dress Code: With this dress code, we hope to establish an environment where all GCSD students are empowered to collaborate with confidence and dignity to create a better world.

This dress code was created in collaboration among parents, teachers, students, and administrators. We believe our dress code reflects our vision statement and supports an inclusive learning environment. At Grand, we are accepted, appreciated, validated, and given fair treatment. Situations involving religious, medical, or health exemptions will be respected and accommodated. Some activities, events, and classes will have specific clothing and/or shoe requirements for safety reasons. Adults will tell us when specific attire is necessary to keep us safe. School administration is responsible for the reinforcement and interpretation of Grand's code. The Grand community is responsible for reinforcement and encouragement of Grand's dress code.

- At HMK we are fully dressed. This includes a clothing top and bottom that covers nudity.
- Clothing tops have a front, back, and sides. It is okay if midriffs show.
- Clothing bottoms are pants, sweatpants, shorts, skirts, dresses, or leggings.
- At HMK, we wear shoes.
- At HMK, we can wear hats. Our faces cannot be covered or hidden by head attire unless worn for religious, health, or medical reasons.
- At HMK we choose safe forms of self-expression. We do not wear clothing that depicts hate or violence. Our clothing does not show illegal or inappropriate images/behavior/language.
- At HMK, we have choice in our hairstyle. Colors, styles, and other self-expressions shared through hairstyle are allowed.
- At HMK, we respect what others choose to wear.
- At HMK, we respect the values and cultures that influence what other students choose to wear.
- At HMK, we support each other.

At HMK we cannot wear:

Gang attire

Swimsuits as our outer top or bottom clothing

Underwear as our outer top or bottom clothing

Images or language :

- Related to illegal items or activities (this includes drugs, alcohol, vaping)
- That promotes hate or violence
- That uses profanity or obscenity
- That are sexual or pornographic
- That creates a hostile or intimidating environment.

If we do not follow our dress code, we will be given clothing that does or directions to modify our attire. If we do not want to wear the clothing provided or follow directions in modifying our attire, we are refusing to follow dress code policy. Our families are called in this situation, and the Grand County School District matrix will be followed.

Section 6: HMK Wellness and Prevention

Suicide Prevention



Understanding the issues concerning suicide and mental health is an important way to take part in suicide prevention, help others in crisis, and change the conversation around suicide. In our school, age appropriate curriculum is used to teach students how to identify risk factors and warning signs of suicide, and how to help if they or someone they know may be thinking about self-harm. Reports of suicidal ideation are reported to administration to provide supports and communication to student and family. The Student Support referral and documentation process is followed.

How and when our school teaches suicide awareness	How our school responds to reports of suicidal ideation
Safe UT Lessons for upper grade students	- Parent/Student meeting - Referral to School Based Therapist - List of outside resources given to parents - District Supports on this plan

Substance Abuse Prevention



The Grand County School District and HMK Elementary are committed to the prevention of drug, alcohol, tobacco, and E-cigarettes/vaping use by our students and are aware of the connection and affect these have on physical and mental health and on learning. A key component is INCREASING protective factors and REDUCING risk factors in a student's life. As with other behavior expectations, our school teaches, reinforces, and corrects substance abuse prevention and follows the district substance abuse policy.

Substance abuse prevention learning	Consequences of violation	School supports for targeted students
- Botvin LST - Red Ribbon Week - Wellness Exploratory - Community Prevention Events	Possession/Use 1st Offense: Suspension 2nd Offense: Recommend for mandatory expulsion (60 days)	Referral to Mental Health Supports: GCSD School Based Therapy Four Corners Mental Health Moab Regional

Section 7: Child Nutrition Program

Grand County Child Nutrition Program

We thank you for the opportunity to serve your children and the trust you put in us to feed them wholesome, well balanced, nutritious school meals. We care about your child's health and strive to continuously update and improve our menus. Your suggestions and concerns are always welcome and we invite you to be involved in our school meal program. We encourage parents and family members to be proactive in their child's life by encouraging them to:

- Always eat a healthy breakfast
- Eat more fruits and vegetables
- Limit or eliminate sweetened drinks
- Limit screen time
- Increase physical activity
- Eat meals together as a family
- Choose moderation and balance
- Promote positive body image

Most of the processed foods our children consume today are not wholesome. They are filled with by-products and high sodium which contributes to hypertension. We are working to reduce the use of these items in our menus, but we need help from parents and other family members. You can help by encouraging your children to try new foods, eat plenty of fresh fruits and vegetables, whole grain rich menu items and drink low fat milks and limit or eliminate sugary drinks, or drinks with caffeine. Working together we can eliminate the health risks poor eating habits pose.

Food Allergies

Students who have food allergies must fill out a Medical Statement Request for Special Meals, Accommodations, and Milk Substitutions form. Forms are available online at www.grandschools.org under the Nutrition and Food Service tab, at the District Office, at the HMK Child Nutrition Program Office at HMK, or from any school district café manager. These forms must be renewed yearly at the beginning of each school year. Please take a form with you to your child's doctor appointment and have the physician fill out the application properly. Please read the instructions before the form is filled out. If the form is not properly filled out it is invalid. Parents will be notified that the form is incomplete and invalid.

USDA Guidelines for Accommodating Special Dietary Needs:

Disability-Schools and agencies participating in federal nutrition programs **must** comply with requests for special dietary

meals and any adaptive equipment with a documented disability and completed request form.

Non-disability-Schools and agencies participating in federal nutrition programs **may** comply with requests for non-disabling medical conditions. Accommodations will be made on a case-by-case basis.

Fluid Milk Substitutions-Fluid milk substitutions apply to non-disability requests. Schools and agencies participating in federal nutrition programs **may** accommodate complete requests with a USDA approved non-milk equivalent. If accommodations are made for one student requesting a fluid milk substitute, accommodations must be made for all students requesting a fluid milk substitute. **Please note:** We do not provide milk substitutions if your child is lactose intolerant. The student is not required to take milk. The only time this will be done is when the student has a disability (see above). Juice will not be given in place of milk. However if you would like to send a milk replacement with your student you are encouraged to do so. Gluten free diets will only be served to students with disability status (see above).

Parents who choose not to purchase a school lunch must send a lunch with their child. Students who are not sent with a lunch or money to purchase lunch will be reported to the Principal. It is important to us that students do not go without lunch.

Parents may make payments to the school by mail or hand delivery. Parents should clearly note the account to which funds should be credited (students' name or I.D. number). We accept checks, money orders, and cash. It is best not to send money with younger students as it may get lost. You must make payments directly to the cafeteria or may use www.myschoolfees.com, an automated payment system, to make payments for student's meals. Parents may make on-line payments, using debit or credit cards for one or all of their students, allocating funds to each student's account. There is NO CHARGE FOR THIS SERVICE. . The instructions are located on the Districts' web site or at each school site. Note payments do not post for 24 hours.

Helen M. Knight School Meal Program & Charge Policy

Please note we will no longer "remind" students to tell their parents to send money to the school. It is the parent's responsibility to pay the student's account.

Charge Policy

1. Parents will be notified by phone or email by Messenger on Tuesdays and Fridays from 5:30- 9:00 p.m. when students have a negative or \$0.00 amount in their account. **Parents must keep contact information updated with secretaries, especially new contact numbers so your student can reach you if they have no money in their account. Parents are responsible for your student's meal account funds.**
2. The CNP will not withhold meals from students who have a negative lunch balance. However, the program will contact the parents to remind them of the debt. As a courtesy to our school, please pay school lunch debits in a timely manner.
3. If you are having financial difficulties please fill out a new free and reduced meal application to see if you qualify. Please contact Sarah Dawson dawsons@grandschools.org or at 259-6657 or 259-2757 or 220-0016 for support and information.
4. Parents are advised to prepay into their child's account before school starts. If your student is new to the district and you are applying for free or reduced meals you must prepay for meals because the students will still be charged full price until the application is approved. It may take up to ten days before applications are approved.

Students who qualified for free or reduced status last year will qualify as they did at the end of the previous school year for the first 30 school days of the new school year calendar only. The expiration date will be September 15, 2024 Parents must fill out a new application every year. New applications will be available at the District Office 264 S 400 E on July 1, also online, and at all schools in August.

The Food and Nutrition department receives full reimbursement for free meals and partial reimbursements for meals served to students who do not qualify for free meals. Parents must make payments to the student's account to make up the difference between the federal reimbursements and the cost of the meal. This policy applies only to school meal payments, not a la carte sales. A la carte sells are for extra milk students wish to purchase.

Definitions:

1. "A la carte sales" at the elementary school refers in general to extra milk a student can purchase for \$.50 each
2. "Alternate meal" means a meal served to students different from the meals served to other students because the student does not have adequate funds in their meal account. The alternate meal will consist of a peanut butter/honey sandwich and milk. This allows the student to have something to eat while limiting the cost to the school lunch program. In this case, an alternate meal does not meet the USDA requirements and may not be claimed for reimbursement. The cost to produce this meal is not an allowable cost to the food program and must be paid for from non-federal funds.
3. "Automated meal payment system" means a web based system which allows parents to deposit funds in student's meal accounts. The automated meal payment system used in the District is "My School Fees."
4. "Free meal" means a meal served to a student whose parents have filled out a free & reduced meal application and have qualified, based on federal standards for free meals. The free meal receives the highest federal rate of reimbursement. The meal is served at no cost to the student.
5. "Meal charging" means allowing students who do not have funds in their account to receive a reimbursable meal, with parents paying for these meals at a later time. Schools are not required to provide meals to students who do not have the funds to pay for the meal.
6. "Over identification" means allowing only those with a need to know the free, reduced price or paid status of a student. Such information, by regulation, only those who need to know (those who process school meal payments) may know the status of a student.
7. "Parent" means a student's parent, legal guardian, or custodian.
8. "Paid meal" means a meal served to a student whose parents have not qualified for reduced price or free meals. This meal receives the lowest amount of federal reimbursement. The parent must pay the lunch price established by the local school Board.
9. "Reduced-price meals" means a meal served to a student whose parents have qualified for reduced meals. The federal rate of reimbursement is less than a free meal, but more than a paid meal. The parent must pay .40/lunch and .30/breakfast.
10. "Reimbursable Meal" means a meal which meets the USDA requirements and may be claimed for payment from the USDA

Free and Reduced Applications

Filling out an online application: Parents can fill out an application online at the Grand County School District's website at www.grandschools.org. Click Powerschool access. You will need to know your students I.D. number. You can call the Child Nutrition department if you don't have the ID number handy. You will need to request a username and you will need to create a password unless you have already created an account. Remember your user name and password as you will use it all through your child's school career. There will be icons for **Food Service, Student Summary, Free/Reduced meal Application and Update Student Contact Information**. Please update **Student Contact information**. You will also find a list of frequently asked questions with answers and information to help applicants when filling out the application. Click on the **Begin Application button** to begin filling out the application. Please read through the information and follow the instructions. Please only fill out one application for each household, with all your children's names and the school they will attend completed on the application. If you receive food assistance you will need your case number. If you are filling out income amounts you will need to fill in each family member's income and how often it is paid. If a family member does not have income, check the "no income" box. Your application will not be complete or accepted without all information included. Please make sure you check the electronic signature box.

In the event that parents are divorced or separated and living in different homes, it is advised for each parent to create their own application when applying. Please do not share information so that it is not accessible

to anyone other than the parent filling out the application. Parents will be notified if you qualify. Any questions please call Sarah Dawson @ 435-259-2757.

Filling out the paper application:

Applications must be filled out completely-part 1 through part 5. Please fill out **one application per family** with all children listed on one form.

STEP 1- List all household members who are infants, children, and students up to and including grade 12.

STEP 2-Do any household members (including you) currently participate in one or more of the following assistance programs: SNAP, TANF, or FDPIR?

STEP 3- Report income for all household members

****Child Income must be filled out. Put a 0 for no income, or put the income amount received and how often.***

TOTAL HOUSEHOLD INCOME-LIST ALL MEMBERS INCLUDING CHILDREN WITH INCOME- HOW OFTEN YOU ARE PAID, ANNUAL, MONTHLY, TWICE PER MONTH, EVERY TWO WEEKS, OR WEEKLY. SELF EMPLOYED – If you are self -employed you may use last year's income as a basis to project the current year's net income, unless your current net income provides a more accurate measure. Self-employed persons are credited with net income rather than gross income. Net income for self-employment is determined by subtracting business expenses from gross receipts.

SEASONAL WORKERS- Seasonal workers and others, whose income fluctuates, usually earn more money in some months than in other months. Consequently, the previous month's income may distort the household's actual circumstances. In these situations, the household may project its annual income and report this amount as its current income. If the prior year's income provides an accurate reflection of the household's current annual rate of income, the prior year may be used as a basis for the projected annual rate of income.

STEP 4-Contact information and adult signature

All applications must be signed by an adult member of the household. Before completing this section, please make sure you have read the privacy and civil rights statements on the back of the applications.

- A) Provide contact information Write your current address in the field provided if this information is available. If you have no permanent address, this does not make your children ineligible for free or reduced school meals. Sharing a phone number, email address or both will help us reach you quickly if we need to contact you.
- B) Sign and print your name.
- C) Write today's date.
- D) Share children's Racial and Ethnic Identities(optional

Section 8: School Wide Schedule and Staff Contact Information

School-Wide Schedule:

HMK DAILY SCHEDULE			
2026-2027			
Monday - Thursday			
7:45 BREAKFAST (doors open)			
8:15 SCHOOL BEGINS (TARDY BELL @ 8:20)			
Kindergarten	LUNCH: 10:50-11:20	RECESS: 11:15-11:40	
1st grade	LUNCH: 11:20-11:40	RECESS: 11:40-12:00	EXPLORATORY: 2:25-3:05
2nd grade	LUNCH: 11:35-11:55	RECESS: 11:55-12:15	EXPLORATORY: 1:30-2:10
3rd grade	LUNCH: 11:55-12:15	RECESS: 12:15-12:35	EXPLORATORY: 12:40-1:20
4th grade	LUNCH: 12:15-12:35	RECESS: 12:35-12:55	EXPLORATORY: 10:20-11:00
5th grade	LUNCH: 12:50-1:10	RECESS: 1:10-1:30	EXPLORATORY: 9:35-10:15
6th grade	LUNCH: 12:35-12:55	RECESS: 12:55-1:15	EXPLORATORY: 8:40-9:20
3:15 SCHOOL DISMISSED			
Friday			
7:45 BREAKFAST (doors open)			
8:15 SCHOOL BEGINS (TARDY BELL @ 8:20)			
Kindergarten	LUNCH: 10:30-10:55	RECESS: 10:55-11:15	EXPLORATORY 11:25-12:20
1st grade	LUNCH: 10:40-11:00	RECESS: 11:00-11:20	
2nd grade	LUNCH: 11:10-11:30	RECESS: 11:30-11:50	
3rd grade	LUNCH: 10:55-11:15	RECESS: 11:15-11:35	
4th grade	LUNCH: 11:20-11:40	RECESS: 11:40-12:00	
5th grade	LUNCH: 11:40-12:00	RECESS: 12:00-12:20	
6th grade	LUNCH: 12:00-12:20	RECESS: 12:20-12:40	
12:45 SCHOOL DISMISSED			

School Contacts:

Please Contact Us At:

Principal; Holly Harris 719- 4829;
harrish@grandschools.org

4-6 Office: 719-4830

Assistant Principal; Jessica Newman 719-4828;
newmanj@grandschools.org

PK-3 Office: 719-4827

Or refer to www.grandschools.org
to find the Staff Directory

Grand County School District

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Grand County School District ("District") receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the District to amend their child's or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function

for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue,
SW Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to

record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in

§ 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

HMK Code of Conduct

Grand County School District Policies

FDF, FGAC,FGAD,FH,FHA, FHAA, FHAB, FHAD, FHAЕ, FFAF ,FHAG ,FHAH

Respect, responsibility, and safety are key words at HMK Elementary. Respectful, responsible and safe choices and actions for self, others and property. All students are expected to behave in courteous and pleasant manners. Appropriate behaviors and language are expected in the classroom, on the playground, on buses, on the way to and from school, and at all school activities. HMK Elementary abide by the following expectations for behavior and language:

Be Safe

Be Respectful

Be Responsible

When students follow the behavior expectations, they feel good, learn more, receive positive reinforcement in the form of Gryffins of Excellence. They may also earn Positive Office Referrals or recognition at Growth Ceremonies.

- Cooperation is the key to success. Students who defy directives or refuse to cooperate with members of the school staff are subject to disciplinary action and parent conference. This applies to both the regular school day and extracurricular activities held after regular school session.
- The use of appropriate language is expected of students and staff. Profanity or obscenities in the classroom, on campus, or at any school-related activity will not be tolerated.
- Fighting on the school campus will result in suspension from school and parent conference for both parties involved, unless there are extenuating circumstances.
- In cases where a student's misbehavior repeatedly causes class disturbances, thereby disrupting the educational process, the teacher will contact the parent or guardian to request a parent/teacher conference. If the behavior continues, the teacher may refer the student to the administrator of the school. If this process does not change the behavior, the teacher will employ alternative discipline methods, including but not limited to; a team meeting with student, parent, teacher(s) and administrator(s) or referral to the school based counselor or support team for additional intervention strategies.
- Theft or damage to school or individual property, including alteration of computer software, is considered a serious offense. This type of offense could result in suspension, required restitution and/or referral to law enforcement.
- Students found wandering the campus during class time without a pass shall be returned to class and parents will be notified.
- Cheating on examinations or quizzes is viewed as a serious offense (see Academic Honesty Policy).
- Public displays of affection are inappropriate at school.
- Grand County School District prohibits the use, possession, transfer or sale of drugs, drug paraphernalia or alcohol. Violation of rules concerning drugs, alcohol or drug paraphernalia shall result in severe disciplinary measures including police notification. (see policy FHAA)
- The possession of weapons or items that can be used as weapons is prohibited. (see policy FHA)
- Smoking/Vaping and/or the possession of tobacco products of any kind are prohibited on any Grand County School District campus, as well as at any school activity. (see policy FHA and FHAЕ)
- Students are not to possess lighters or matches on school campus or at school activities.

Standard Disciplinary Procedures

A standard procedure for dealing with violations of the District's behavior code has been developed to ensure fairness to students. In addition, students that sign activities contracts may be held to a standard of behavior which may include non-school or school activities in addition to those items listed below. For each offense there is a prescribed consequence, ranging from a conference with an administrator for minor misbehavior to suspension for major offenses. For very serious offenses, the school may make an immediate recommendation for expulsion per Board Policy FHA. It is the responsibility of the students and parents to communicate with the school and teachers and fulfill their expectations regarding school work due or assigned during suspension.

Safe School

For the safety of students, staff, and visitors at our school, Grand County School District and HMK Elementary have a stringent Safe School Violation Policy. The intent of the policy is to give all students the right to attend school in a safe environment.

The GCSD Discipline Guide establishes consequences and procedures for:

- Any threat or act of violence
- Possession of a real weapon, explosive, noxious or flammable material,
- Actual or threatened use of look-alike weapons.
- Any form of organized gang activity.,
- Any type of criminal behavior.
- Destruction or defacement of school property.

Students who choose unsafe behavior will be disciplined in accordance with District Policy [53G-8-205 and FHA](#) Grounds for Suspension or Expulsion(K-3 administrators examine intent and provide age appropriate consequences.)

Grand County School District administrators are required to enforce this policy to protect the safety of those seeking an education and to ensure that a safe learning environment is maintained in every school.

Harassment and Discrimination

- Grand County School District is committed to providing an educational environment that is free from illegal harassment and other forms of discrimination based upon sex, race, color, ethnic background, national origin, religion, gender, creed, age, citizenship or disability.
- Any behavior meeting the criteria defined as harassment or discrimination as defined by FGAD and the Grand County Discipline Guide, will be disciplined.
- “Abusive conduct” means verbal, nonverbal, or physical conduct of a parent or student directed toward a school employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress.
- Grand County School District administrators are required to enforce this policy to protect the safety of those seeking an education and to ensure an educational environment free from harassment and discrimination is maintained.

Bullying

Grand County School District does not tolerate bullying as described in the glossary of the Discipline Guide and Board Policy FGAD and FHA.GCSD. Bullying may take a variety of forms but generally implies aggressive behavior that is intended to cause distress and harm, exists in a relationship where there is an imbalance of power and strength, and is often repeated over time. However, it need not be repeated; bullying can be found based upon a single incident meeting the definition set forth here.

Types of bullying and imbalance of power include but are not limited to:

- verbal and/or written (including using the phrase “kill yourself” will not be tolerated and can be grounds for a safe school violation and report to law enforcement)
- physical/emotional/and/or mental health harm to a school employee or student or child; or
- all relational/social behavior or action (i.e. ignoring, excluding, spreading rumors, ganging up, etc.)
- cyber(i.e. text messaging, email, social media, etc.)

The School District expects students to report bullying to a parent, teacher, principal or another trusted adult. The School District expects parents to talk to their students about bullying and to contact teachers or principals to handle bullying issues that arise. The School District expects staff to take reasonable and timely steps to protect students from bullying. Staff shall educate all students about bullying behaviors, including cyber bullying, and about strategies to end bullying. Finally, staff shall document incidents, contact parents and provide follow-up to assure situations involving bullying stop. Parent notification is required by state law on specific incidents related to bullying, suicide, and hazing (Policy FGAD). Bullying is a community issue that cannot be resolved by the schools alone. The School District asks the public to join in and support the stance that bullying behaviors are not acceptable in the Grand County communities.

Bus Conduct

Bus rules of conduct are designed to ensure a safe, pleasant and desirable experience for those students who ride the bus to and from school each day. Bus conduct expectations are based on the Grand County School District Discipline Guide Infringements and Interventions chart and policy FGAC. Violations fall into two categories: severe and nonsevere. Severe violations result in immediate loss of bus privileges. These violations include:

- carrying, transporting or threatened use of weapons or look-alike weapons;
- transporting pornographic materials;
- sale, trade, use or possession of any controlled substance or paraphernalia;
- fire setting, including the use or possession of explosives,
- matches/lighters or fireworks;
- physical aggression or bullying;
- vandalism; petting,
- necking or inappropriate acts
- upbraiding/threatening bus drivers
- use of profanity after a warning, or other behavior as the school administration that deems to threaten the safe operation of the bus and its occupants.

Non-severe violations result in bus referrals and parent contact. Non-severe violations will result in loss of bus privileges if the student persists with the inappropriate behavior. These violations include:

- loud, boisterous or distracting singing, talking, playing radios or musical instruments,
- the use of foul language,
- horseplay,
- unnecessary movement from seat to seat,
- the throwing of any article within the bus or out the windows
- willful disobedience of driver instructions.

If a non-severe violation occurs, the driver will attempt to correct the problem through discussion with the student. If violations continue, the driver will file a bus conduct report. Bus conduct reports are mailed to parents. The first conduct report serves as a warning to the student. The second conduct report results in a two-week suspension of bus privileges. Should a third conduct report be filed, the student loses bus privileges for one month. A fourth conduct report results in loss of bus privileges for the remainder of the school year. Students may not bring pets, insects, reptiles, etc. on the bus. Eating, drinking and littering are not allowed on the bus. The driver for each bus has the authority to establish additional rules he/she feels are necessary to assure the safety of individuals being transported. The Transportation Supervisor reserves the right to make disciplinary decisions to assure the safety of students riding the bus.

Disruptive Behavior

Students have the responsibility to maintain regular school attendance, make a conscientious effort in classroom work and adhere to school rules and regulations. Most importantly, students share with the administration and faculty a responsibility to develop a climate within the school which is conducive to learning. Every teacher has the right to teach and every student has the right to learn. Conduct which disrupts teaching or learning will not be tolerated. Students have the responsibility to protect and take care of the school's property and to assist the school staff in operating a school that is safe for everyone. Students have the responsibility to respect the rights of fellow students, teachers, administrators and all others who are involved in the educational process. Students also have the responsibility to treat all staff and students with respect and basic kindness. Students have the responsibility to be on time to each of their classes, to be prepared with all required materials and to stay on task for the entire class period. Students have the responsibility to refrain from any distribution or display of materials which are obscene, libelous, or which advocate the commission of unlawful acts. The responsibility includes consulting in advance with school personnel if there is any question about the appropriateness of materials or actions.

- "Habitually disruptive student" means a student who has caused a material and substantial disruption on school grounds, at a District-sanctioned activity or event or in a District vehicle three or more times during the course of a school year.
- "Material and substantial disruption" means behavior that is considered in the view of the principal or designee to cause a serious interference with the orderly operation of the school or the school's ability to provide educational opportunities to the student or others, including behavior detrimental to the welfare or safety of others.

- The student and his or her parent(s) shall be notified in writing of each disruption counted towards declaring the student as habitually disruptive, and shall be notified in writing and by telephone or other means of the definition of “habitually disruptive student” and the potential consequences of being designated as a habitually disruptive student. After the first or second disruption counted towards declaring the student as habitually disruptive, a behavior plan may be developed by the principal with the assistance of the student’s teacher(s) and any other District personnel involved.
- The principal shall encourage and solicit the full participation of the student’s parent(s) in the development of any such behavior plans. If a behavior plan is developed, it should address the student’s disruptive behavior and the goal of keeping the student in school as well as the goals, objectives and timelines for modifying the disruptive behavior.
- The plan should also inform the student of the consequences in the event he or she continues to engage in disruptive behavior in violation of the plan. Such consequences may include discipline, including suspension or expulsion, as provided in the student conduct code or as provided by the rules and regulations of the school.
- The student and his or her parent(s) and the school personnel responsible for carrying out the behavior plan should be provided a copy of the plan, and a copy should also be placed in the student’s file.
- Further instances of disruptive behavior that cause a material and substantial disruption shall be dealt with in accordance with the behavior plan, if one has been developed.

Consequences for a student who is determined to be a habitually disruptive student

If a student is determined to be a habitually disruptive student in accordance with this policy, the principal or designee, after reviewing the student’s file, prior incidents and the behavior plan (if any) may suspend the student or initiate proceedings for expulsion of the student.

Special Education Students

If a student has a behavior plan in his or her IEP/504, the consequences cited in that plan will be used in the event of specified misbehavior. If the behavior(s) worsens or the frequency increases, the student’s IEP/504 team shall meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). When a special education or 504 student is given out-of-school suspension, the suspension must follow Utah State Special Education Rules/ADA, and board policy FHAD and may necessitate the convening of the student’s IEP/504 team. Special education personnel, regular education personnel, parents, and related services providers specified in the IEP/504 must be informed and involved. If a special education or 504 student is expelled (weapons, drugs, or serious physical injury, or suspended for more than 10 days in a school year), the District continues to be responsible for providing services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student’s IEP or 504.

Attendance and Compulsory Education

Few factors have greater influence upon student success than regular attendance. Daily participation in a demanding and meaningful education program is vital to success. We believe that to fully benefit from the educational opportunities provided, students must be in school. Students, parents, guardians, teachers and the administration share responsibility for attendance. Parents and legal guardians have primary responsibility to ensure their students attend school. Regular school attendance means that students attend school 95% or more of the time.

- Attendance Requirements: Every student is required to be in school and in each class. Utah state law and Board policies FBA-FBB stipulates that every parent or guardian having control of any minor between ages 6 and 18 years of age shall assure that such minor shall attend school. Exceptions must meet requirements of the law. (Sections 53A-11-101 & 53A-11-103 Utah C 53G-6-202)
- 1) The parent of an absent student must provide the school with a valid, written, signed excuse within 5 school days of the absence at elementary and middle school and 3 days at the high school (the last day of the absence if it involves more than one consecutive day). Each school will inform parents of the process to submit the written note.
- The parent may use a preprinted form available through the school office or District website (www.grandschools.org). The parent may write his/her own note, but the following information must be included or the excuse will not be accepted (please print): a. date the excuse is written b. student’s name c. student’s grade d. Name of the child’s teacher (K-6 only) e. date(s) of the absence(s) f. statement of the valid excuse for absence g. printed name of parent h. parent’s signature

- As required by State Code Compulsory Education-53G-6-202, an absence without a valid excuse will be considered a truancy, or violation of compulsory education law, and will be handled as follows: Ages: 6-12--Parents send written excuses to the child's classroom teacher or the office. At 5 absences without valid excuses, the principal will request a meeting with the parent to discuss the Notice of Compulsory Education Violation. This meeting will be with a school principal or designee and will discuss with the parent ways to resolve attendance issues. Failure of the parent to attend this meeting, or to resolve the problem, is deemed in State Code as a Class B Misdemeanor. Should the student reach a total of 10 absences without valid excuses, the principal will refer the parent's name to the Division of Child and Family Services for a resolution of the violation. 53G-6-202.

I understand the HMK Student and Parent Code of Conduct and the expectations set forth. I agree to comply with them fully. I acknowledge that any failure to adhere to these standards may result in co developed behavior intervention plans, disciplinary action, or referral to outside support services.

Parent/Guardian Name _____ Date _____

Signature _____

Student Name _____ Date _____

Signature _____

Código de Conducta de HMK

Grand County School District Polices

FDF, FGAC,FGAD,FH,FHA, FHAA, FHAB, FHAD, FHAE, Fhaf ,FHAG ,FHAH

Respeto, responsabilidad y seguridad son palabras clave en la Escuela Primaria HMK. Se espera que los estudiantes tomen decisiones y realicen acciones respetuosas, responsables y seguras hacia sí mismos, los demás y la propiedad. Todos los estudiantes deben comportarse de manera cortés y agradable. Se espera un comportamiento y lenguaje apropiado en el aula, en el patio de recreo, en los autobuses, en el camino hacia y desde la escuela, y en todas las actividades escolares. La Escuela Primaria HMK se rige por las siguientes expectativas de comportamiento y lenguaje:

Ser Seguro
Ser Respetuoso
Ser Responsable

Cuando los estudiantes siguen las expectativas de comportamiento, se sienten bien, aprenden más y reciben refuerzos positivos en forma de **Gryffins de Excelencia**. También pueden recibir **Referencias Positivas a la Oficina** o reconocimiento en las **Ceremonias de Crecimiento**.

- La cooperación es la clave del éxito. Los estudiantes que desafíen instrucciones o se nieguen a cooperar con el personal escolar estarán sujetos a medidas disciplinarias y a una conferencia con los padres. Esto se aplica tanto al horario escolar regular como a las actividades extracurriculares realizadas después de la jornada escolar.

- Se espera que tanto los estudiantes como el personal utilicen un lenguaje apropiado. No se tolerará el uso de malas palabras o lenguaje obsceno en el aula, en el campus o en cualquier actividad relacionada con la escuela.
- Pelear en el campus escolar resultará en suspensión de la escuela y una conferencia con los padres para ambas partes involucradas, a menos que existan circunstancias atenuantes.
- En los casos en que la mala conducta de un estudiante cause repetidamente interrupciones en clase, afectando así el proceso educativo, el maestro se comunicará con el padre o tutor para solicitar una conferencia entre padre y maestro. Si el comportamiento continúa, el maestro podrá referir al estudiante al administrador de la escuela. Si este proceso no cambia el comportamiento, el maestro empleará métodos disciplinarios alternativos, que pueden incluir, pero no se limitan a: una reunión con el estudiante, padre, maestro(s) y administrador(es), o una derivación al consejero escolar o al equipo de apoyo para estrategias adicionales de intervención.
- El robo o daño a la propiedad escolar o individual, incluyendo la alteración de programas de computadora, se considera una ofensa grave. Este tipo de ofensa puede resultar en suspensión, restitución obligatoria y/o referencia a las autoridades.
- Los estudiantes que se encuentren deambulando por el campus durante el horario de clases sin un pase serán devueltos al aula y se notificará a los padres.
- Copiar en exámenes o pruebas se considera una ofensa grave (ver Política de Honestidad Académica).
- Las muestras públicas de afecto no son apropiadas en la escuela.
- El Distrito Escolar del Condado de Grand prohíbe el uso, posesión, transferencia o venta de drogas, parafernalia relacionada con drogas o alcohol. La violación de las reglas sobre drogas, alcohol o parafernalia conllevará medidas disciplinarias severas, incluida la notificación a la policía. (ver política FHAA)
- Se prohíbe la posesión de armas o artículos que puedan ser utilizados como armas. (ver política FHA)
- Está prohibido fumar, vapear y/o poseer productos de tabaco de cualquier tipo en cualquier campus del Distrito Escolar del Condado de Grand, así como en cualquier actividad escolar. (ver políticas FHA y FHA-E)
- Los estudiantes no deben poseer encendedores o fósforos en el campus escolar ni en las actividades escolares.

Procedimientos Disciplinarios Estándar

Se ha desarrollado un procedimiento estándar para abordar las violaciones al código de conducta del Distrito con el fin de garantizar la equidad para los estudiantes. Además, los estudiantes que firman contratos de actividades pueden estar sujetos a un estándar de comportamiento que puede incluir actividades escolares o no escolares, además de los elementos enumerados a continuación. Para cada infracción existe una consecuencia prescrita, que va desde una reunión con un administrador por conductas menores hasta la suspensión por ofensas mayores. Para ofensas muy graves, la escuela puede hacer una recomendación inmediata de expulsión conforme a la Política FHA de la Junta Escolar. Es responsabilidad de los estudiantes y los padres comunicarse con la escuela y los maestros, y cumplir con sus expectativas en cuanto al trabajo escolar pendiente o asignado durante una suspensión.

Escuela Segura

Para la seguridad de los estudiantes, el personal y los visitantes en nuestra escuela, el Distrito Escolar del Condado de Grand y la Escuela Primaria HMK cuentan con una estricta **Política de Violaciones a la Seguridad Escolar**. El objetivo de esta política es garantizar que todos los estudiantes tengan el derecho de asistir a la escuela en un entorno seguro.

La **Guía de Disciplina del Distrito Escolar del Condado de Grand (GCSD)** establece consecuencias y procedimientos para:

- Cualquier amenaza o acto de violencia.
- Posesión de un arma real, material explosivo, nocivo o inflamable.
- Uso real o amenazado de armas de imitación.
- Cualquier forma de actividad de pandillas organizada.
- Cualquier tipo de comportamiento delictivo.
- Destrucción o daño a la propiedad escolar.

Los estudiantes que elijan comportamientos inseguros serán sancionados conforme a la **Política del Distrito 53G-8-205 y FHA: Motivos para Suspensión o Expulsión** (los administradores de K-3 evaluarán la intención y aplicarán consecuencias apropiadas según la edad).

Los administradores del Distrito Escolar del Condado de Grand están obligados a hacer cumplir esta política para proteger la seguridad de quienes buscan una educación y asegurar que se mantenga un ambiente de aprendizaje seguro en todas las escuelas.

Acoso y Discriminación

El Distrito Escolar del Condado de Grand está comprometido a proporcionar un ambiente educativo libre de acoso ilegal y otras formas de discriminación basadas en sexo, raza, color, origen étnico, nacionalidad, religión, género, credo, edad, ciudadanía o discapacidad.

Cualquier comportamiento que cumpla con los criterios definidos como acoso o discriminación, según lo establecido por la **política FGAD** y la **Guía de Disciplina del Condado de Grand**, será sancionado.

“**Conducta abusiva**” significa comportamiento verbal, no verbal o físico de parte de un padre o estudiante dirigido a un empleado escolar que, basado en su gravedad, naturaleza y frecuencia, una persona razonable determinaría que tiene la intención de causar intimidación, humillación o angustia injustificada.

Los administradores del Distrito Escolar del Condado de Grand están obligados a hacer cumplir esta política para proteger la seguridad de quienes buscan una educación y para garantizar un ambiente educativo libre de acoso y discriminación.

Acoso Escolar (Bullying)

El Distrito Escolar del Condado de Grand no tolera el acoso escolar, tal como se describe en el glosario de la **Guía de Disciplina** y en las Políticas del Consejo FGAD y FHA.GCSD. El acoso puede tomar diversas formas, pero en general implica un comportamiento agresivo con la intención de causar angustia o daño, ocurre dentro de una relación donde existe un desequilibrio de poder y fuerza, y a menudo se repite con el tiempo. Sin embargo, no es necesario que sea repetido; puede considerarse acoso incluso un solo incidente que cumpla con esta definición.

Tipos de acoso y desequilibrios de poder incluyen, pero no se limitan a:

- Acoso verbal y/o escrito (incluyendo el uso de la frase “mátate” – esto no será tolerado y puede ser motivo de violación de la política de escuela segura y reporte a las autoridades).
- Daño físico, emocional y/o de salud mental a un empleado escolar, estudiante o menor.

- Comportamiento o acciones relacionales/sociales (como ignorar, excluir, difundir rumores, actuar en grupo contra alguien, etc.).
- **Ciberacoso** (mensajes de texto, correo electrónico, redes sociales, etc.).

El Distrito Escolar espera que los estudiantes reporten el acoso a un padre, maestro, director u otro adulto de confianza. También espera que los padres hablen con sus hijos sobre el acoso y contacten a maestros o directores para abordar cualquier problema relacionado.

El personal escolar tiene la responsabilidad de tomar medidas razonables y oportunas para proteger a los estudiantes del acoso. El personal debe educar a todos los estudiantes sobre el acoso, incluyendo el ciberacoso, y enseñar estrategias para detenerlo. Además, deben documentar los incidentes, contactar a los padres y hacer seguimiento para asegurarse de que las situaciones de acoso se detengan.

La notificación a los padres es requerida por la ley estatal en incidentes específicos relacionados con acoso, suicidio y novatadas (Política FGAD).

El acoso escolar es un problema comunitario que no puede resolverse solo desde las escuelas. El Distrito Escolar pide al público que se una y apoye la postura de que las conductas de acoso no son aceptables en las comunidades del Condado de Grand.

Conducta en el Autobús Escolar

Las reglas de conducta en el autobús están diseñadas para garantizar una experiencia segura, agradable y adecuada para los estudiantes que lo utilizan diariamente. Las expectativas de conducta en el autobús se basan en el **Gráfico de Infracciones e Intervenciones de la Guía de Disciplina del Distrito Escolar del Condado de Grand** y la política **FGAC**.

Las violaciones se clasifican en **graves** y **no graves**.

Violaciones Graves

Resultan en **la pérdida inmediata de privilegios de transporte**. Estas incluyen:

- Portar, transportar o amenazar con usar armas reales o de imitación.
- Transportar material pornográfico.
- Venta, intercambio, uso o posesión de cualquier sustancia controlada o parafernalia.
- Prender fuego, poseer o usar explosivos, fósforos, encendedores o fuegos artificiales.
- Agresión física o acoso escolar.
- Vandalismo.
- Contacto físico inapropiado (caricias, besos).
- Amenazar o gritar al conductor.
- Uso de lenguaje vulgar después de una advertencia.

- Cualquier otra conducta que, según la administración escolar, amenace la seguridad del autobús y sus ocupantes.

Violaciones No Graves

Resultan en **referencias de conducta** y contacto con los padres. Si persiste el comportamiento inapropiado, también conllevan la pérdida de privilegios de transporte. Ejemplos incluyen:

- Cantar, hablar o hacer ruido excesivo.
- Usar lenguaje ofensivo.
- Juegos bruscos.
- Cambiar innecesariamente de asiento.
- Lanzar objetos dentro del autobús o por las ventanas.
- Desobedecer intencionalmente las instrucciones del conductor.

Ante una infracción no grave, el conductor intentará resolver el problema conversando con el estudiante. Si el comportamiento continúa, el conductor completará un informe de conducta en el autobús. Estos informes se envían por correo a los padres:

- **Primer informe:** Advertencia.
- **Segundo informe:** Suspensión del autobús por **dos semanas**.
- **Tercer informe:** Suspensión del autobús por **un mes**.
- **Cuarto informe:** Pérdida de privilegios de autobús por **el resto del año escolar**.

Los estudiantes **no pueden** llevar **mascotas, insectos, reptiles**, etc., en el autobús. No se permite **comer, beber ni tirar basura**. El conductor de cada autobús tiene la autoridad para establecer reglas adicionales que considere necesarias para garantizar la seguridad de los pasajeros. El **Supervisor de Transporte** se reserva el derecho de tomar decisiones disciplinarias para garantizar la seguridad de los estudiantes que viajan en el autobús.

Estudiantes de Educación Especial

Si un estudiante tiene un plan de comportamiento en su IEP/504, se aplicarán las consecuencias estipuladas en dicho plan en caso de una conducta inapropiada específica. Si la(s) conducta(s) empeoran o aumentan en frecuencia, el equipo del IEP/504 del estudiante deberá reunirse para revisar el plan y su implementación, y modificarlo según sea necesario para abordar la(s) conducta(s).

Cuando un estudiante de educación especial o con plan 504 recibe una suspensión fuera de la escuela, esta suspensión debe cumplir con las Reglas de Educación Especial del Estado de Utah/ADA y la política de la junta FHAD, y puede requerir la convocatoria del equipo del IEP/504 del estudiante. El personal de educación especial, el personal de educación regular, los padres y los proveedores de servicios relacionados especificados en el IEP/504 deben ser informados e involucrados.

Si un estudiante de educación especial o con plan 504 es expulsado (por armas, drogas, lesiones físicas graves o suspensión por más de 10 días en un año escolar), el Distrito sigue siendo responsable de proporcionar los servicios necesarios para permitir que el estudiante progrese adecuadamente en el plan de estudios general y avance de manera apropiada hacia el logro de las metas establecidas en su IEP o 504.

Asistencia y Educación Obligatoria

Pocos factores influyen tanto en el éxito estudiantil como la asistencia regular. La participación diaria en un programa educativo exigente y significativo es vital para el éxito. Creemos que, para beneficiarse plenamente de las oportunidades educativas ofrecidas, los estudiantes deben asistir a la escuela. **Los estudiantes, padres, tutores, maestros y la administración comparten la responsabilidad de la asistencia.** Los padres y tutores legales tienen la **responsabilidad principal** de garantizar que sus hijos asistan a la escuela. La asistencia escolar regular significa que los estudiantes asisten a la escuela el **95% o más del tiempo**.

Requisitos de Asistencia

Todos los estudiantes deben estar presentes en la escuela y en cada clase. La ley estatal de Utah y las políticas de la Junta **FBA-FBB** estipulan que todo padre o tutor que tenga la custodia de un menor entre los **6 y 18 años de edad** debe asegurar que dicho menor asista a la escuela. Las excepciones deben cumplir con los requisitos establecidos por la ley. (Secciones 53A-11-101 y 53A-11-103, Código de Utah 53G-6-202)

1. El padre o tutor de un estudiante ausente debe proporcionar a la escuela una excusa válida, **por escrito y firmada, dentro de los 5 días escolares** de la ausencia en la primaria y secundaria, y **dentro de 3 días** en la preparatoria (el último día de la ausencia si involucra más de un día consecutivo). Cada escuela informará a los padres sobre el proceso para presentar la nota escrita.

El padre puede usar un formulario preimpreso disponible en la oficina de la escuela o en el sitio web del Distrito (www.grandschools.org). También puede escribir su propia nota, pero debe incluir la siguiente información (**en letra de imprenta legible**) o no se aceptará:

- a. Fecha en que se escribe la excusa
- b. Nombre del estudiante
- c. Grado del estudiante
- d. Nombre del maestro/a del niño (solo K-6)
- e. Fecha(s) de la(s) ausencia(s)
- f. Motivo válido de la ausencia
- g. Nombre impreso del padre o tutor
- h. Firma del padre o tutor

Faltas sin Excusa Válida

Según el Código Estatal de Educación Obligatoria – 53G-6-202, una ausencia sin una excusa válida se considerará una **ausencia injustificada (truancy)** o una **violación de la ley de educación obligatoria**, y se tratará de la siguiente manera:

- **Edades 6-12:** Los padres deben enviar las excusas por escrito al maestro del aula o a la oficina.
- Al llegar a **5 ausencias sin excusa válida**, el director solicitará una **reunión con el padre** para discutir una **Notificación de Violación de Educación Obligatoria**. Esta reunión será con el director o su delegado y se discutirán formas de resolver los problemas de asistencia.

- Si el padre no asiste a esta reunión o no resuelve el problema, se considerará, según el Código Estatal, como un **delito menor Clase B**.
- Si el estudiante alcanza **10 ausencias sin excusa válida**, el director **remitirá el nombre del padre** a la **División de Servicios para Niños y Familias** para la resolución de la violación. (53G-6-202)

Declaración de Reconocimiento

Entiendo el **Código de Conducta del Estudiante y Padre de HMK** y las expectativas establecidas. Acepto cumplirlas en su totalidad. Reconozco que cualquier incumplimiento de estas normas puede resultar en la elaboración conjunta de **planes de intervención conductual, medidas disciplinarias, o remisión a servicios de apoyo externos**.

Nombre del Padre/Tutor _____ Fecha _____

Firma _____

Nombre del Estudiante _____ Fecha _____

Firma _____

Margaret L. Hopkin Middle School Student/Parent Handbook 2026 - 2027

Please keep this information readily available to assist in answering any questions you may have.



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Mission & Vision Statement

Mission Statement (What we do daily): At Margaret L. Hopkin Middle School, we balance academic excellence with social, emotional, and physical well-being. Together with our families, we foster a safe, inclusive environment where students grow into resilient and curious learners.

Vision Statement (Our ultimate goal): To inspire academic excellence, cultivate emotional strength, and empower every student to S.O.A.R. every day.

S – Safety First: Thunderbirds protect our community and maintain a secure campus where every individual has the opportunity to succeed.

O – Own Your Actions: Thunderbirds act with integrity, demonstrate accountability for their choices, and take personal leadership in their learning.

A – Act with Respect: Thunderbirds treat every individual within our vibrant Moab community with genuine kindness and demonstrate profound respect for our modern school facilities.

R – Rise with Resilience: Thunderbirds navigate challenges with unwavering persistence and maintain confidence in their abilities. We view obstacles as opportunities for growth and demonstrate the courage to persevere through every setback.

School Profile

Margaret L. Hopkin Middle School is located in the beautiful Moab Valley, incorporated in 1902. Nestled in the southeastern area of Utah, the long-established community radiates security. It is quiet and safe here.

The school is close to Grand County High School and a short distance from the K-6 elementary school. Its boundaries extend throughout the entire county.

Margaret L. Hopkin Middle School serves seventh and eighth-grade students and currently has an enrollment of approximately 250 students.

This facility was completed in 2021. Students assisted in moving into the facility in April of 2021 as part of a regular school day. Originally, the campus was named Grand County Middle School, and in the 2019 school year, the board approved the plan to begin construction of a new middle school. In January of 2021, the board voted to rename the new facility Margaret L. Hopkin Middle School in honor of Superintendent Hopkin who served students in this district as a teacher, principal and superintendent. This facility is both wonderful and exciting and promotes 21st Century Learning opportunities for MLHMS students in an open and productive classroom environment.

The current pupil/teacher ratio is 25:1, but the actual class size varies.

The faculty of Margaret L. Hopkin Middle School consists of a blend of new and experienced “veteran” teachers. Each teacher is state certified and holds a minimum of a bachelor's degree in education or their field of expertise and a teaching certificate. Many faculty members have acquired or are in programs seeking advanced degrees.

Students are expected to treat teachers, other students, personnel, and school property with the utmost respect. Teachers within the classroom utilize our school-wide discipline system as a means of monitoring student's behavior.

Parents are encouraged to become involved with their children in school. Parents are encouraged to become engaged with the School Community Council, as volunteers within the classrooms, and at school programs, activities, and presentations as outlined in our “Parent Involvement Plan.”

School Hours, After School & Bell Schedules

Margaret L. Hopkin Middle School is traditionally in session for 180 days.

School Hours

Monday – Thursday 7:40 a.m. – 2:35 p.m.

Friday 9:00 a.m. – 2:00 p.m.

Monday - Tuesday:

- Students should not arrive on school grounds and will not be permitted to enter the building before 7:20 a.m.
- Breakfast will be served in the MLHMS cafeteria from 7:20 am-7:40 am. Students who eat breakfast are expected to be on time to their first hour class.
- When the first bell rings at 7:35 am, students will disseminate to their 1st hour classes.

Fridays:

- Students should not arrive on school grounds and will not be permitted to enter the building before 8:40 a.m.
- Breakfast will be served in the MLHMS cafeteria from 8:40 am-9:00 am.
- When the first bell rings at 8:55 a.m., students will go to their first hour classes

After School: The building will be secured as soon as school ends. Students are expected to be picked up or have a transportation plan for after school hours. Students are NOT allowed on campus after school hours without supervision. Supervision is established through appointments with a teacher, BEACON, or a coach/practice schedule.

Coaches determine practice times for sports or other after school activities and clubs. Many practices occur hours after school has been released. If your student has practice after school is released, he or she MAY NOT “hang around” school unsupervised. Students who are at school without adult supervision must attend and participate in BEACON, and follow their rules and guidelines, or be picked up by a parent or guardian and may return to school grounds when practice begins. Sports participants will not have admittance to the gym area without their coach present.

Buses: GCSD has established safe practice procedures for students being bussed to and from school each day.

- Students may ride their assigned school bus from home to school and back home only.
- An approved bus stop closest to the address given on a student’s school registration card will be the designated location a student shall be picked up and delivered.



MLHMS Bell Schedule



2026 - 2027

MONDAY - THURSDAY

Hour	7 th Grade	Mins	Passing	Hour	8 th Grade	Mins	Passing
1 st	7:40 - 8:34	54		1 st	7:40 - 8:34	54	
2 nd	8:38 - 9:32	54	4	2 nd	8:38 - 9:32	54	4
Flex	9:36 - 10:13	37	4	Flex	9:36 - 10:13	37	4
3 rd	10:17 - 11:11	54	0	3 rd	10:17 - 11:11	54	4
Lunch	11:11 - 11:41	30	4	4 th	11:15 - 12:09	54	0
4 th	11:45 - 12:39	54	4	Lunch	12:09 - 12:39	30	4
5 th	12:43 - 1:37	54	4	5 th	12:43 - 1:37	54	4
6 th	1:41 - 2:35	54	4	6 th	1:41 - 2:35	54	4

FRIDAY- LATE START @ 9:00, EARLY RELEASE @ 2:00

Hour	7 th Grade	Mins	Passing	Hour	8 th Grade	Mins	Passing
1 st	9:00 - 9:38	38		1 st	9:00 - 9:38	38	
2 nd	9:42 - 10:20	38	4	2 nd	9:42 - 10:20	38	4
Flex	10:24 - 10:42	18	4	Flex	10:24 - 10:42	18	4
3 rd	10:46 - 11:24	38	0	3 rd	10:46 - 11:24	38	4
Lunch	11:24 - 11:54	30	4	4 th	11:28 - 12:06	38	0
4 th	11:58 - 12:36	38	4	Lunch	12:06 - 12:36	30	4
5 th	12:40 - 1:18	38	4	5 th	12:40 - 1:18	38	4
6 th	1:22 - 2:00	38	4	6 th	1:22 - 2:00	38	4

Flex Time is a period which will enable us to provide time for students who need interventions (academic, behavioral, attendance, ect.) without interrupting instructional time in classes, while also providing enriching activities for students to choose from.

Please keep in mind assemblies, activities, and other events may require modification of the school schedule from time to time. School start and end times will remain the same on those days.

School Personnel

Principal: Kari Barnard

Secretarial Staff

Aarika Pierce
Kassi Poor

Custodial Staff

Seth Lewis
Lisa Staci

Library/Media Staff

Tracy Renn

Counselors:

Kiersten Strate - Counselor
Natalia Dutt- School Based Therapist

Teachers

Sam Bagge
Michael Estenson
Cheree Geiser
Brad Woodford
Stephen Kitchen
Brooke Kay
Melissa McKimmey
Janae Packard
Ashley Violet
Vero Salazar
Erik Secrist
Brook Shumway
Irene Thompson
Kelly Wilson

Curriculum Area

Science
Mathematics
Mathematics: SPED
Art Program Coordinator
U.S. History
English/Language Arts
Mathematics
SEL/Leadership & Health
CTE/CCA & Digital Literacy
Utah History
English/Language Arts
Physical Education
ESL
Science

Grade Level

7th Grade
8th Grade
7th & 8th Grades
7th & 8th Grades
8th Grade
7th Grade
7th Grade
7th & 8th Grades
7th & 8th Grades
7th Grade
8th Grade
7th & 8th Grades
7th & 8th Grades
8th Grade

Music Instructors

Joshua Jensen

Deb Holland

Tamara Frieda

Special Education T.A.s

Murice Miller
Kaycee Russell
Michael McCue

Traditions and Activities

Margaret L. Hopkin Middle School has many traditions that help to make it unique with a focus on being a good human-being and promoting school spirit.

School Mascot: MLHMS's mascot is a THUNDERBIRD. The legend of the Thunderbird is known throughout many ancient cultures. It speaks of bravery, honor, persistence, and faith. The legendary Thunderbird is described as an enormous, bird-shaped creature more massive than any other. This legendary creature is respected for helping those who help themselves.

School Colors: MLHMS's colors are red, white, and black. Students are encouraged to wear school colors, especially on designated Spirit Days.

National Junior Honor Society: Identification for qualifying 7th grade students begins at the start of the Fourth Quarter each school year. The specific criterion is set, and all areas must be met to qualify as a MLHMS Honor Society participant. This group of students participates in various community service projects like fundraisers, food drives, assisting in events, and tutoring opportunities. In addition, they coordinate school-based activities such as games, special assemblies, and dances. Students must be enrolled in MLHMS to be eligible to participate in the MLHMS Junior Honor Society.

Field Day: Held in the last few weeks of school, teachers, and students have a wonderful day participating in outside activities, games, and contests. A student's behavior during the fourth quarter determines their participation.

8th Grade Promotion: Eighth-grade students are honored and awarded a certificate for their perseverance and hard work through the 7th & 8th grade school years. Held during the last week of school, parents are invited and encouraged to attend.

Talent Show: The Honor Society presents and organizes the middle school's annual talent show. It is an opportunity for 7th and 8th grade students to share their talents and also, promote school spirit by supporting each other and giving positive reinforcement. The event is held in March or right before spring break and students are informed by announcements and advertising. Participants must sign up and try out to be able to perform.

Reality Town: Reality Town is an event where students participate in a "giant game of life." Leading up to the event students participate in a variety of classroom lessons that encourage the student to explore careers, learn how to create a resume, and how to balance a check. Students are assigned a job and receive a paycheck. Then students go around to various stations to pay a variety of bills and other life expenses (housing, insurance, dental, communications, etc). The event gives the students the opportunity to get a glimpse into "reality" and learn how to manage the money they earn.

USU College & Career Field Trip: Students in 8th grade have the opportunity to visit the Utah State University Moab Campus to explore a variety of college and career options. Various volunteers from the community and from the university present their career, give students the opportunity to participate in activities related to the career, and answer any questions that students may have. Students are assigned to a student group based on their career interests and rotate around to several different stations during the field trip.

7th Grade River Trip: Each year, the 7th grade students get to attend a field trip on the river! This is usually done in October.

F.E.R.P.A.

Grand County School District Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Grand County School District ("District") receives a request for access. Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the District to amend their child's or their education record should write to the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office U.S. Department of Education
400 Maryland Avenue,
SW Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student.

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Promotion Requirements

In accordance with [Utah Administrative Code R277-700-5](#): Students in Grades 7 and 8 shall participate in courses to be properly prepared for instruction in grades 9-12.

General Requirements for Skill Set Acquisition and Promotion:

1. The following are the Grades 7-8 General Core Requirements:

- (a) Grade 7 Language Arts;
- (b) Grade 8 Language Arts;
- (c) Grade 7 Mathematics;
- (d) Grade 8 Mathematics;
- (e) Grade 7 Integrated Science;
- (f) Grade 8 Integrated Science;
- (g) United States History;
- (h) Utah History;

and at least one course in each of the following in grades 7 or 8:

- (A) Health Education;
- (B) College and Career Awareness;
- (C) Digital Literacy;
- (D) the Arts; and
- (E) Physical Education.

2. An LEA shall use Board-approved summative adaptive assessments to assess student mastery of the following:

- (a) language arts;
- (b) mathematics;
- (c) science; and
- (d) writing in grade 8.

3. At the discretion of the LEA board, an LEA board may:

- (a) offer additional elective courses;
- (b) require a student to complete additional courses; or
- (c) set minimum credit requirements.

4. Upon parental or student request, an LEA may, with parental consent, substitute a course requirement with a course, extracurricular activity, or experience that is:

- (a) similar to the course requirement; or
- (b) consistent with the student's plan for college and career readiness.

5. An LEA shall establish:

- (a) a policy governing the substitution of a course requirement;
- (b) an LEA's policy shall include a process for a parent to appeal an LEA's denial of a request for a substitution to the LEA board or the LEA board designee.

Tutoring Opportunities, Credit Recovery and Grade Retention

“Helping Students to Help Themselves”

The following information outlines a variety of opportunities for students to receive additional academic assistance if they are struggling in any content area. All of these opportunities are free of charge. Margaret L. Hopkin Middle School teachers and staff are working very hard to help students be successful at little or no expense to their families.

- **Teachers are available after school:** Teachers are generally available for student assistance after school Tues-Thurs until 3:05. Required meetings may alter their availability. Several teachers spend additional time (beyond contract time) at the school to individually assist students. ***Students or parents can ask individual teachers when they are available.***
- **BEACON After-School Program Tutoring/Homework Club:** Adult tutors are available to all students after-school in the BEACON Room from 2:35 p.m.-5:30 p.m. Monday- Thursday as part of our Academic Assistance Program. Snacks are provided. If your student would like to participate in this program, there is paperwork to complete available in the MLHMS main office. More information on page 22.

Credit Recovery

If a student earns a failing grade (F) in any of their core courses (Math, English, Science, and Social Studies) at the end of a quarter, they will be required to complete an online course for credit recovery. This online course is a course that covers the material that was covered in the failed course. This course will take place after school and on top of the students regular course work. Once a student completes this online course, their grade will change from an F to a P for passing.

Summer School

If a student fails to complete the required online credit recovery course by the due date, they are then required to attend Summer School. They will also pay a fee that will support instructor compensation and student materials.

Retention

If a student fails to complete Summer School, this puts them at risk of retention; meaning they could be held back a school year because they do not show comprehension in one or more core subjects. This is why it is vital that students show that they put forth an effort to understand the subject and material all year round they could be considered for retention; Students do this the following ways starting the first day of school:

1. Attend school every day - attendance and being present in the classroom is key to understanding the subject and the material.
2. Working with their teachers after school - their teachers will record that they attended in the school's SIS system.
3. Attending Parent Teacher Conferences with a parent/guardian - students will be required to sign in at the main office so attendance can be recorded.

If a student fails one or more core subjects in a quarter, and they did not show an effort to understand the subject and material covered, they will be required to complete a course that covers the material that was covered in the failed course. This course will take place after school and on top of the students regular course work. They will also pay a fee that will support instructor compensation and student materials.

During fourth quarter midterms, a committee will meet to review any students who failed a quarter and evaluate the effort that they put towards their grades. It will then be determined whether the student will be retained or not.

Plan for College and Career Readiness

Utah Code Section 53E-2-304 defines plan for college and career readiness as “a plan developed by a student and the student’s parent or guardian, in consultation with school counselors, teachers, and administrators that: is initiated at the beginning of grade 7, identifies a student’s skills and objectives, maps out a strategy to guide a student’s course selection, and links a student to post-secondary options including higher education and careers.”

College and Career Readiness Meetings (CCR)

7th Grade: Students and parents will meet with the school counselor towards the beginning of the school year (September-October). An invitation for parents to sign up for this meeting will be sent out via email. This meeting will be used as a time to:

1. Build a plan for the students’ academic success and attendance.
2. Learn habits for success in both middle school and life.
3. Explore interests and aptitudes in regards to future college and career readiness goals
4. Set a S.M.A.R.T. goal to work on during middle school in regard to academics, attendance, life skills, or school participation.
5. Ask any questions the student or parent may have for the school counselor.

8th Grade: Students and parents will meet with the school counselor towards the end of the school year (February-April). An invitation for parents to sign up for the meeting will be sent out via email. This meeting will be used as a time to:

1. Reflect on previous year CCR meeting and build a plan for the students’ academic success and attendance.
2. Learn about information pertaining to Grand County High School such as graduation requirements, clubs and sports, CTE pathways, concurrent enrollment, and other general high school information.
3. The student will request their classes for their 9th grade year.
4. Explore relevant college, career, and scholarship information based on students’ future career interests.
5. Ask any questions the student or parent may have for the school counselor.

Attendance - Prearranged & Tardy Policies

Regular school attendance (**180 days / 990 hours**) is required by Utah State Law Compulsory Attendance Law (Utah Code Section 53A-11-101.5). MLHMS students are expected to follow the guidelines set forth by Grand County School Board Policy: FBB ADMISSIONS AND ATTENDANCE: COMPULSORY EDUCATION, but more importantly, it should be remembered that learning is an ongoing process with each concept solidly attached to those that precede and those that follow. Therefore, to ensure that concepts and skills are consistently learned, **regular school attendance is necessary**. Ongoing and regular attendance is important. We encourage you to keep your child home if they are sick but ensure their participation if they are well.

Attendance: It is important to note that unlike elementary school, every individual hour counts as one absence since attendance is taken every hour and not just once in the morning. At MLHMS and as your child moves up in this district, every hour is tracked individually. Therefore, if you receive an alert stating that your child was tardy or absent from one or more classes, it would be beneficial to check their attendance online to understand what they missed or to which class they were tardy or late and have a conversation with them about missing class. Absences for school-based activities are coded as such and should not be confused with lack of attendance in a specific class (you will not receive a call for this type of absence).

In the event of an absence, parents are requested to notify the school in writing or by email and indicate the reason for the absence. Whenever the school is not notified, **parents may be contacted** to determine why the student has not arrived at school. If the parent is also not aware of the student's whereabouts, law enforcement may be notified to assist in finding the student and ensuring student safety; school disciplinary action may apply to absences of this nature.

Following a legitimate absence, **a written excuse** explaining the reason for the absence should be addressed to the office within **five** days of the student's return to school. Absences are **not excusable by telephone**. All information will be kept on record for future reference.

During School Hours: It is imperative that students stay on the school grounds from the time of their arrival until dismissed. No child is to leave the school grounds during regular school hours for any reason unless he/she is excused from school by his/her parents through the main office.

When it is necessary for a student to be dismissed early from school, parents are required to come into the office and sign their student out.

Please try to schedule appointments, lessons, haircuts, etc. after school hours.

We discourage students from missing school for pleasure outings or babysitting activities. Habitual absences may require additional meetings with school administration or their representation and may also cause the school to report such absences to Utah Juvenile Court System as outlined in Utah Code 53A-11-101.5.

Pre-Arranged Absence: A parent/guardian may obtain permission from the Principal for a "pre-arranged absence" for his/her student. Pre-arranged absences may be approved for educational trips or extenuating family needs. The information/note for a prearranged absence can be found in the kiosk by MLHMS Main Office. A student must fill out the form and have teachers from each class and parent/guardian sign it, then hand the form in to the office for principal approval. This must be handed in **48 hours** prior to the absence. Absences will only be excused if the form is returned within the appropriate amount of time and if the student is in good academic and attendance standing.

The pre-arranged notification protects the student and parent from being subject to consequences set forth by the Compulsory Attendance Laws. It does not excuse students from completing and turning in required assignments during their days of absence.

Activity Excused Absence: When a student participates in a school-based activities such as Quiz Bowl, sporting events, Honors Society, or musical event, they will be considered activity excused. Students are required to ensure they obtain the work they will miss when they miss school, even for a school-based activity. The information/note for an activity excused absence can be found in the kiosk by the reception desk in the MLHMS Main Office.

Tardiness: Promptness is crucial to a smooth start of each school day and each class within that school day. When students are tardy, it is disruptive to the teacher's teaching and the other students' learning time. It is also discouraging to the student who arrives late as they are behind in instruction and have to make up the lost time by having additional homework or missing out on other preferred activity time. All tardies are recorded and reset each quarter. Excessive tardies will be subject to MLHMS Disciplinary Action as follows:

3 Tardies in 1 class = 1 lunch detention

3 Lunch detentions due to tardiness = 1 Day of In School Suspension

3 Days of In School Suspension = 1 Day of Out of School Suspension

Students are tardy if not seated in class at the first bell and each bell between classes, including after lunch.

A truancy is defined as not being in an appropriate place as designated by the teacher. **It is important to note that truancy in any given school day automatically equals a lunch detention as it pertains to skipping class.**

We realize that special occasions such as a doctor or dentist appointment must be considered. Special arrangements can be made to meet specific problems.

Staying After School: Students who have to serve time after school for their tardy will notify their parents if they are required to remain after school for more than 15 minutes and they are bus students.

IF AN ABSENCE DOES NOT COMPLY WITH [UTAH CODE 53G-6-201](#), IT WILL NOT BE EXCUSED.

Unexcused Absences: After a student has 5 unexcused absences, the parent/guardian will be required to attend a meeting with the Principal.

Student Conduct Expectations

There is an overall expectation that all Thunderbirds (staff and students) will demonstrate Thunderbird pride through SOAR: Safety First, Own Your Actions, Act with Respect, and Resilience Daily.

S – Safety First:

Thunderbirds protect our community and maintain a secure campus where every individual has the opportunity to succeed.

- **In the Classrooms:** Handle all educational tools safely, including science lab equipment, art materials, and musical instruments. Keep aisles and pathways clear of backpacks.
- **On Campus & In the Hallways:** Walk safely at all times. Do not run or horseplay during the 4-minute passing periods. Keep your hands, feet, and other objects to yourself.
- **Digital Citizenship:** Use your school-issued Chromebook responsibly and strictly for educational purposes as directed by your teachers. Report any online bullying or unsafe digital behavior immediately.

O – Own Your Actions:

Thunderbirds act with integrity, demonstrate accountability for their choices, and take personal leadership in their learning.

- **Academic Integrity:** Do your own work in all of your classes. Do not copy, cheat, use AI, or plagiarize.
- **Punctuality & Attendance:** Take charge of your daily schedule. Be in your seat and ready to learn when the bell rings. Move efficiently between periods to beat the tardy bell.
- **Dress & Attire:** Honor our school community by wearing clothing that is respectful and appropriate for middle school. Avoid apparel that displays offensive language, inappropriate imagery, or references to illegal substances, showing respect for yourself and those around you.
- **Academic Ownership:** Take charge of your own learning. Complete your assignments, projects, and assessments to the best of your ability and submit them by the specified deadline in all core and elective classes.
- **Proactive Communication:** If you are struggling with a concept or foresee a barrier to meeting a deadline, take ownership *before* the assignment is due. Reach out to your teacher or ask a paraprofessional for assistance.
- **Digital & Personal Devices:** Take ownership of your learning by keeping cell phones, smartwatches, and wireless earbuds turned off and completely out of sight (in backpacks or lockers) from the 7:40 a.m. morning bell until the 2:20 p.m. dismissal bell (and adjusted Friday hours).
- **Responsible Tech Ownership:** Accept that school-issued Chromebooks are the only authorized devices for classwork. If you choose to take out your personal device during instructional time without explicit teacher permission, you take ownership of the established school-wide consequences.
- **Restorative Ownership:** If you make a mistake or break a rule, be honest. Work transparently with the Principal, or School Counselor to repair the situation, accept the logical consequences, and learn from the experience.

A – Act with Respect

Thunderbirds treat all members of our diverse Moab valley school community, as well as our state-of-the-art facility, with utmost respect and kindness.

- **Respect for Staff:** Follow the directions of all school personnel—including teachers, paraprofessionals, secretaries, and custodians—the first time they are given.
- **Respect for Peers:** Celebrate differences. Bullying, discrimination, exclusion, teasing, and inappropriate language will not be tolerated. Treat your peers with the dignity you expect in return.
- **Respect for Property:** Take pride in our beautiful facility. Keep classrooms, the cafeteria, and restrooms clean. Dispose of your trash properly to assist our hard-working custodial staff. Do not deface or mistreat school property, textbooks, or technology.
- **Cafeteria Manners:** Show respect to the Child Nutrition staff. Wait patiently in line for breakfast and lunch, use inside voices, clean up your table area entirely when finished, and follow all cafeteria procedures.

R – Rise with Resilience

Thunderbirds navigate challenges with unwavering persistence and maintain confidence in their abilities. We view obstacles as opportunities for growth and demonstrate the courage to persevere through every setback.

- **Growth Mindset in Learning:** When schoolwork gets tough in advanced math, analytical writing, or historical inquiry, keep trying. Ask your teacher or a paraprofessional for help, or seek tutoring after school through your teacher or through BEACON.
- **Emotional Well-being:** Acknowledge when you are overwhelmed. Utilize the support systems available to you, including your teachers, Counselor, and School-Based Therapist, to develop healthy coping strategies.
- **Goal Setting:** Actively participate in your CCR (College & Career Readiness) Meeting and school-wide benchmarks. Strive to maintain eligibility for our school-wide rewards, including Flex Activities, Friday Activities, and End-of-Year Field Day Activities.

Dress Code

The GCSD Board recognizes that student dress often shapes student behavior. In an effort to maintain a learning environment in Grand County schools, the Board has established the following Student Dress Code: With this dress code, we hope to establish an environment where all GCSD students are empowered to collaborate with confidence and dignity to create a better world. This dress code was created in collaboration among parents, teachers, students, and administrators. We believe our dress code reflects our vision statement and supports an inclusive learning environment. At Grand, we are accepted, appreciated, validated, and given fair treatment. Situations involving religious, medical, or health exemptions will be respected and accommodated. Some activities, events, and classes will have specific clothing and/or shoe requirements for safety reasons. Adults will tell us when specific attire is necessary to keep us safe. School administration is responsible for the reinforcement and interpretation of Grand's code. The Grand community is responsible for reinforcement and encouragement of Grand's dress code.

- At Grand we are fully dressed. This includes a clothing top and bottom that covers nudity.
- Clothing tops have a front, back, and sides. It is okay if midriffs show.
- Clothing bottoms are pants, sweatpants, shorts, skirts, dresses, or leggings.
- At Grand, we wear shoes.
- At Grand, we can wear hats. Our faces cannot be covered or hidden by head attire unless worn for religious, health, or medical reasons.
- At Grand we choose safe forms of self-expression. We do not wear clothing that depicts hate or violence. Our clothing does not show illegal or inappropriate images/behavior/language.
- At Grand, we have a choice in our hairstyle. Colors, styles, and other self-expressions shared through hairstyle are allowed.
- At Grand, we respect what others choose to wear.
- At Grand, we respect the values and cultures that influence what other students choose to wear.
- At Grand, we support each other.
- At Grand we cannot wear:
 - Gang attire
 - Swimsuits as our outer top or bottom clothing
 - Underwear as our outer top or bottom clothing
 - Images or language related to illegal items or activities (this includes drugs, alcohol, vaping), that promotes hate or violence, that uses profanity or obscenity, that are sexual or pornographic, that creates a hostile or intimidating environment.

If we do not follow our dress code, we will be given clothing that does or directions to modify our attire. If we do not want to wear the clothing provided or follow directions in modifying our attire, we are refusing to follow dress code policy. Our families are called in this situation, and the Grand County School District matrix will be followed.

Citizenship

At MLHMS, we believe that academic excellence and strong character go hand-in-hand. As 7th and 8th graders, our students are at a pivotal stage where their choices impact not only their own success but the culture of our entire school. Being a good citizen means taking accountability for your education, building meaningful connections with staff and peers, and showing empathy to ensure every student feels they belong.

Every student starts each month with a **Satisfactory (S)**. Citizenship marks are determined by a combination of classroom behavior, attendance/punctuality, and compliance with the school-wide discipline plan.

Students who do not follow the attendance policy or the student code of conduct are dropped citizenship scores and are not allowed to go to Friday Activities.

Citizenship Restoration: Students whose Citizenship has dropped to an "N" are placed on the provisional list and given a physical "Citizenship Restoration Card." They then have 5 days to show that they can change their behavior or attendance issues. Each day during those 5 days, the student must have their teachers initial the card at the end of class confirming they were on time and respectful. At the end of those 5 days, the student turns their card into the front office. The principal then reviews that they have met the expectations. If they have, they are removed from the provisional list and allowed to go to the Friday Activity. If the student fails to get all their initials, they stay on the restricted list. If the student loses their card, they do not get a new one and they do not get to restore their citizenship.

Students whose Citizenship has dropped to a "U" are placed on the provisional list and given a physical "Citizenship Restoration Card." Each day during those 5 days, the student must have their teachers initial the card at the end of class confirming they were on time and respectful **AND** have their parent/guardian initial each day, ensuring the student shows the card to their parent/guardian every night of the 5 days. If the student fails to complete their card, they remain on the restricted list *and* it triggers a mandatory parent-principal meeting before they are allowed to try a second card.

Citizenship Mark	Behavioral/Classroom Expectations	Attendance & Tardy Thresholds (Per Quarter)
H – Honorary: The student consistently exceeds expectations, serves as a role model, and actively follows the Code of Conduct.	● Earned Upgrade: Consistently demonstrates high character. ● Receives multiple Thunderbucks or a <i>Student of the Month</i> nomination. ● Zero behavioral referrals or warnings.	● ≤ 6 total tardies ● Zero unexcused absences.
S – Satisfactory (Baseline): The student meets expectations. They are generally on time, follow classroom and hallway rules, and contribute to a positive learning environment.	● Follows standard classroom expectations ● Cooperates with teachers and peers.	● ≤ 9 tardies per quarter ● Follows standard attendance reporting.
N – Needs Improvement: The student frequently disrupts learning, accumulates excessive unexcused tardies, or has required at least 3 minor write-ups.	● Automatic Drop: 3 or more documented minor infractions or verbal warnings within a classroom management plan.	● ≤ 12 tardies per quarter ● 3 or more unexcused absences.
U – Unsatisfactory: The student's behavior severely impacts the learning environment or school safety, resulting in administrative intervention (such an Office Referral or Suspension).	● Automatic Drop: Any behavior resulting in a major Office Discipline Referral (ODR) or Suspension ● Severe bullying or refusal to follow safety guidelines.	● ≥ 9 tardies per quarter ● Chronic truant patterns without documentation.

School-wide Discipline Plan

Classroom Management:

- Every teacher is expected to have a highly effective classroom management plan, which is presented very clearly to the students. Each classroom management plan will be organized based on a “**3 Strikes Rule**”. Students will be afforded 3 prompts to follow teacher direction. After three prompts, with the proper wait time, if a student fails to comply, the student may be asked to participate in the steps outlined in the teacher’s classroom management plan.
- The necessity to issue one or more prompts will result in the teacher recording the behavior in the school’s electronically based behavior tracking system. Recording behaviors and the need for redirection will assist the teacher in tracking how much time they spend on which student and what behaviors these students are participating in. This will also assist the teacher in deciding how to proceed should further behavioral assistance and intervention be needed.
- Teachers will work with disciplinary issues within their classrooms FIRST and will contact parents if or when disciplinary action becomes a repeated offense.
- Suppose continuous, immediate, or severe disciplinary action is required. In that case, the student will be subject to the MLHMS Disciplinary Management Procedure and/or referred for further assistance.

School-Wide Discipline and Management: Hallway and outside inappropriate behaviors observed by any staff member will be recorded in the electronic behavioral tracking system. MLHMS Disciplinary Management Procedure will be applied.

Discipline Log: The documentation of disciplinary action is helpful in

1. Grade-level meetings if teachers feel the need to discuss particular students
2. Discussions with parents/guardians regarding the accuracy of information when contacted by the teacher
3. Ensuring who may/may not attend reward activities.

Office Referrals: An office referral is in direct alignment with Grand County School District Discipline Matrix and MLHMS Disciplinary Management Procedure. **Note: If a student is blatantly disrespectful OR their behavior is severe, an**

Office Referral will be issued and processed immediately.

- They may be issued by any staff member who observes inappropriate behavior.
- They must be completely filled out before being processed by the Principal or designee.
- In an effort to put more responsibility and ownership of behavior back on the child, in certain circumstances, the parent will be called immediately, usually with their student present, but in other instances, notification will be emailed home.

After School Restitution: Sometimes a consequence for a student’s misbehavior is After School Restitution (ASR). This requires the student to stay after school for a half hour, depending on when the student enters the teachers room. Students are to report to the front office before going to the teachers classroom. Students must turn their cell-phones into the teacher for the duration of ASR for the day. Students must work on missing assignments. If they do not have missing assignments, the teacher will assign them to work on intervention programs.

Lunch Detention: A student who is assigned lunch detention must spend the whole lunch period either in the main office or in a teacher’s classroom. Students who have lunch detention can not be on their chromebooks or their cell phones.

In School Suspension(ISS): If a student is issued In School Suspension (ISS), they will spend the determined amount of time in the office. The way ISS works at this school is simple. We have a “three-strikes-and-you’re out policy.” If you break the ISS rules enough times to earn three strikes, you will be assigned another day of ISS. So please do not do something thinking we will just send you home, it will only delay your time in ISS and probably add more days.

Disruptive Student Behavior: The principal shall issue a Notice of Disruptive Student Behavior requiring the student and a parent of the student to meet with school authorities to discuss the student’s disruptive behavior and cooperate in correcting the disruptive student behavior; This notice can be sent to a student who:

1. Engages in disruptive student behavior, which does not result in suspension three times during the school year; or
2. Engages in disruptive student behavior, which results in suspension once during the school year.

The principal shall issue a Notice of Habitual Disruptive Student Behavior requiring the student and a parent of the student to meet with school authorities to discuss the student's habitual disruptive behavior and cooperate in correcting the disruptive student behavior; This notice can be sent to a student who:

1. Engages in disruptive student behavior, that does not result in suspension at least six times during the school year;
2. Engages in disruptive student behavior that results in suspension at least twice during the school year.

If the student's disruptive behavior continues and results in a third suspension after the second meeting, then the student could be considered for reassignment from in person classes to taking their classes online. This reassignment may be for an indefinite period of time or for a fixed period of time.

Continual Disruptive Student Behavior: Habitually disruptive students may be considered for Court Referral after three severe offenses that result in suspension. The Habitually Disruptive Student Information can be found in the District Discipline Guide on the Grand County School District website.

Safe School Violations : For the safety of students, staff, and visitors at our school, Grand County School District and Margaret L. Hopkin Middle School have a stringent Safe School Violation Policy. The intent of the policy is to give all students the right to attend school in a safe environment.

The GCSD Discipline Guide establishes consequences and procedures for:

- Any threat or act of violence
- Possession of a real weapon, explosive, noxious or flammable material,
- Actual or threatened use of look-alike weapons.
- Any form of organized gang activity.,
- Any type of criminal behavior.
- Destruction or defacement of school property.

Students who choose unsafe behavior will be disciplined in accordance with District Policy [53G-8-205 and FHA](#) Grounds for Suspension or Expulsion. Grand County School District administrators are required to enforce this policy to protect the safety of those seeking an education and to ensure that a safe learning environment is maintained in every school.

Minor Offenses are addressed and handled by staff within the educational setting. A minor offense is the failure to demonstrate a school-wide expectation, social skill, or procedure. The person who witnesses a Minor Offense is expected to intervene "on the spot" (i.e., immediately or as soon as possible) within the environment in which the misbehavior occurred.

Major Infractions are serious safety violations and require a written office referral and are addressed and handled by administration. The main office should be contacted immediately following any major Infraction. If there are safety concerns, the student should be sent to the office immediately and/or the crisis team should be contacted. While administration will follow the guidelines outlined below, there are certain circumstances that will require administration discretion towards the outcome of events. It is important to note that the Grand County School District aligns with federal and state law and regulations regarding school discipline.

Level 1 Infractions Minor	Level 2 Infractions *Safe School Infractions that may result in suspension or expulsion* Major	Level 3 Infractions Safe School Infractions that *shall result in suspension or expulsion Safe School Violation
-Dress Code Violation -General Disruptive Conduct -Disrespect, Defiance & Non-Compliance -Excessive Tardiness -Cheating/Plagiarism -Unsafe Behavior not Resulting in Injury -Indirect Inappropriate Language -Cafeteria Violation -Property Misuse -Minor Technology Violation -Lying -Bus Conduct Violation -Cellphone or electronic communication device Violation	-Abusive Conduct Towards Staff -Directional Inappropriate Language -Non Directional Inflammatory Language -Directional Inflammatory Language -Hate Incident -Intentional Damage to school electronic property -Instigating a fight, recording fight, posting fight -Aiding, supporting or encouraging the infliction of physical injury to another. -False Accusations -Elopement -Unlawful Conduct -Threat of Terrorism -Frequent or Flagrant, Willful Disobedience, defiance of proper authority or disruptive behavior -Possession, use or distribution of Pornographic Material -Use of an electronic device or camera to record sound or images otherwise capture material -Bullying -Harassment -Hazing -Possession of a Firecracker -Failure to follow directions when it causes unsafe situations -Physical Altercation -Extortion -Possession or brandishing of an imitation gun -Possession, use or distribution of a tobacco, Vape or E-Cigarette -Engaging in any sexual conduct on campus -Stealing or attempting to steal school or private property -Weapons/Sharp Objects/ Explosives -Breaking and Entering/Larceny -Trespassing -Disruptive Student Behavior -Bullying or Harassment on the bases of sex, race, color, national origin, or disability -Vandalism -Gang Related Activity	-False Alarm -Committed or attempted sexual assault or battery -Selling of a Controlled Substance or Alcoholic beverage/Intoxicant -Possessing a firearm -Brandishing knife -Possession of Explosive -Assault/Battery -Robbery/Theft -Arson -Violence (Commission of an act involving force or threatened use of force) -Disorderly Conduct -Criminal Damage

Bullying - No Tolerance:

At MLHMS, each student has a right to feel safe and to be educated in a safe learning environment. Related to each student's feeling of safety, **MLHMS will not tolerate bullying behavior**. School guidelines regarding bullying are as follows:

1. We will not bully other students.
2. We will help others who are being bullied by speaking out and by getting adult help.
3. We will use extra effort to include **all students** in activities at our school.

Students will follow the **Stop, Walk, Talk** system to respond to bullying.

Parents play a critical role in assisting the school in maintaining a bully-free environment. If your student is being bullied at school, we ask you to contact the Principal as soon as possible. For the GCSD Policy regarding responses to Bullying and Cyberbullying visit www.grandschools.org Policy [FDAG](#) Bullying, Cyber-bullying, Hazing, and Abusive Conduct.

Parents, guardians and students can also **report any intimidation, bullying or harassment at www.grandschools.org under your school's web page. There is a button to submit a form. Every submission is investigated.**

WHAT IS BULLYING?

CONFLICT	RUDE	MEAN	BULLYING
Occasional	Occasional	Once or Twice	REPEATED over a period of time
Not Planned; in the heat of the moment	Spontaneous: unintentional	Intentional	Is Planned and done on purpose
All parties are upset	Can cause hurt feelings	Can hurt others deeply	Target of the bullying is upset
All parties want to work things out	Based in thoughtlessness, poor manners or narcissism	Based in anger; impulsive cruelty	Bully is trying to gain control over the target
Not seeking power or attention	Not seeking power or attention	possibly seeking attention but not power or control	Seeking power, control, material thing, attention
All parties accept responsibility	Rude person accepts responsibility	Behavior often regretted	The bully blames the target

Definition of bullying:

The **repeated actions** or threats of an action directed toward a person by one or more people who have or are perceived to have **more power or status** than their target in order to **cause fear, distress or harm**. Bullying can be physical, verbal, psychological or any combination of these three.

**** To be defined as bullying remember RIP: (1) repeated actions or threats, (2) intention to cause harm and (3) imbalance of power.**

Bullying is **NOT**:

- arguments & disagreements
 - not liking someone
 - not playing fair
- someone calling you a name one time
 - someone not sharing with you
 - accidentally bumping into someone
- someone who doesn't want to play with you
 - single episode of social rejection
 - one time act of tripping or shoving

Chromebooks

Margaret L. Hopkin Middle School is proud to provide our students with 1-to-1 chromebooks. This means that each student will have access to their own chromebook every day! Students and parents can find the districts expectations for chromebook usage by going to this web address:

<https://docs.google.com/document/d/1-DHirvLXkYKv5LCEpUxJxIGHTOrNUtGsGf7hLuWArz0/edit?tab=t.0>

Chromebook Distribution:

- Chromebooks will be distributed each fall after the student/parent/teacher informational meetings. Parents & students must sign and return the Student and Parent Pledge documents before the Chromebook can be issued to their child.
- Chromebooks will be returned prior to the end of the school year, on a date to be provided, so they can be checked for serviceability and be stored for the summer.
- If a student transfers out of the Grand County School District during the school year, the Chromebook, and any other peripheral devices/tools provided will be returned at that time.

Charging your Chromebook:

- If a student chooses to leave their chromebook at school, their 6th hour teacher has a chromebook cart in their classroom where the student can charge their chromebook.
- If a student chooses to take their chromebook home, and is worried it won't stay charged, they can check a charger out from the library.

Caring for your Chromebook:

- Students are expected to use their chromebook with care. This means they can not slam the chromebook shut, bang on the keys, drop it, or slam it against the table.
- If a student's chromebook is damaged in any way, the student must pay \$360.00 for it to be repaired.
- A student has two weeks to find a lost chromebook before they are required to pay the school for a new chromebook.

Reporting Chromebook Issues:

- If at any point during the school year there is damage, loss, or theft of a Chromebook the student must contact the library immediately.
- Any technical issue with the device must be brought to the attention of the librarian immediately. This includes but is not limited to Chrome OS (operating system), battery issues, loss of internet connectivity, failure of apps to launch, etc...

Using Loaner Chromebooks from the Library

- Students are allowed to check loaner chromebooks out of the library, but only if they have left their school issued chromebook at home or if it is not charged.
- If a student checks out a loaner chromebook 3 times, they will receive a lunch detention.

General Questions Or Concerns:

Lockers: Lockers belong to the school and can be searched at any time with reasonable suspicion.

- Students are expected to use their lockers everyday between classes or they can use their backpacks.
- Students must use the locker assigned to them. They can not trade lockers or share lockers.
- Students can decorate their lockers. However, they are not allowed to put stickers or any other sticky material on or in their lockers. They must use magnets.
- Students can not interfere with the locking mechanism of their locker or prop it open with an object.
- If a student loses an item or has an item stolen/broken because they did not use their locker, the school is not responsible.

Gum: Gum may be allowed at school. At any time, if gum becomes an issue, chewed gum spit onto the sidewalk, on the carpet, in textbooks, under desks & chairs, smeared on lockers, etc. We will move to a “No gum in school rule.” So, please make sure that you dispose of your gum in a mature and sanitary fashion.

Bringing Items from Home Please do not bring the following items to school:

- Weapons of any kind, including facsimiles. (These are a Safe School Violation)
- Electronic games, cameras, iPods, or any other electronic devices.
- Baseballs, fireworks or caps, toys, etc.

These items are a distraction in the learning environment and become a nuisance for the teachers and other staff to deal with. Also, every year there are reports of theft and accidents involving these items. The school is not liable for theft or harm regarding personal items brought to school. **These items will be confiscated and not returned except to parents, upon request, at the end of the school year.**

Backpacks:

- Students are allowed to carry their backpacks to their classes. However, this is a privilege, not a right and students can lose this.
- Backpacks must be off the floor at all times.
- Backpacks must go in student lockers during lunch - they are not allowed in the cafeteria and can not be left in the hallway or a teacher's classroom.

Cell Phones/Phone Usage (Phones refers also to watches or any other communication device)

- MLHMS does not allow any personal device from the first bell to the last bell. ([Utah S.B. 178 Devices in Public Schools](#))
- A student on their phone anywhere in the school without permission will be asked to hand over the phone.
- There is a landline phone in the MLHMS Main Office, and with permission, any student may use this in between classes during the school day to contact a parent/guardian.
- In addition, a student who is trying to call a parent/guardian may do so with permission, on their cell phone, from the main office.
- Your cell phone and smartwatch can be in your backpack, but not in your pocket, on your wrist, or on the table in front of you. If you are checking the time, or if it is out, even if it is off, it will be confiscated.
- The following will be enforced for the confiscation of a cell phone:
 - **First offense:** The device is confiscated, the student can pick it up from the main office at the end of the day, parents will be contacted via email, and the student must serve a lunch detention.
 - **Second offense:** The device is confiscated, a parent or guardian must pick it up from the main office, parents will be contacted via phone call, and the student must serve a lunch detention.
 - **Third Offense:** The device is confiscated, a parent or guardian must pick it up from the main office, parents will be contacted via phone call, and the student must serve a lunch detention.
 - After the third offense, and any cell phone violations after, the student will have 1 day of In School Suspension (ISS) and the student will be required to hand the device in each day to the office for a specified or undetermined amount of time, up to and including the remainder of the school year. The student may pick up the phone at the end of the school day if this plan is implemented. If the student is required to turn in their cell phone, and they choose not to, they will have a day of In School Suspension (ISS). After 3 days of ISS, students will have Out of School Suspension.

Bicycles, Scooters, Skateboards, etc.

- POSTED: Rollerblades, roller shoes, bikes, scooters, and skateboards are not to be used on school property.
- Bicycle, scooter and skateboard racks for parking and locking bikes, scooters and skateboards are available on school grounds.
- The bicycle area **is fenced in, but it is NOT secured**. Items should be placed in their respective racks and securely locked with personal locks. It is strongly suggested you DO NOT leave bikes on the rack overnight, even if they are locked up.
- Scooters, skateboards, and other transportation devices may be stored in the same location as bicycles. They may NOT be brought into the school. If they are, staff will request to hold the item for the remainder of the school day.
- The school is not responsible for lost, stolen, or damaged items.

Food and Drinks

- Food and drinks are to be consumed **in the lunchroom only**, in order to maintain clean hallways and lockers. Food consumed anywhere else on campus is only allowable with teacher permission, or during special events sponsored by the school or a specific teacher.
- Students may carry water bottles if used appropriately.
 - Energy drinks such as Red Bull, Monsters, etc are not allowed in the building.

Homework

- Any teacher can assign homework for their students.
- Homework is assignments that are done (start to finish) outside of class time.
- Every class has a 2 week late work policy. No late work will be accepted 2weeks after the due date.

School Safety

Surveillance: Video and audio surveillance may occur on district property and/or at Margaret L. Hopkin Middle School.

Visitors: For safety and liability reasons ALL visitors MUST check-in in the office prior to visiting students or teachers. This will allow us to acknowledge who is in the building. Parents are welcome and encouraged to visit the school. If you wish to do so, please contact your child's teacher(s) in advance, as visits or interruptions during school hours without prior arrangements can be disruptive to classroom activities. Your cooperation is greatly appreciated.

Students may not attend classes unless they are enrolled as full-time students in Margaret L. Hopkin Middle School. Occasionally a student asks to bring a cousin or friend to spend the day with him/her. We are unable to grant permission to visit due to school liability reasons.

Emergency Drills and Information: Fire and disaster drill rules and procedures are reviewed with students each year throughout the school year. Drills will occur throughout the school year per state regulations.

In case of an imminent storm or tornado forecast occurring around dismissal time, students are not released until the danger has passed. Parents may come to school to pick up their own children at such times once the imminent threat has passed. Students will not be released to their parents/guardians unless they are listed on the student's enrollment form.

EVERY STUDENT SHOULD:

1. Know that we cannot count on telephone service in any emergency that would involve closing the school.
2. The prearranged family member or neighbor, or person's name that is authorized (on the emergency/registration card) who may come for them
3. Their responsibility with regard to brothers or sisters. It is suggested that the oldest child in the family be responsible for picking up younger brothers and sisters from the designated pick up areas.
4. Know the most direct route home.
5. Know the location of an extra key to the house.
6. Know what your family's instructions and policies are that apply when a child is in the house alone.
7. Know their parents'/guardians' phone numbers and addresses.

Family Reunification Plan: In the event that there is ever a need for reunification, Margaret L. Hopkin Middle School and Grand County School District request two things:

- 1) Parents: Please ensure that your contact and emergency contact information is kept up to date with the Grand County School District at all of the school(s) that your child/children attend. This will assist in ensuring that an appropriate person can be reached, and you and your child/children can be reunited as quickly as possible.
- 2) Parents: Please refer to Facebook and the Grand County School District Website for up to date information as an event unfolds. This will help to ensure that you are receiving information.

Student Medication: If a student should require medication during school hours, the student can contact the parent or guardian to come to school and administer the medication. Should the medication be needed more frequently than it is possible for the parent or guardian to get to the school, the parent or guardian must complete a Health Care Plan with the school nurse. School nurse contact information can be obtained in the MLHMS Main Office. This applies to ANY medication, prescription or over the counter medications may not be given by school staff without proper direction, which is provided in the Health Care Plan. Students MAY NOT carry medications around the school with them. Only students with a specified plan and coordinating with the school nurse are allowed to have medications on them throughout the school day.

Contagious Diseases: Contagious diseases should be reported as soon as possible to the school to provide for timely notification to health authorities and to parents of classmates. Exclusion from school is necessary for the period of contagion.

Vision and Hearing Screening: Students in middle school are tested annually for vision and hearing (7th grade). If difficulties are discovered, parents are notified via a notice from the district office. This notice may be taken to a doctor to complete a more extensive eye examination.

Insurance: As independent sources for accident insurance are made available to the school, forms and information are available in the school office or at the district office.

Standard Response Protocols: Parents and guardians should be familiar with Standard Response Protocols. This is the safety language that students, staff and community will use in emergency situations.

STANDARD RESPONSE PROTOCOL	STANDARD RESPONSE PROTOCOL
 HOLD In your room or area. Clear the halls.	 ESPEREN En su salón o área. Despejen los pasillos.
 SECURE Get inside. Lock outside doors.	 PROTEJAN Vayan adentro. Echen llave a las puertas exteriores.
 LOCKDOWN Locks, lights, out of sight.	 CIERRE DE EMERGENCIA Echen llave, apaguen las luces, escóndanse.
 EVACUATE To the announced location	 EVACUEN Es posible que se especifique un lugar determinado
 SHELTER Using the announced hazard and strategy.	 BUSCAR RESGUARDO Riesgo y estrategia de seguridad.
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The MLHMS Parent Involvement Plan



You Can Use The PowerSchool App to Track Important Student Information!

Check your Student's

Absences



Grades



Lunch Balance



At your convenience

If you haven't downloaded the powerschool app yet, it's a great tool for parents to track your student's grades, attendance and more all in an easy to use format.



Scan the QR Code to see a youtube video about how to use the Powerschool App, available on all major smart phones.

Use your same username and password created during registration. Front desk staff members can help to reset passwords if necessary.

Our District's Code is: TBHB

Ask your front desk staff for help if needed!



Pillar 1: Digital Onboarding & Consistent Communication

Middle school transitions can be jarring for parents and guardians. We want to streamline how they access information and track student progress.

- The PowerSchool Push: Parents and guardians should download the PowerSchool App to track grades, attendance, and lunch balances. Important announcements will also be posted on the PowerSchool Bulletin.

- **Parents and guardians can learn about this at**

Registration Night on August 12th

- Social Media Announcements: Important announcements for our school are always posted on our Facebook and Instagram (@mlhmsthunderbirds) Accounts.
- Email & Text Notifications: Parents and guardians should be checking their emails frequently for important messages from the school regarding important events, schedule changes and more! Please don't ignore these!

Pillar 2: Shared Governance & Two-Way Dialogue

We want parents and guardians to have an authentic seat at the table so

we can build institutional trust.

- [Active School Community Council \(SCC\)](#): School Community Councils, which include parents/guardians, school employees, and the principal, play a crucial role in improving student achievement. Councils analyze data and develop School LAND Trust Plans that allocate funds to address academic needs, while also aiming to involve parents in school-level decisions and enhance the overall educational environment.
- Transparent Feedback Loops: Parents and guardians should constantly communicate and give feedback to ensure the best systems are in place.

Pillar 3: Targeted Academic & Specialized Support

- BEACON Family Nights: Partner directly with the BEACON After-School Program to co-host family nights. Parents can see enrichment club projects (like Robotics or Debate) and learn how to navigate academic tutoring structures. Encourage parents to sign up as volunteer tutors or activity leaders.
- Bilingual Outreach: Work closely with the Moab Valley Multicultural Center (MVMC) to ensure all critical school-to-home communications, handbook updates, and registration materials are fully translated and accessible.
- Holistic Wellness Workshops: The counselor and school-based therapist will host brief parent sessions during conference nights. Topics could include adolescent mental health, navigating social-emotional learning (SEL), or signing up for the federal Educational Talent Search (ETS) program.

Pillar 4: Showcasing Student Culture & Traditions

Parents are much more likely to show up to celebrate their kids than they are to attend standard meetings.

- Arts & Music Showcases: Coordinate with your Band, Strings, and Art teachers to turn standard performances into community gallery nights.
- Eighth Grade Promotion & Talent Show: Capitalize on major spring milestones. The March Talent Show and the final Eighth Grade Promotion ceremony are high-leverage events where parent attendance is naturally maximized. Use these gatherings to publicly celebrate "Student of the Month" recipients and community-oriented Junior Honor Society projects.

Educational Talent Search (ETS)- Career & College Planning Program / TRIO: Educational Talent Search (ETS) is an educational program funded by the U.S. Department of Education. It is designed to motivate and support students in

grades 6-12 to graduate from high school and pursue the post-secondary school of their choice. ETS will cover costs for your ACTs in high school and allow you the opportunity to tour different colleges. You may be eligible if:

- You are a U.S. Citizen; and
- You are in 6th-12th grade; and
- You meet the federal income guidelines established by the U.S. Department of Education; and/or you are a potential first-generation college student (meaning neither parent nor legal guardian has received a Bachelor's degree); and/or you are considered to be an at-risk student.

To join, you must fill out a TRIO In-Take application. Contact the ETS Advisor (Cindy Brewer) at your school for more information and an application.

Equal Education Opportunities

It is the policy of the Grand County School District Board of Education to not discriminate on the basis of race, color, national origin, religion, age, sex, sexual orientation or disability, in its educational programs, activities, or employment practices as required by Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Age Discrimination in Employment Act of 1974, and the Americans with Disabilities Act of 1990. Equal Opportunity is a priority of the GCSB. Persons alleging educational program discrimination or other related violation of civil rights, including discrimination carried out by employees, students, or third parties, are directed to review and utilize Board Policy 1700 Equal Education and Civil Rights Grievance Procedures.

Reasonable Accommodation of Parent/Guardian Rights

A student's parent or guardian is the primary person responsible for the education of their student. A parent or guardian has the right to request reasonable student accommodations, in writing, as delineated by Utah Code 53A-15-1403.

Rewards and Activities

Class Bank: A school-wide management program that combines a school-wide economy and financial literacy skills into one easy to use system. The web-based platform enables students to apply for school-wide jobs, and earn and spend school dollars. Students learn valuable skills like money management, needs vs. wants, delayed gratification, budgeting, and more, all through experience.

Student of the Month Award: Students are selected for their “Perseverance and Citizenship” in school based on recommendations from their teachers every month. The students are selected to receive a certificate, an invitation to lunch with the Principal, and recognition in the local newspaper.

Friday Activities: Once a month, the Honor Society puts on a Friday Activity. This can be, but is not limited to school-wide games, movies, socials, dances, etc.

End of Year Activities: We like to celebrate all of our students’ hard work throughout the year by throwing huge parties/activities during the last week of the school year. One way we do this is by having a field day. Students have the opportunity to play on waterslides, have water fights, eat snow cones, and more! It is also tradition for our 8th graders to go to the lake for a day. 7th grade students will have activities such as bowling, movie watching, a day at the pool and more.

However, beginning the 4th quarter, students' behavior expectations will increase. They have had $\frac{3}{4}$ of a school year to learn our school rules and expectations. Any student who receives an office referral could lose the privilege of attending these end of year activities. This will be determined by the Principal who will consider the type of referral and the number of offenses.

B.E.A.C.O.N.

Building Essential Assets through Community Outreach and Networking

The afterschool program is designed to provide Margaret L. Hopkin Middle School students with a safe, nurturing, and educational environment. In addition, the program strives to instill in youth a passion for learning, to develop character and social skills, and to help students become responsible citizens in a global community.

We encourage parents to be involved in program activities by volunteering as a tutor or activity leader and coming to BEACON sponsored family nights. Parents are encouraged to visit the program site at any time [www.moabb beacon.net]. We welcome your phone calls and input! (435) 260-7001

BEACON has two areas of focus:

1. **Enrichment Clubs:** Hands-on learning for the core concepts taught during the school day. These incorporate life skills, service learning, and career exploration.
 - o Examples of clubs: Debate Club, Robotics Club, Spanish Club, Mad Science Club, Girls on the Run
2. **Academic Assistance:** To help those who are failing or struggling with academics
 - o **Homework Space:** For those students needing a place and a little help with their studies
 - o **Tutoring:** Individual and group tutoring for those students identified by school personnel or parents who need rigorous assistance.

Grand County Child Nutrition Program

We thank you for the opportunity to serve your children and the trust you put in us to feed them wholesome, well balanced, nutritious school meals. We care about your child's health and strive to continuously update and improve our menus. Your suggestions and concerns are always welcome and we invite you to be involved in our school meal program. We encourage parents and family members to be proactive in their child's life by encouraging them to:

- Always eat a healthy breakfast
- Eat more fruits and vegetables
- Limit or eliminate sweetened drinks
- Limit screen time
- Increase physical activity
- Eat meals together as a family
- Choose moderation and balance
- Promote positive body image

Most of the processed foods our children consume today are not wholesome. They are filled with by-products and high sodium which contributes to hypertension. We are working to reduce the use of these items in our menus, but we need help from parents and other family members. You can help by encouraging your children to try new foods, eat plenty of fresh fruits and vegetables, whole grain rich menu items and drink low fat milks and limit or eliminate sugary drinks, or drinks with caffeine. Working together we can eliminate the health risks poor eating habits pose.

FOOD ALLERGIES- Students who have food allergies must fill out a Medical Statement Request for Special Meals, Accommodations, and Milk Substitutions form. Forms are available online at www.grandschools.org under the Nutrition and Food Service tab, at the District Office, at the MLHMS Child Nutrition Program Office at MLHMS, or from any school district café manager. These forms must be renewed yearly at the beginning of each school year. Please take a form with you to your child's doctor appointment and have the physician fill out the application properly. Please read the instructions before the form is filled out. If the form is not properly filled out it is invalid. Parents will be notified that the form is incomplete and invalid.

USDA Guidelines for Accommodating Special Dietary Needs:

- **Disability-**Schools and agencies participating in federal nutrition programs **must** comply with requests for special dietary meals and any adaptive equipment with a documented disability and completed request form.
- **Non-disability-**Schools and agencies participating in federal nutrition programs **may** comply with requests for non-disabling medical conditions. Accommodations will be made on a case-by-case basis.
- **Fluid Milk Substitutions-**Fluid milk substitutions apply to non-disability requests. Schools and agencies participating in federal nutrition programs **may** accommodate complete requests with a USDA approved non-milk equivalent. If accommodations are made for one student requesting a fluid milk substitute, accommodations must be made for all students requesting a fluid milk substitute. **Please note:** We do not provide milk substitutions if your child is lactose intolerant. The student is not required to take milk. The only time this will be done is when the student has a disability (see above). Juice will not be given in place of milk. However if you would like to send a milk replacement with your student you are encouraged to do so.
- Gluten free diets will only be served to students with disability status (see above).

Parents who choose not to purchase a school lunch must send a lunch with their child. Students who are not sent with a lunch or money to purchase lunch will be reported to the Principal. It is important to us that students do not go without lunch.

Parents may make payments to the school by mail or hand delivery. Parents should clearly note the account to which funds should be credited (students' name or I.D. number). We accept checks, money orders, and cash. It is best not to send money with younger students as it may get lost. You must make payments directly to the cafeteria or may use www.myschoolfees.com, an automated payment system, to make payments for student's meals. Parents may make on-line payments, using debit or credit cards for one or all of their students, allocating funds to each student's account. There is NO CHARGE FOR THIS SERVICE. The instructions are located on the Districts' web site or at each school site. Note payments do not post for 24 hours.

MLHMS School Meal Program & Charge Policy

Please note we will no longer “remind” students to tell their parents to send money to the school. It is the parent’s responsibility to pay the student’s account.

Charge Policy

1. Parents must keep contact information updated with secretaries, especially new contact numbers so your student can reach you if they have no money in their account. Parents are responsible for your student’s meal account funds.
2. The CNP will not withhold meals from students who have a negative lunch balance. However, the program will contact the parents to remind them of the debt. As a courtesy to our school, please pay school lunch debits in a timely manner.
3. If you are having financial difficulties please fill out a new free and reduced meal application to see if you qualify. Please contact Sarah Dawson dawsons@grandschools.org or at 259-6657 or 259-2757 or 220-0016 for support and information.
4. Parents are advised to prepay into their child’s account before school starts. If your student is new to the district and you are applying for free or reduced meals you must prepay for meals because the students will still be charged full price until the application is approved. It may take up to ten days before applications are approved.

Students who qualified for free or reduced status last year will qualify as they did at the end of the previous school year for the first 30 school days of the new school year calendar only. The expiration date will be September 15, 2024 Parents must fill out a new application every year. New applications will be available at the District Office 264 S 400 E on July 1, also online, and at all schools in August.

The Food and Nutrition department receives full reimbursement for free meals and partial reimbursements for meals served to students who do not qualify for free meals. Parents must make payments to the student’s account to make up the difference between the federal reimbursements and the cost of the meal. This policy applies only to school meal payments, not a la carte sales. A la carte sales are for extra milk students wish to purchase.

Definitions:

1. “A la carte sales” at the elementary school refers in general to extra milk a student can purchase for \$.50 each
2. “Alternate meal” means a meal served to students different from the meals served to other students because the student does not have adequate funds in their meal account. The alternate meal will consist of a peanut butter/honey sandwich and milk. This allows the student to have something to eat while limiting the cost to the school lunch program. In this case, an alternate meal does not meet the USDA requirements and may not be claimed for reimbursement. The cost to produce this meal is not an allowable cost to the food program and must be paid for from non-federal funds.
3. “Automated meal payment system” means a web based system which allows parents to deposit funds in student’s meal accounts. The automated meal payment system used in the District is “My School Fees.”
4. “Free meal” means a meal served to a student whose parents have filled out a free & reduced meal application and have qualified, based on federal standards for free meals. The free meal receives the highest federal rate of reimbursement. The meal is served at no cost to the student.
5. “Meal charging” means allowing students who do not have funds in their account to receive a reimbursable meal, with parents paying for these meals at a later time. Schools are not required to provide meals to students who do not have the funds to pay for the meal.
6. “Over identification” means allowing only those with a need to know the free, reduced price or paid status of a student. Such information, by regulation, only those who need to know (those who process school meal payments) may know the status of a student.
7. “Parent” means a student’s parent, legal guardian, or custodian.
8. “Paid meal” means a meal served to a student whose parents have not qualified for reduced price or free meals. This meal receives the lowest amount of federal reimbursement. The parent must pay the lunch price established by the local school Board.
9. “Reduced-price meals” means a meal served to a student whose parents have qualified for reduced meals. The federal rate of reimbursement is less than a free meal, but more than a paid meal. The parent must pay .40/lunch and .30/breakfast.

10. “Reimbursable Meal” means a meal which meets the USDA requirements and may be claimed for payment from the USDA

Free and Reduced applications: Filling out an online application: Parents can fill out an application online at the Grand County School District’s website at www.grandschools.org. Click Powerschool access. You will need to know your students I.D. number. You can call the Child Nutrition department if you don’t have the ID number handy. You will need to request a username and you will need to create a password unless you have already created an account. Remember your user name and password as you will use it all through your child’s school career. There will be icons for Food Service, Student Summary, Free/Reduced meal Application and Update Student Contact Information. Please update Student Contact information. You will also find a list of frequently asked questions with answers and information to help applicants when filling out the application. Click on the Begin Application button to begin filling out the application. Please read through the information and follow the instructions. Please only fill out one application for each household, with all your children’s names and the school they will attend completed on the application. If you receive food assistance you will need your case number. If you are filling out income amounts you will need to fill in each family member’s income and how often it is paid. If a family member does not have income, check the “no income” box. Your application will not be complete or accepted without all information included. Please make sure you check the electronic signature box. In the event that parents are divorced or separated and living in different homes, it is advised for each parent to create their own application when applying. Please do not share information so that it is not accessible to anyone other than the parent filling out the application. Parents will be notified if you qualify. Any questions please call Sarah Dawson @ 435-259-2757.

Filling out the paper application: Applications must be filled out completely-part 1 through part 5. Please fill out one application per family with all children listed on one form.

- **STEP 1:** List all household members who are infants, children, and students up to and including grade 12.
- **STEP 2:** Do any household members (including you) currently participate in one or more of the following assistance programs: SNAP, TANF, or FDIIR?
- **STEP 3:** Report income for all household members
 - **Child Income must be filled out. Put a 0 for no income, or put the income amount received and how often.**
 - TOTAL HOUSEHOLD INCOME-LIST ALL MEMBERS INCLUDING CHILDREN WITH INCOME- HOW OFTEN YOU ARE PAID, ANNUAL, MONTHLY, TWICE PER MONTH, EVERY TWO WEEKS, OR WEEKLY.
 - SELF EMPLOYED – If you are self –employed you may use last year’s income as a basis to project the current year’s net income, unless your current net income provides a more accurate measure. Self-employed persons are credited with net income rather than gross income. Net income for self-employment is determined by subtracting business expenses from gross receipts.
 - SEASONAL WORKERS- Seasonal workers and others, whose income fluctuates, usually earn more money in some months than in other months. Consequently, the previous month’s income may distort the household’s actual circumstances. In these situations, the household may project its annual income and report this amount as its current income. If the prior year’s income provides an accurate reflection of the household’s current annual rate of income, the prior year may be used as a basis for the projected annual rate of income.
- **STEP 4:** Contact information and adult signature
 - All applications must be signed by an adult member of the household. Before completing this section, please make sure you have read the privacy and civil rights statements on the back of the applications.
 - Provide contact information Write your current address in the field provided if this information is available. If you have no permanent address, this does not make your children ineligible for free or reduced school meals. Sharing a phone number, email address or both will help us reach you quickly if we need to contact you.
 - Sign and print your name.
 - Write today’s date.
 - Share children’s Racial and Ethnic Identities(optional)



2026

GRAND COUNTY HIGH SCHOOL RED DEVILS

STUDENT HANDBOOK



 www.gchs.grandschools.org

 [435-259-8931](tel:435-259-8931)

 608 Fourth E St, Moab, UT 84532



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These are GCHS School specific procedures and rules. BOE approved policies supersede and take precedence over these procedures and rules if there is a discrepancy or conflict.



Mission Statement

To educate all students in a safe, supportive, challenging environment where they can learn to be responsible citizens and lifelong learners.

School Song

Red and White,
Our colors good and true:
Red and white,
For victory we're with you.
Red and white,
We'll loyal ever be:
Red and white,
Our hearts and souls to thee.
Old Grand High,
Three cheers for Old Grand High:
Old Grand High,
We'll praise you to the sky.
Old Grand High,
You're dearer than the rest:
Old Grand County High,
The school we love the best!





Message from the Principal

Students, Parents, and Guardians,

Welcome to the 2026-2027 school year! I hope you all had a fantastic summer break filled with making memories and recharging for the year ahead.

I want to share just how incredibly excited and honored I am to lead our school community. Every new school year brings a clean slate, fresh energy, and boundless potential. Walking through our hallways and seeing our classrooms come alive with the energy and enthusiasm of our students is truly the best part of my job, and I am thrilled to get started.

This year, our school team is deeply committed to focusing on three core goals to ensure every single student thrives academically, socially, and emotionally:

- **Improving Attendance:** Success starts with showing up. Every single day a student is in school is an opportunity to grow, connect, and learn. We want to work in close partnership with our families to ensure our students are here, on time, and ready to engage every single day.
- **Taking Ownership of Your Learning:** True education requires active participation. This year, our goal is for students to embrace the challenge of their coursework, stay curious, and take personal responsibility for their academic progress.
- **Preparing for the Next Step:** High school is a journey with a destination. Whether our students are aiming for a four-year university, a trade technical school, military service, or entering the workforce immediately after graduation, our goal is to ensure they leave us with the skills, confidence, and credentials necessary to succeed in their next chapter.

Your partnership is vital to our success. I encourage all parents and guardians to stay involved, communicate openly with our staff, and join us in making this year amazing. Please feel free to reach out to your student's teachers or to me directly with any questions, suggestions, or successes you'd like to share.

Thank you for your continued support, trust, and partnership. Let's make this a fantastic school year filled with learning, growth, and celebrated achievements!

Warmest regards,

Mrs. Tish Casper, Principal
Grand County High School



Health

In order to protect students and staff from communicable diseases the following symptoms necessitate exclusion from school and school activities:

- Temperature ≥ 100.4 (24 hours fever-free without ibuprofen or tylenol)
- Vomiting (may return when symptom-free for 24 hours)
- Diarrhea (if not normal for student)
- Diagnosis of reportable illness (i.e. Covid-19, Chickenpox, Whooping Cough)
- Strep Throat -until 24 hours after antibiotic treatment started)
- Infectious skin lesions that are oozing, draining and can not be covered

Conditions such as head lice, pink eye and skin rashes are not reasons for exclusion.

Medications

- State law and district policy do not permit students to carry or administer medications at school. If prescription medications are needed during the school day, a medication order and health plan must be on file with the school nurse.
- Over-the-counter medications such as Ibuprofen and Tylenol can be administered by the school secretaries and school nurse with parental permission.
- Students with potentially life-threatening illnesses that may require emergency medications such as epinephrine, albuterol or insulin may self-carry and self-administer those medications. A medical form signed by the provider, parent and school nurse must be on file with the school.

Immunizations

State law requires documentation of routine childhood immunizations or an updated immunization exemption certificate completed by the parent/guardian to be on file with the school. *Incomplete immunization records can result in exclusion from school and school activities.*

Although not required, the Centers for Disease Control, Southeast Utah District Health Department and student health services recommends the following vaccines to protect the health of students and the school community:

- Seasonal influenza (flu) vaccines
- Covid-19 vaccine series and/or boosters as students are eligible

These vaccines are available at the health department and other local health care providers.



Vision Screenings

All ninth grade students will receive a vision screening by the school nurse. Any student who has vision concerns may request a screening from the nurse at any time.

Students with lost/broken glasses, or who are in need of a vision exam can contact the school nurse for a voucher for an eye exam and free glasses.

GCHS Bell Schedule

GCHS Bell Schedule

Mon. Tue. Wed.

1st 7:40 - 8:54

2nd 8:58 - 10:12

3rd 10:16 - 11:30

Lunch 11:30 - 12:00

4th 12:04 - 1:18

5th 1:22 - 2:35

Thursday

1st 7:40 - 8:47

2nd 8:51 - 9:58

DT 10:02 - 10:32

3rd 10:36 - 11:43

Lunch 11:43 - 12:13

4th 12:17 - 1:24

5th 1:28 - 2:35

Friday

1st 9:00 - 9:51

2nd 9:55 - 10:46

3rd 10:50 - 11:41

Lunch 11:41 - 12:10

4th 12:14 - 1:05

5th 1:09 - 2:00





GCSD Calendar 2026-2027

<https://www.grandschools.org/apps/news/article/2166178?categoryId=15703>

2026-2027 School Event Calendar

July 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

July	
3	Independence Day (obs)
24	Pioneer Day

January 2027						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January	
1	Winter Break
18	Martin Luther King Jr. Day

August 2026						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August	
20	First Day of School

February 2027						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

February	
15	Presidents Day
25	PTC (Half Day of School)
26	PTC (No School)

September 2026						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September	
7	Labor Day
24	PTC (Half Day of School)
25	PTC (No School)

March 2027						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March	
11	Last Day of Third Term
22-26	Spring Break

October 2026						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October	
15	End of First Term
16	Fall Break

April 2027						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

April	
-------	--

November 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

November	
25-27	Thanksgiving Break

May 2027						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May	
28	Last Day of School
31	Memorial Day

December 2026						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

December	
18	End of Second Term
21-31	Winter Break

June 2027						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June	
21	Juneteenth (obs)

- Holiday or Event (non-work day)
- Teacher Day (no school)
- PTC/CCR (1/2 day school)
- PTC/CCR (no school)
- End of Term
- First/Last Day of School

DOI	Q1	Q2	Q3	Q4
Aug	8			
Sep	20			
Oct	11	9		
Nov		18		
Dec		14		
Jan			18	
Feb			18	
Mar			9	8
Apr				22
May				20
175	39	41	45	50

ESD	Q1	Q2	Q3	Q4
Aug	8			
Sep	21			
Oct	11	10		
Nov		18		
Dec		14		
Jan			19	
Feb			19	
Mar			9	9
Apr				22
May				20
180	40	42	47	51

	DOI	Cvrt -Day	aTch-Day	K-Day
Aug	8		3	11
Sep	20	1		21
Oct	20	1		21
Nov	18			19
Dec	14			14
Jan	18	1		19
Feb	18	1		19
Mar	17	1		18
Apr	22			22
May	20			20
175	5	3		183



GCHS Student Body & Class Officers

Student Body Officers

President	Chloe Byrd
Vice President	Natalie Winn
Secretary	Maysie Hall
Public Relations	Kaci Hamilton

Senior Class Officers

President	Kaydance Knutson
Vice President	Marley Orton
Secretary	Peter Olsen

Junior Class Officers

President	Cailey Swasey
Vice President	Kyndee Cluff
Secretary	Kinzie Shumway
Public Relations	Hadley Kasprick

Sophomore Class Officers

President	Justin Kimmerle
Vice President	Kenzi Penner
Secretary	Liesel Hays
Public Relations	Maddi Hamilton

Freshman Class Officers

President	Javier Gastelum
Vice President	Dodge Holyoak
Secretary	Sophia Smith
Public Relations	Ethan Burton



Equal Education Opportunity

It is the policy of the Grand County School District Board of Education to not discriminate on the basis of color, national origin, religion, age, sex, sexual orientation, or disability, in its educational programs, activities, or employment practices as required by Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Age Discrimination in Employment Act of 1974, and the Americans with Disabilities Act of 1990. Equal Opportunity is a priority of the Grand County Board of Education. Persons alleging educational program discrimination or other related violations of civil rights, including discrimination carried out by employees, students, or third parties, are directed to the review and utilized Board Policy FA Equal Educational Opportunities and Policy BV Civil Rights Grievance Procedures.

GCHS Student Fee Schedule

Eligibility, Grade Check and Citizenship

Grade Check and Term Ends

Quarter 1	Initial Eligibility will be conducted in June of the prior school year to allow students the opportunity to work on eligibility in summer school or over the summer if necessary	
Quarter 1 10-12 Grades	Beginning of the School year-Final Eligibility	Aug 14, 2026
Quarter 1	Q1 Ends	Oct 16, 2026
Quarter 2	Q2 Begins	Oct 20, 2026
Quarter 2 Grades 9-12	Continuing eligibility for fall sports and Initial Eligibility for Winter Sports	Oct 24, 2026
Quarter 2 Grades 9-12	Eligibility Grade Check	Nov 10, 2026
Quarter 2	Midterm	Nov 14, 2026
Quarter 2	Q2 Ends	Dec 19, 2026



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Quarter 2	Continuing Eligibility for Winter Sports and initial eligibility for Spring sports	Jan 7, 2027
Quarter 3	Q3 Begins	Jan 6, 2027
Quarter 3 Grades 9-12	Midterm Eligibility Grade Check	Feb 9, 2027
Quarter 3	Q3 Midterm	Feb 13, 2027
Quarter 3	Q3 Ends	Mar 13, 2027
Quarter 4	Q4 Begins	Mar 16, 2027
Quarter 4	Continuing Eligibility for spring sports	Mar 20, 2027
Quarter 4	Q4 Midterm Grade Check	Apr 13, 2027
Quarter 4	Q4 Midterm	Apr 20, 2027
Quarter 4	Q4 Ends	May 28, 2027

Citizenship Plan

The Grand County High School mission is to ensure that all students leave our schools ready to create a positive future for themselves and their community. High School is a time for students to gain the knowledge, skills and dispositions necessary to reach this mission. As with all schools, GCHS has a grading system that reflects a student's academic knowledge. A student's academic learning is supported by their behaviors that demonstrate responsibility and respect, all of which are included in our definition of student citizenship.

To support this educational concept, schools and parents should expect students to be in regular attendance, punctual in arriving to classes, appropriate in their conduct at school, and responsible for their behavior. Because these behaviors contribute to each student's success, students will earn a citizenship grade in every class. Citizenship grades will be determined using the chart below and will be based on absences, tardies, and missing assignments, respect and responsibility to self and others.

In each quarter, students will earn a citizenship grade in each of their classes. Students will earn H (Honors), S (Satisfactory), N (Needs Improvement), or U (Unsatisfactory) for their citizenship grade. A student's citizenship grade is only as good as their lowest category.



STUDENT HANDBOOK

(Attendance/Tardiness, Respect, and Responsibility). Each teacher will use the following rubric to determine citizenship grade.

- Students will be given the opportunity to improve their citizenship grade at the discretion of the teacher.
- Within in each term, students can increase their citizenship score, either by consistently improved behavior, or restitutorial actions such as:
 - Attending tutoring, as offered, proportional to the existing citizenship grade.
- If the student has a U within a term, they may not be eligible to participate in school sponsored activities until the Unsatisfactory score is rectified. These activities may include: Student government, Sterling Scholar Competition, dances, drama, pep buses, field trips, school sponsored events, sports competitions, or student-led organizations, etc.

GRAND COUNTY HIGH SCHOOL CITIZENSHIP PLAN

Category	Honors Always demonstrates RED DEVIL PRIDE	Satisfactory Usually demonstrates RED DEVIL PRIDE	Needs Improvement Sometimes demonstrates RED DEVIL PRIDE	Unsatisfactory Rarely demonstrates RED DEVIL PRIDE	Scoring Totals
	Each category is worth 3 points	Each category is worth 2 points	Each category is worth 1 points	Each category is worth 0 points	
Attendance Points	Per quarter: 0-4	Quarter: 5-9 absences	Quarter: 10-14 absences	Quarter: 15+ absences	/3
Tardy Points	Per quarter: 0-2	Per quarter: 3-4	Per quarter: 5-6	Per quarter: 7+	/3
Points Possible	6	4	2	0	
Respectful	Always	Usually	Sometimes	Rarely	
	Follows classroom rules and procedures, is actively engaged, follows directions	Follows classroom rules and procedures, is actively engaged, follows directions	Follows classroom rules and procedures, is actively engaged, follows directions	Follows classroom rules and procedures, is actively engaged, follows directions	/3
	Uses school devices, personal devices, materials, and facilities appropriately	Uses school devices, personal devices, materials, and facilities appropriately	Uses school devices, personal devices, materials, and facilities appropriately	Uses school devices, personal devices, materials, and facilities appropriately	/3
	Respects the rights of others to learn and teach	Respects the rights of others to learn and teach	Respects the rights of others to learn and teach	Respects the rights of others to learn and teach	/3
	Respects property of the school, teacher and classmates	Respects property of the school, teacher and classmates	Respects property of the school, teacher and classmates	Respects property of the school, teacher and classmates	/3
	Works cooperatively with peers and teachers	Works cooperatively with peers and teachers	Works cooperatively with peers and teachers	Works cooperatively with peers and teachers	/3
	Respects appropriate boundaries (verbal, physical)	Respects appropriate boundaries (verbal, physical)	Respects appropriate boundaries (verbal, physical)	Respects appropriate boundaries (verbal, physical)	/3
Responsible to self and others	Always	Usually	Sometimes	Rarely	
	Prepared for class (materials, charged Chromebook)	Prepared for class (materials, charged Chromebook)	Prepared for class (materials, charged Chromebook)	Prepared for class (materials, charged Chromebook)	/3
	On task, productive and submits work on time	On task, productive and submits work on time	On task, productive and submits work on time	On task, productive and submits work on time	/3
	Follows GCSD Academic Honesty policy	Follows GCSD Academic Honesty policy	Follows GCSD Academic Honesty policy	Follows GCSD Academic Honesty policy	/3
	Takes responsibility for choices	Takes responsibility for choices	Takes responsibility for choices	Takes responsibility for choices	/3
	Follows school & classroom rules for cell phones/dress code and language	Follows school & classroom rules for cell phones/dress code and language	Follows school & classroom rules for cell phones/dress code and language	Follows school & classroom rules for cell phones/dress code and language	/3
	Stays in class and does not leave for prolonged periods of time	Stays in class and does not leave for prolonged periods of time	Stays in class and does not leave for prolonged periods of time	Stays in class and does not leave for prolonged periods of time	/3
Rubric for Scoring	29 to 42 Honors	15 to 28 Satisfactory	14 or less Needs improvement	Unsatisfactory	/42



STUDENT HANDBOOK

Graduation Requirements

2026-27 Track (updated Spring 2026) NCAA College Prep Discipline (16 * Core)

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
* English 9 S-1.0 (Honors-(T)) Basic Reading & Writing 9 S-1.0	* English 10 S-1.0 *Hon English 10 S-1.0 Creative Writing Q-.50 Debate 9+ Q-.50	* AP Lang/Comp Sem Q-.5+ S-1.0 * English 11 S-1.0 Mythology 10+ Q-.50 Debate 9+ Q-.50	* Language Arts 12 S-1.0 * AP Eng 12 Sem Q-.5 + S-1.0 * USU Eng 1010/2010 S-1.0 USU 2200/Creative Writing Q-.5 Bus Com/ Debate/ACT Prep Q-.5
*Secondary Math 1 S-1.0 *Honors Math 1 (T) S-1.0	* Secondary Math 2 S-1.0 * Honors Math 2 (T) S-1.0 * Math 3/Per Fin/ AccountS-1.0 *Honors Math 3 S-1.0	* Secondary Math 3 S-1.0 * Honors Math 3 (T) S-1.0 Pers Fin S-1.0 * Intro to Calc/ACT Prep Q-.5	* Math 3/Pers Fin/AccountS-1.0 * Intro Calc/ ACT Prep Q-.5 *AP Calc (T) Sem Q-.5 + S-1.0 * USU 1040/ USU 1050 T-1.0
*Earth Science S-1.0 App Physical Sci/Forensics Q-.50 Animal Science (CTE) S-1.0 Floriculture/Green House Q-.50 Nursery Op/Landscape Q-.50	*Biology S-1.0 *Biology (Agricultural) S-1.0 *Earth Science S-1.0 Animal Science (CTE) S-1.0 Small Companion Sci S-1.0 Floriculture/Green House Q-.50 Forensics 1/Forensics 2 Q-.50	* Chemistry (T) S-1.0 Forensics 1/ Forensics 2 Q-.5 *M.A.P. (CTE) Lab -Q-.5 + S-1.0 Robotics 1 and 2 S-1.0 Small Companion Sci S-1.0 Floriculture/Green House Q-.50 Nursery Op/Landscape Q-.50	*Physics (T) S-1.0 USU Biology 1010 (S2/OL) S-1.0 *USU Geology1060 T-1.0 USU Physics 101 T-1.0 Honors Science Q-.5 ADV Lab Tech 10+ Q-.5 Other:
*Geography S-.50	*World History Q-.5 AP World History	*US History S-1.0 *Civics Q-.5	*Government Q-.5 USU PolS 1100 T-1.0
Health Q-.50	Health Q.5		
Skill and Tech Q-.50	Skill and Tech Q-.5 Fit for Life Q-.5	Fit for Life/ Life Time Q-.5 Weight Training/ Yoga Q-.5	Lifetime /Weight Training Q-.5 Yoga/Sports Q-.5
Digital Bus / Web Develop Q-.5 Computer Science	Digital Bus / Web Develop Q-.5 Computer Science	Digital Bus / Web Develop Q-.5 Computer Science	Digital Bus / Web Develop Q-.5 Computer Science
			Financial Literacy Q-.5 USU FCSE 1350 (S2/OL) S-1.0
*Spanish 1 / *Spanish 2 S-1.0	Spanish 2 / Spanish 3 S-1.0	Spanish 3 / Spanish 4 S-1.0	Spanish 3 / Spanish 4 S-1.0
Fine Arts Discipline (6+classes w/ all *) * Coml Art 1 9+ Q-.5 Ceramics 1 9+ /Ceramics 2 Q-.5 Art App 9+ / Adv Draw 10+ Q-.5 Coml Art 2 10+ Q-.5 Coml Art 3 11+ Q-.5 Com D Photo 1 10+ Q-.5 Com D Photo 2 10+ Q-.5 Sculpting 10+/Oil Paint 10+ Q-.5 Digital Media 1(YB) 10+ (T) Q-.5 AP ART (T) Sem = Q-.5 + S-1.0	Performing Arts Discipline (6+ classes with all *) Drama 9 / Drama 10 Q-.5 Drama 11/*Adv Drama Q-.5 Drama 12/* Adv Drama Q-.5 Strings 9 10 11 12 S-1.0 Band 9 / Band 10 S-1.0 Band 11 / Band 12 S-1.0 *Marching 9 10 11 12 S-1.0 *Jazz Band 9 10 11 12 S-1.0	Sports Discipline (6 + classes with (4 *) 2 Varsity Wt Training 11 / 12/Yoga Q.50 * Football Theo 9 10 11 12 S-1.0 * Basketball Th 9 10 11 12 Q-.5 * Bs/Sft Ball Th 9 10 11 12 Q-.5 * Sports Train 9 10 11 12 Q-.5 *Dance Theory 9 10 11 12 Q-.5	USU CE General Ed (3-6) USU POLS 1100 (T3) T-1.0 USU Music 1010 (T3) T-1.0 USU FCSE (Fin Lit) 1350 (T3) 1.0 USU Art 1010 (S2/OL) S-1.0 CS Comp Science (S2/OL) S-1.0 USU BIO 1010/ Geol 1010 T-1.0 USU PSY 1010/ HDFs 1500 T-1.0 USU Humanities 1320 T-1.0 USU POLS 1100/His 1700 T-1.0 USU PHYS 1010/TEAL 1010 T-1.0 USU NDFS1020/Music1010 T1.0 USU Math 1050 or 1040 T-1.0
Other Elective Courses ASC 10+ / ESL 9+ Q-.5 Res Study / Rel Time Q-.5 ESS Math 9 / ESS LA 9 S-1.0 ESS SCI 9 / ESS Hist 9 S-1.0 Job-Life Skills 9 S-1.0 Child Dev 9+ / Peer Men Q-.5 USU SPED 1000 (T) 10+ Q-.5 Native American Studies Q-.5	Other Elective Courses ASC 10+ / ESL 9+ Q-.5 Res Study / Rel Time Q-.5 ESS Math 10 / ESS LA 10 S-1.0 ESS SCI 10 / ESSHist 10 S-1.0 Job-Life Skills 10 S-1.0 Child Dev 9+ / Peer Mentor Q-.5 USU SPED 1000 (T) 10+ Q-.5 Native American Studies Q-.5	Other Elective Courses ASC 10+ / ESL 9+ Q-.5 Res Study / Rel Time Q-.5 ESS Math 11 / ESS LA 11 S-1.0 ESS SCI 11 / ESSHist 11 S-1.0 Job-Life Skills 11 S-1.0 Child Dev 9+ / Peer Mentor Q-.5 USU SPED 1000 (T) 10+ Q-.5 Native American Studies Q-.5	Other Elective Courses ASC 10+ / ESL 9+ Q-.5 Res Study / Rel Time Q-.5 ESS Math 12 / ESS LA 12 S-1.0 ESS SCI 12 / ESSHist 12 S-1.0 Job-Life Skills 12 S-1.0 Child Dev 9+ / Peer Ment Q-.5 USU SPED 1000 (T) 10+ Q-.5 Native American Studies Q-.5



STUDENT HANDBOOK

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
* English 9 S-1.0 (Honors-T) Basic Reading & Writing 9 S-1.0 Debate 9+ Q-.50	* English 10 S-1.0 *Hon English 10 S-1.0 Creative Writing Q-.50 Debate 9+ Q-.50	* AP Lang/Comp SemQ-.5+ S-1.0 * English 11 S-1.0 Mythology 10+ Q-.50 Debate 9+ Q-.50	* Language Arts 12 S-1.0 * AP Eng 12 Sem Q-.5 + S-1.0 * USU Eng 1010/2010 S-1.0 USU 2200/Creative WritingQ-.5 Bus Com/ Debate/ACT Prep Q-.5
*Secondary Math 1 S-1.0 *Honors Math 1 (T) S-1.0	* Secondary Math 2 S-1.0 * Honors Math 2 (T) S-1.0 * Math 3/Per Fin/ AccountS-1.0 *Honors Math 3 S-1.0	* Secondary Math 3 S-1.0 * Honors Math 3 (T) S-1.0 Pers Fin S-1.0 * Intro to Calc/ACT Prep Q-.5	* Math 3/Pers Fin/AccountS-1.0 * Intro Calc/ ACT Prep Q-.5 *AP Calc (T) Sem Q-.5 + S-1.0 * USU 1040/ USU 1050 T-1.0
*Earth Science S-1.0 App Physical Sci/Forensics Q-.50 Animal Science (CTE) S-1.0 Floriculture/Green House Q-.50 Nursery Op/Landscape Q-.50	*Biology S-1.0 *Biology (Agricultural) S-1.0 *Earth Science S-1.0 Animal Science (CTE) S-1.0 Small Companion Sci S-1.0 Floriculture/Green House Q-.50 Forensics 1/Forensics 2 Q-.50	* Chemistry (T) S-1.0 Forensics 1/ Forensics 2 Q-.5 *M.A.P. (CTE) Lab -Q-.5 + S-1.0 Robotics 1 and 2 S-1.0 Small Companion Sci S-1.0 Floriculture/Green House Q-.50 Nursery Op/Landscape Q-.50	*Physics (T) S-1.0 USU Biology 1010 (S2/OL) S-1.0 USU Geology1060 T-1.0 USU Physics 101 T-1.0 Honors Science Q-.5 ADV Lab Tech 10+ Q-.5 Other:
*Geography S-.50	*World History Q-.5 AP World History	*US History S-1.0 *Civics Q-.5	*Government Q-.5 USU Pols 1100 T-1.0
Health Q-.50 Skill and Tech Q-.50	Health Q-.5 Skill and Tech Q-.5 Fit for Life Q-.5	Fit for Life/ Life Time Q-.5 Weight Training/ Yoga Q-.5	Lifetime /Weight Training Q-.5 Yoga/Sports Q-.5
Digital Bus / Web Develop Q-.5 Computer Science	Digital Bus / Web Develop Q-.5 Computer Science	Digital Bus / Web Develop Q-.5 Computer Science	Digital Bus / Web Develop Q-.5 Computer Science
			Financial Literacy Q-.5 USU FCSE 1350 (S2/OL) S-1.0
*Spanish 1 / *Spanish 2 S-1.0	Spanish 2 / Spanish 3 S-1.0	Spanish 3 / Spanish 4 S-1.0	Spanish 3 / Spanish 4 S-1.0
Fine Arts Discipline (6+classes w/ all *) * Coml Art 1 9+ Q-.5 Ceramics 1 9+ /Ceramics 2 Q-.5 Art App 9+ / Adv Draw 10+ Q-.5 Coml Art 2 10+ Q-.5 Coml Art 3 11+ Q-.5 Com D Photo 1 10+ Q-.5 Com D Photo 2 10+ Q-.5 Sculpting 10+/Oil Paint 10+ Q-.5 Digital Media 1(YB) 10+ (T) Q-.5 AP ART (T) Sem = Q-.5 + S-1.0	Performing Arts Discipline (6+ classes with all *) Drama 9 / Drama 10 Q-.5 Drama 11/*Adv Drama Q-.5 Drama 12/*Adv Drama Q-.5 Strings 9 10 11 12 S-1.0 Band 9 / Band 10 S-1.0 Band 11 / Band 12 S-1.0 *Marching 9 10 11 12 S-1.0 *Jazz Band 9 10 11 12 S-1.0	Sports Discipline (6 + classes with (4 *) 2 Varsity Wt Training 11 / 12/Yoga Q-.50 * Football Theo 9 10 11 12 S-1.0 * Basketball Th 9 10 11 12 Q-.5 * Bs/Sft Ball Th 9 10 11 12 Q-.5 * Sports Train 9 10 11 12 Q-.5 *Dance Theory 9 10 11 12 Q-.5	USU CE General Ed (3-6) USU POLS 1100 (T3) T-1.0 USU Music 1010 (T3) T-1.0 USU FCSE (Fin Lit) 1350 (T3) 1.0 USU Art 1010 (S2/OL) S-1.0 CS Comp Science (S2/OL) S-1.0 USU BIO 1010/ Geol 1010 T-1.0 USU PSY 1010/ HDF5 1500 T-1.0 USU Humanities 1320 T-1.0 USU POLS 1100/His 1700 T-1.0 USU PHYS 1010/TEAL 1010 T-1.0 USU NDFS1020/Music1010 T1.0 USU Math 1050 or 1040 T-1.0
Other Elective Courses ASC 10+ / ESL 9+ Q-.5 Res Study / Rel Time Q-.5 ESS Math 9 / ESS LA 9 S-1.0 ESS SCI 9 / ESS Hist 9 S-1.0 Job-Life Skills 9 S-1.0 Child Dev 9+ / Peer Men Q-.5 USU SPED 1000 (T) 10+ Q-.5 Native American Studies Q-.5	Other Elective Courses ASC 10+ / ESL 9+ Q-.5 Res Study / Rel Time Q-.5 ESS Math 10 / ESS LA 10 S-1.0 ESS SCI 10 / ESSHist 10 S-1.0 Job-Life Skills 10 S-1.0 Child Dev 9+ / Peer Mentor Q-.5 USU SPED 1000 (T) 10+ Q-.5 Native American Studies Q-.5	Other Elective Courses ASC 10+ / ESL 9+ Q-.5 Res Study / Rel Time Q-.5 ESS Math 11 / ESS LA 11 S-1.0 ESS SCI 11 / ESSHist 11 S-1.0 Job-Life Skills 11 S-1.0 Child Dev 9+ / Peer Mentor Q-.5 USU SPED 1000 (T) 10+ Q-.5 Native American Studies Q-.5	Other Elective Courses ASC 10+ / ESL 9+ Q-.5 Res Study / Rel Time Q-.5 ESS Math 12 / ESS LA 12 S-1.0 ESS SCI 12 / ESSHist 12 S-1.0 Job-Life Skills 12 S-1.0 Child Dev 9+ / Peer Ment Q-.5 USU SPED 1000 (T) 10+ Q-.5 Native American Studies Q-.5
PATHWAYS CONTINUED LEGEND: (C) = Completer Course (c) = Concentrator Course (T) = Teacher Approval	PATHWAYS CONTINUED LEGEND: RED: College Credit Associated *Prerequisite Encouraged to take during 9th grade.	PATHWAYS CONTINUED LEGEND 3 classes in a specific Discipline or Pathway Minor/Concentrator 1 Explorer and 1 Concentrator	PATHWAYS CONTINUED LEGEND 6 classes in a specific Discipline or Pathway = Major/Completer 1 Concentrator and 1 Completer
Health Science Health Science *Intro Health Sci 9+ Q-.5 Medical Term 10+ S-1.0 Med & Phys 11+ Lab Q.5 S-1.0 Ex & Sports Med (C) 12 S-1.0 EMS Responder 11+ S-1.0 Health Science Cap 12 Q-.5 USU Nurs 1000 (c) 12 T-2.0 CTE Intern (C) 11+ -.50	Ag, Food, & Natural Resources Pathway: Plant Science; *Plant & Soil Sci 1 9+ S-1.0 Biology Agriculture 10+ S-1.0 Green House (C) 9+ Q-.5 Nursery Operation 9+ Q-.5 Floriculture 10+ Q-.5 Landscape Man 10+ Q-.5 CTE Internship (C) 11+ Q-.5 Business Comm 12 Q-.5	Ag, Food & Natural Resources Animal & Veterinary Science Biology Agriculture 10+ S-1.0 Animal Science 1 10+ S-1.0 Animal Science 2 (c) 10+ S-1.0 Small Comp Animal 10+ S-1.0 CTE Internship 11+ Q-.5	Architectural & Construction Pathway: Interior Design *Interior Design 1 9+ Q-.5 *Arch Design 1 9+ Q-.5 Arch Des 2 (c) 9+ Q-.5 ConsTrades (Wood) 9+ Q-.5 Interior Des 2 (c) 10+ Q-.5 Marketing 1 10+ Q-.5 Digital Media 1 10+ Q-.5 Business Com 12 Q-.5 CTE Intern (C) 11+ Q-.5



STUDENT HANDBOOK

Arts, Audio/Visual Tech & Com Broadcasting Digital Media 3D Graphics 10+ Q-.5 3D Animation 1 (c) 10+ Q-.5 Web Develop 1 10+ Q-.5 Video Prod (c) 10+ Q-.5 Digital Media 1 (c) 10+ Q-.5 Video Prod 2 (C) 10+ Q-.5 CTE Intern (C) 11+ Q-.5	Arts, Audio/Visual Tech & Com Graphic Design & Comm Digital Media 1 10+ Q-.5 Com Art 2 (c) 10+ Q-.5 Com D Photo 1 (c) 10+ Q-.5 Com D Photo 2 (C) 10+ Q-.5 Com Art 3 Jew (C) 11+ Q-.5 CTE Intern (C) 11+ Q-.5	Computer Science & Info Tech Pathway: Web Development *Intro to Info Tech 9 Q-.5 Entrepreneurship 9+ Q-.5 Web Develop 1 10+ Q-.5 Web Develop 2 (c) 10+ Q-.5 Digital Media 1 10+ Q-.5 Web Dev Cap (C) 11+ Q-.5 CTE Intern (C) 11+ Q-.5	Arts, Audio/Visual Tech Fashion Apparel & Textiles *Sewing Cons & Text 9+ Q-.5 Sports & Outdoor Des 1 9+ Q-.5 Fashion Design Studio 9+ Q-.5 Digital Media 1 10+ Q-.5 Sports & Out Des 2 (c) 10+ Q-.5 CTE Internship (C) 11+ Q-.5
Engineering & Technology *Engineering Tech 9 Q-.5 Woods 1 9+ Q-.5 Welding Tech 9+ Q-.5 Arch Des 1 9+ Q-.5 Mech Des 1 10+ Q-.5 Mech Des 2 (c) 10+ Q-.5 Engineering Princ 1 10+ Q-.5 Robotics1/Robotics2 10+ Q.5 Mech Des 3 (C) 11+ Q.5 CTE Intern (C) 11+ Q-.5	Business Finance & Marketing Business Info Management *Intro to Info Tech 9 Q-.5 Digital Bus App (c) 9+ Q-.5 Entrepreneurship 9+ Q-.5 Business Manage (c) 10+ Q-.5 Business Law 10+ Q-.5 Digital Media 1 10+ Q-.5 Web Development 1 10+ Q-.5 Business Comm 12 Q-.5 CTE Intern (C) 11+ Q-.5	Hospitality and Tourism Hospitality and Tourism *Entrepreneurship 9+ Q-.5 *Hosp & Tourism (c) 9+ Q-.5 Business Law 10+ Q-.5 Digital Media 1 10+ Q-.5 Marketing 1 10+ Q-.5 Web Development 1 10+ Q-.5 Lodging & Rec (c) 10+ Q-.5 Business Comm 12 Q-.5 CTE Intern (C) 11+ Q-.5	Hospitality and Tourism Pathway: Culinary Arts *Foods & Nutrition 9+ Q-.5 *Culinary Arts 1 9+ Q-.5 Culinary Arts 2(c) 9+ Q-.5 Culinary Arts 3(c) 11+ Q-.5 Baking & Pastry (C) 11+ Q-.5 CTE Internship (C) 11+ Q-5
Transportation, Dis & Logistics Auto Mechanic Repair *Entrepreneurship 9+ Q-.5 *Intro to Auto 9+ Q-.5 Welding Tech 9+ Q-.5 MLR Chassis (c) 9+ Q-.5 ASE Electric/Eng (C) 10+ Q-.5 ASE Steering/Suspens (C) Q-.5 ASE Brakes (C) 10+ Q-.5 CTE Intern (C) 11+ Q-.5	Education & Training Teaching as a Profession Teaching Profession 9+ Q-.5 Aspiring Educators (c) 11+ Q-.5 Prin of Education (C) 9+ Q-.5 CTE Internship (C) 11+ Q-.5 USU English 1010 11+ S-1 USU Human Dev 1500 11+ S-1	Manufacturing (Concentrator) Manufacturing & Production *Woods 1 9+ Q-.5 Woods 2 (c) 10+ Q-.5 Mech Design 1 10+ Q-.5 Woods 3 (T) 11+ Q-.5 CTE Internship(C) 11+ Q-.5 CTE Internship (C) 11+ Q-.5	Law Public Safety, Corrections Protective Services *Intro to Info Tech 9 Q-.5 *Intro to Health Sci 9+ Q-.5 *Computer Science 9+ Q-.5 *Criminal Justice Intro 9+ Q-.5 Law Enforcement 10+ Q-.5 Criminal Law © 10+ Q.5 CTE Internship (C) 11+ Q.5
Transportation, Dis & Logistics Bicycle Technician *Bicycle Tech (c) 9+ Q-.5 *Entrepreneurship 9+ Q-.5 *Intro to Auto 9+ Q-.5 *Hos & Tourism(c) 9+ Q.5 Business Management 10+Q.5 CTE Intern (C) 11+ Q-.5			
Freshman CCR Date: Student: _____ Parent: _____	Sophomore CCR Date: Student: _____ Parent: _____	Junior CCR Date: Student: _____ Parent: _____	Senior CCR Date: Student: _____ Parent: _____



STUDENT HANDBOOK

PATHWAYS CONTINUED LEGEND: (C) = Completer Course (c) = Concentrator Course (T) = Teacher Approval	PATHWAYS CONTINUED LEGEND: RED: College Credit Associated *Prerequisite Encouraged to take during 9 th grade.	PATHWAYS CONTINUED LEGEND: 3 classes in a specific Discipline or Pathway Minor/Concentrator 1 Explorer and 1 Concentrator	PATHWAYS CONTINUED LEGEND: 6 classes in a specific Discipline or Pathway = Major/Completer 1 Concentrator and 1 Completer
Health Science Health Science *Intro Health Sci 9+ Q-.5 Medical Term 10+ S-1.0 Med & Phys 11+ Lab Q.5 S-1.0 Ex & Sports Med (C) 12 S-1.0 EMS Responder 11+ S-1.0 Health Science Cap 12 Q-.5 USU Nurs 1000 (c) 12 T-2.0 CTE Intern (C) 11+ -.50	Ag, Food, & Natural Resources Pathway: Plant Science: *Plant & Soil Sci 1 9+ S-1.0 Biology Agriculture 10+ S-1.0 Green House (C) 9+ Q-.5 Nursery Operation 9+ Q-.5 Floriculture 10+ Q-.5 Landscape Man 10+ Q-.5 CTE Internship (C) 11+ Q-.5 Business Comm 12 Q-.5	Ag, Food & Natural Resources Animal & Veterinary Science Biology Agriculture 10+ S-1.0 Animal Science 1 10+ S-1.0 Animal Science 2 (c) 10+ S-1.0 Small Comp Animal 10+ S-1.0 CTE Internship 11+ Q-.5	Architectural & Construction Pathway: Interior Design *Interior Design 1 9+ Q-.5 *Arch Design 1 9+ Q-.5 Arch Des 2 (c) 9+ Q-.5 ConsTrades (Wood) 9+ Q-.5 Interior Des 2 (c) 10+ Q-.5 Marketing 1 10+ Q-.5 Digital Media 1 10+ Q-.5 Business Com 12 Q-.5 CTE Intern (C) 11+ Q-.5
Arts, Audio/Visual Tech & Com Broadcasting Digital Media 3D Graphics 10+ Q-.5 3D Animation 1 (c) 10+ Q-.5 Web Develop 1 10+ Q-.5 Video Prod (c) 10+ Q-.5 Digital Media 1 (c) 10+ Q-.5 Video Prod 2 (C) 10+ Q-.5 CTE Intern (C) 11+ Q-.5	Arts, Audio/Visual Tech & Com Graphic Design & Comm Digital Media 1 10+ Q-.5 Com Art 2 (c) 10+ Q-.5 Com D Photo 1 (c) 10+ Q-.5 Com D Photo 2 (C) 10+ Q-.5 Com Art 3 Jew (C) 11+ Q-.5 CTE Intern (C) 11+ Q-.5	Computer Science & Info Tech Pathway: Web Development *Intro to Info Tech 9 Q-.5 Entrepreneurship 9+ Q-.5 Web Develop 1 10+ Q-.5 Web Develop 2 (c) 10+ Q-.5 Digital Media 1 10+ Q-.5 Web Dev Cap (C) 11+ Q-.5 CTE Intern (C) 11+ Q-.5	Arts, Audio/Visual Tech Fashion Apparel & Textiles *Sewing Cons & Text 9+ Q-.5 Sports & Outdoor Des 1 9+ Q-.5 Fashion Design Studio 9+ Q-.5 Digital Media 1 10+ Q-.5 Sports & Out Des 2 (c) 10+ Q-.5 CTE Internship (C) 11+ Q-.5
Engineering & Technology *Engineering Tech 9 Q-.5 Woods 1 9+ Q-.5 Welding Tech 9+ Q-.5 Arch Des 1 9+ Q-.5 Mech Des 1 10+ Q-.5 Mech Des 2 (c) 10+ Q-.5 Engineering Princ 1 10+ Q-.5 Robotics1/Robotics2 10+ Q.5 Mech Des 3 (C) 11+ Q.5 CTE Intern (C) 11+ Q-.5	Business Finance & Marketing Business Info Management *Intro to Info Tech 9 Q-.5 Digital Bus App (c) 9+ Q-.5 Entrepreneurship 9+ Q-.5 Business Manage (c) 10+ Q-.5 Business Law 10+ Q-.5 Digital Media 1 10+ Q-.5 Web Development 1 10+ Q-.5 Business Comm 12 Q-.5 CTE Intern (C) 11+ Q-.5	Hospitality and Tourism Hospitality and Tourism *Entrepreneurship 9+ Q-.5 *Hosp & Tourism (c) 9+ Q-.5 Business Law 10+ Q-.5 Digital Media 1 10+ Q-.5 Marketing 1 10+ Q-.5 Web Development 1 10+ Q-.5 Lodging & Rec (c) 10+ Q-.5 Business Comm 12 Q-.5 CTE Intern (C) 11+ Q-.5	Hospitality and Tourism Pathway: Culinary Arts *Foods & Nutrition 9+ Q-.5 *Culinary Arts 1 9+ Q-.5 Culinary Arts 2(c) 9+ Q-.5 Culinary Arts 3(c) 11+ Q-.5 Baking & Pastry (C) 11+ Q-.5 CTE Internship (C) 11+ Q-.5
Transportation, Dis & Logistics Auto Mechanic Repair *Entrepreneurship 9+ Q-.5 *Intro to Auto 9+ Q-.5 Welding Tech 9+ Q-.5 MLR Chassis (c) 9+ Q-.5 ASE Electric/Eng (C) 10+ Q-.5 ASE Steering/Suspens (C) Q-.5 ASE Brakes (C) 10+ Q-.5 CTE Intern (C) 11+ Q-.5	Education & Training Teaching as a Profession Teaching Profession 9+ Q-.5 Aspiring Educators (c) 11+ Q-.5 Prin of Education (C) 9+ Q-.5 CTE Internship (C) 11+ Q-.5 USU English 1010 11+ S-1 USU Human Dev 1500 11+ S-1	Manufacturing (Concentrator) Manufacturing & Production *Woods 1 9+ Q-.5 Woods 2 (c) 10+ Q-.5 Mech Design 1 10+ Q-.5 Woods 3 (T) 11+ Q-.5 CTE Internship(C) 11+ Q-.5 CTE Internship (C) 11+ Q-.5	Law Public Safety, Corrections Protective Services *Intro to Info Tech 9 Q-.5 *Intro to Health Sci 9+ Q-.5 *Computer Science 9+ Q-.5 *Criminal Justice Intro 9+ Q-.5 Law Enforcement 10+ Q-.5 Criminal Law © 10+ Q.5 CTE Internship (C) 11+ Q.5
Transportation, Dis & Logistics Bicycle Technician *Bicycle Tech (c) 9+ Q-.5 *Entrepreneurship 9+ Q-.5 *Intro to Auto 9+ Q-.5 *Hos & Tourism(c) 9+ Q.5 Business Management 10+Q.5 CTE Intern (C) 11+ Q-.5			
Freshman CCR Date: Student: _____ Parent: _____	Sophomore CCR Date: Student: _____ Parent: _____	Junior CCR Date: Student: _____ Parent: _____	Senior CCR Date: Student: _____ Parent: _____



STUDENT HANDBOOK

USU Broadcast & Online

Classes will be taught in both Trimesters and Semesters. Each course will count as 1.0 full high school credit and 3.0 college credits (unless otherwise dictated by the college). Juniors with a GPA of 3.5 or better or seniors with a GPA of 3.0 or better are eligible to enroll in concurrent enrollment courses. No Trimester college courses are recommended for juniors with a 3.5 GPA in the second half of their junior year and seniors with a 3.0 GPA anytime during their senior year.

Graduation Year	2027	2028	2029	2030
English	4	4	4	4
Math	3	3	3	3
Science	3	3	3	3
Geography	1	1	1	1
World History	.5	.5	.5	.5
US History	1	1	1	1
Civics	.5	.5	.5	.5
PE	1.5	1.5	1.5	1.5
Health	.5	.5	.5	.5
Arts	1.5	1.5	1.5	1.5
Digital Studies	.5	.5	.5	.5
CTE	1	1	1	1
Elective Credits	13.5	15.5	17.5	
GCHS Total Required	32	34	36	
GCSD Total Required	30	32	34	

Total required credits are subject to change

GCHS Grading Scale

Grade	Percent	4.0 Scale
A	94-100	4.0
A-	90-93	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.00
D-	60-62	0.67
F	0-59	0.00



Attendance

State Compulsory Attendance Law: [Utah State Law](#) requires students between the ages of six and eighteen to be in attendance at school, unless they have graduated from high school.

Grand County High School recognizes the importance of regular student attendance in relation to a successful learning experience. Research supports the fact that attendance is crucial to improving student achievement. On-time attendance is a critical starting point for student achievement. The opportunities lost through student absence and tardiness leave learning gaps that are difficult to fill. Parent(s)/guardian(s), students, and school personnel should make decisions that lead to excellent classroom attendance.

Truancy

- Truancy is any absence without prior knowledge and approval of the parents/guardians and/or for reasons unacceptable to school authorities. A Truant or Sluff will be given to a student who is absent without a valid excuse.
- Utah State Attendance Law can be referenced at this website:
<https://le.utah.gov/xcode/Title53G/Chapter6/53G-6-S202.html>
<https://le.utah.gov/xcode/Title53G/Chapter6/53G-6-S203.html>

Truancy Issues

- ***Checkout through the main office is required. When students do not check out through the office, they are considered truant and will be marked as a sluff for that class period.***
- All students are expected to check with their teachers prior to leaving class to go to the counseling office, the main office, or to any other destination. Students are required to activate a Smart Pass prior to leaving the classroom.
- School activities and assemblies that are held during school hours are considered part of the regular school day. Students are required to be at that activity or assembly. If they are not, they are considered truant.

Checkout Procedure

Students are not allowed to leave school during school time unless a written request or phone call is received from the parent or guardian. Unless reasons are urgent, we ask that parents refrain from making such requests. Regular attendance is required by state law and is essential if the student is to maintain satisfactory progress. If possible, students and parents are requested to make medical appointments etc. at hours that do not conflict with the school schedule. If a student must leave school, please follow these guidelines:

- Students who need to leave school before the end of the school day
 - Students need to check out through the main office attendance secretary.



STUDENT HANDBOOK

- Students will not be allowed to leave without communication from parent/guardian stating that they give permission for the student to sign out.
- Students who do not follow this procedure will be marked as a sluff. The parent/guardian must communicate with the attendance secretary prior to the student leaving campus. Excusal after the student has left campus will be considered truant.
- Students may be issued emergency releases
 - When requested by parents in person or by phone. This release, although it may be granted by main office staff, may prevent a student from participation in extra curricular activities.
- Students may be released from class by teachers for emergency reasons (i.e. student illness)
 - Students must report to the Main Office where a parent or guardian will be notified before being issued a release.
- Parents who wish to excuse their children from school for a special event (other than sickness or emergency)
 - There are pre-arranged absence forms in the office. These must be filled out and approved by the principal prior to the absence.
- If parents excuse students, **they must leave the school grounds immediately.** If students who are excused by parents are found on school grounds, including the parking lot, they will be considered truant.
- When athletic contests are held on our campus during school hours non-participating students may not attend unless accompanied by their teacher, who has taken the entire class to the contest.
- When any student has been absent ten (10) consecutive days, without illness, hospitalization, or other legitimate reason, the student is withdrawn in accordance with state law.
- Students may leave campus at lunch, but are required to return to campus, **on time**, for the classes following lunch.

Truancy Procedures

Students are considered truant from school if they leave campus without being excused by a parent or guardian. Or if a student was present in the day and did not follow checkout procedures.

If you have elected to receive notifications within the Power School app you will receive a notification that your student has been marked absent, tardy or truant.



Tardy Policy

Grand County High School has the expectation that all students arrive at their classes on time. We feel that this behavior is a life skill that will serve them well. When students are tardy to class they should report directly to the office to obtain an admit slip. Once they receive their admit slip, students need to report directly to class. Upon arrival to class, they should give the teacher their admit slip.

A student who is more than 15 minutes late to a class shall be considered late to that class. A student who is 15 minutes late should still attend the class, as there may be the opportunity to earn some credit for the day or gain information that will affect his/her grade. Failure to attend the class results in no credit for the class for that day in addition to truancy.

If a student is late for a legitimate reason, they should obtain red passes from the staff member with whom they were meeting.

Did you know?

- Absences can be a sign that a teen is losing interest, struggling with school work, dealing with a bully or facing some other difficulty.
- By 6th grade, absenteeism is one of three signs that a teen may drop out of high school.
- Missing 10% (or just 2 days each month) of school can drastically affect a teen's academic success.
- Attendance is an important life skill that will help your teen keep a job and graduate from college.
- There is a strong correlation with regular attendance and academic success. There is also a strong correlation between emotional connectedness with students and staff at the school and regular attendance.

What you can do

- Communicate with the School
- Contact your teen's teachers and let them know how to reach you.
- Request a schedule of classes and log in information for your teen. Create a parent Canvas page.
- Ask for help from school officials, after-school program providers, other parents or community agencies if you're having trouble getting online or need help with food, housing, health concerns or other challenges.
- Check on your teen's attendance to make sure they are attending all of their classes regularly.
- Make Attendance a Priority
- Talk about the importance of showing up to school every day so your teen knows this is your expectation.



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- Encourage your teen to maintain daily routines, such as finishing homework or getting a good night's sleep.
- Avoid scheduling non-urgent dental and medical appointments when classes are in session.
- Post your child's class schedule and log-in information in a high visibility part of the home.

Tardy Matrix

Offences	Consequences
5 or more tardies in a week	Lunch detention*
2 consecutive weeks with 5 or more tardies	• 2 Lunch detentions • Tardy assignment that needs to be signed by parent
3 consecutive weeks with 5 or more tardies	• 3 Lunch detentions • Meeting with parents to discuss a plan to do better moving forward
4 consecutive weeks with 5 or more tardies	• Loss of off campus for lunch privileges • 2 days of after school detention
5 consecutive weeks with 5 or more tardies	• Loss of off campus lunch privileges • 2 days of after school detention until tardies are below 5 in a week for 2 weeks • Truancy referral

Missing lunch detention will double the number of times served. Example:

1 day lunch detention missed = 2 days assigned

2 days lunch detention missed = 4 days assigned

4 days lunch detention missed = One half day In-school-suspension

To set up an appointment to discuss these options and get your student back on track, please contact the assistant principal at 435-719-4891 to set up an appointment.



Behavior & Attendance Intervention Plan

Grand County High School uses Tiered Procedures designed to improve attendance and failing grades which will improve student outcomes and increase their success.

FIRST INTERVENTION: Create a Success Plan with Intervention coordinator and a Juvenile Justice Youth Services referral	Students with failing grades at midterm/quarter And/or Students who are chronically absent
SECOND INTERVENTION: Mandatory after school tutoring, meeting with counselor.	Students who are failing or still failing at the end of the quarter. And/or Students who are chronically absent
THIRD INTERVENTION: Saturday School, parents and students meet with GCHS admin to discuss plans to make improvements moving forward.	Students who have not shown improvement on the 1st and 2nd intervention

Possible court referral if students do not fulfill the intervention steps and/or modify their behavior.

The Grand County High School Intervention plan is a work in progress. As changes are made they will be updated here in this handbook.

Students who consistently attend class on time receive the benefits of participating in all of class and the privilege of leaving campus for lunch. Other awards/incentives may be given throughout the year to students without any truanancies or tardies.

18-Year-Old Students

Students who reach the age of 18 prior to graduation under Utah statutes attain the age of majority. While the law permits these students all rights and privileges of adulthood, as students enrolled in GCHS they must adhere to the rules and regulations of the school.

- At age 18, students must still get a parent's signature on permission slips, progress reports, and absence and dismissal slips.
- An 18-year-old will not be allowed to sign himself/herself out of school during the day. GCHS attendance policies must be followed. If a student is legally emancipated or



married when they are 18, they can sign themselves out of school and sign their excused notes.

Discipline

GCSD Academic Honesty Policy

PHILOSOPHY

The purpose of this policy is to promote academic honesty and responsibility among students. All students should feel proud of what can be accomplished through sincere, honest effort. Unless otherwise directed by their teachers, students are expected to do their own work. This includes, but is not limited to, homework, tests, projects, essays or other written assignments. Assignments which may be handled in a "cooperative" manner will be so designated by the teacher; only those assignments may be shared. Studying for tests and exams with other students is also appropriate; however, if questions arise, the individual teacher should be asked to clarify. Additionally, students are responsible for the security of their own tests and papers. The student who deliberately or carelessly allows his or her paper to be copied will suffer the same penalty as the person doing the cheating.

Plagiarism, the practice of copying verbatim written material from other sources without providing appropriate footnotes, violates academic honesty.

POLICY

The individual teacher shall report cheating offenses, including plagiarism, to the administration.

Any student who gains or gives answers to tests or other class work by stealing tests, test answer keys, or teacher's manuals will be subject to immediate placement at Second Offense (see below). Changing grades or altering a teacher's records in any way will result in Second Offense placement.

First Offense

The student shall receive no credit on assignment. The classroom teacher shall notify the parent or guardian. There may also be additional school based consequences.

Second Offense

The student shall receive no credit on assignment. Parent conference with the student, teacher and administrator. Consequences for further cheating offenses shall be set at this conference in the form of a behavioral contract. There may also be additional school based consequences.



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Third Offense

The student shall receive no credit on assignment. Parent conference with the student, teacher and administrator. Follow-up on and review of consequences set at second offense conference. Review and revise behavioral contracts as needed. There may also be additional school based consequences.

SPECIAL EDUCATION STUDENTS

If a student has a behavior plan in his or her IEP/504, the consequences cited in that plan will be used in the event of specified misbehavior. If the behavior(s) worsens or the frequency increases, the student's IEP/504 team shall meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s).

When a special education or 504 student is given out-of-school suspension, the suspension must follow Utah State Special Education Rules/ADA, and board policy FHAD and may necessitate the convening of the student's IEP/504 team. Special education personnel, regular education personnel, parents, and related services providers specified in the IEP/504 must be informed and involved.

If a special education or 504 student is expelled (weapons, drugs, or serious physical injury, or suspended for more than 10 days in a school year), the District continues to be responsible for providing services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP or 504.

GCSD Discipline Matrix

GCHS follows the [GCSD Discipline Matrix](#). These tiered consequences are based on the frequency and severity of the violation. GCHS also implements interventions.

Leaving Campus

Grand County High School is open for students to leave during lunchtime and for approved classes such as Work-Based Learning Internship. Students are not allowed to leave campus at any other time without permission from the administration or an excuse from parents, given to the attendance secretary PRIOR to the departure.

- Students who need to leave school before the end of the school day
 - Students need to check out through the main office attendance secretary.



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- Students will not be allowed to leave without communication from parent/guardian stating that they give permission for the student to sign out.
- Students who do not follow this procedure will be marked as a sluff. The parent/guardian must communicate with the attendance secretary prior to the student leaving campus. Excusal after the student has left campus will be considered truant.

Being able to leave the campus during lunch is a privilege maintained by proper behavior and timely attendance. The administration may revoke this privilege if student behavior warrants.

Gambling

Gambling of any kind is NOT allowed at school.

Skateboards, Bicycles, Rollerblades, Mini or Bullet Bikes

The above modes of transportation may be used at the student's own risk to transport them to school. Use during the day is subject to administrative approval. For example, during lunch, students may ride on the east side of the school. Restrictions may be applied by the administration at any time. Violations will result in confiscation of the item to be returned only after parent contact.

Reckless Driving, Speeding or Driving in an Inappropriate Area Violation

Driving on campus is a privilege. Students have to be safe at all parts of school and that includes in the parking lots and driving areas. Students who choose not to follow the school's expectations for operating a vehicle on campus may be subject to consequences up to and including the loss of driving privileges on school grounds. Students are expected to follow ALL posted signs including, but not limited to: speed limit and directional signs.

The school discipline matrix will be applied depending on the severity of the infraction. These consequences include the loss of privilege to drive on school property, suspension from school, and referral to the police for a criminal citation.

School-Wide Rules

Students are expected to follow school rules in all areas of the school at all times. This includes:

- Be respectful to staff and students
- Follow staff directions
- Do not use vulgar language or gestures



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- Keep Your Hands Feet and Other Objects to Yourself
- Use resources appropriately
- Make choices that ensure the safety of others
- School is a drug free zone
- Digital use must follow GCHS cell phone and responsible chromebook use policies

Parking Permits

Due to increases in student accidents and incidents in the parking lot, students will be required to register their vehicle(s) with Grand County High School, obtain a parking decal and can only park, in their designated spot, in designated student parking, during the school day. The designated student parking area is located solely in the established parking spots in the lot between Red Devil Drive and the football field. Student vehicles that are not parked in the student designated parking area may be ticketed or towed.

Parking Decals

1. In order for a student to get a parking permit they have to have the following:
 - A valid driver's license, NOT A PERMIT!
 - The make, model, and license plate number of the car(s) that will be driven to school.
 - Valid proof of insurance of the car(s) that will be driven to school.
 - Proof of an Up to Date Vehicle Registration.
2. Students can register their vehicle(s) in the main office. Students are required to display their parking decal visibly, facing out in the vehicle. Students are required to park in the student parking lot in their designated spot. Parking violators are subject to a range of consequences as deemed appropriate by Grand County High School Policy.

Vehicles on Campus

GCHS Parking Policy & Guidelines

Please be advised: Although vehicles parked on school property are under the jurisdiction of the school, student(s) have full responsibility for the security of their vehicles and MUST make certain they are locked and that keys are not given to others. Students will be held responsible for any prohibited activities, objects or substances, such as alcohol, drugs, or weapons that are found in their cars and will be subject to disciplinary action.

- Consequences for Violation of Driving/Parking Expectations:
 - 1st Offense: Warning



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- 2nd Offense: \$50 Fine/Ticket, parent will be notified
- 3rd Offense: \$50 Fine/Ticket and meeting with GCHS Administrator and parent/guardians. May result in revocation of campus parking privileges for a designated amount of time determined by GCHS Administrator.

Cafeteria/Commons/Patio Conduct Rules

Breakfast and lunch is served each day in the cafeteria. Breakfast is served beginning at 7:15 am until 7:35 am. An application form is provided to apply for free or reduced priced meals.

The following behaviors are expected in and around the cafeteria areas:

- Wait patiently in line. Line cutting is not allowed.
- Use a moderate voice.
- Keep hands, feet, and all objects to yourself.
- Use acceptable table manners.
- Throw unwanted food and your trash in the provided trash container(s) and stack trays in designated areas.
- No food or beverages are to be taken from these areas at any time and brought into the auditorium. No food or beverages will be allowed in the auditorium, and teachers have the right to approve or deny any food in the classrooms.
- Obey the requests of cafeteria workers, teachers and adults in the building.

Eating Areas - school wide rules apply; this includes:

- Clean up after yourself.
- Do not throw food or trash.
- Dispose of food waste in trash cans.
- No eating in areas other than the commons or cafeteria.
- Students are only allowed to be in the commons, cafeteria or outside during lunch. These are the supervised areas.

Hallway Behavior - school wide rules apply; this includes:

- No vulgar language and/or gestures are permitted.
- Open displays of affection are to be kept in good taste for public school.
- Horseplay is not allowed. Keep Your Hands Feet and Other Objects to Yourself
- Trash is to be placed in proper receptacles.
- No throwing.
- Use school resources appropriately.
- Be respectful to students and staff.



Grounds - school wide rules apply; this includes:

- Follow all rules posted on school property. No skateboarding, rollerblading, bicycling, or parking in non-designated areas.
- Unauthorized access to vehicles is prohibited during school hours.
- Use or possession of alcohol, tobacco and controlled substances is strictly prohibited on school property.
- Profanity, racial slurs, and sexual harassment will not be tolerated on school property.
- Students are allowed to leave campus at lunch and for certain approved classes. Students should not leave the campus for any other reason.
- Follow directions immediately.
- No food or drinks.
- No distinguishing noises (cat calls, screaming out, whistles, and profanity).
- Feet on floor (no feet on seats or knees on another's back).
- No leaving your seat during a performance.
- Cell phones need to be off and away.
- Sit with your advisor, attendance will be taken.
- Be respectful to peers, staff and the presenters.

Gym Behavior - school wide rules apply; this includes

- Follow staff instructions.
- Keep hands, feet and all objects to oneself.
- Follow rules and safety guidelines of the activity.
- Cell phones need to be off and away.
- Students can only be in the gym under the supervision of a staff member during permitted use times.
- Keep interactions positive and respectful. Follow sportsmanship expectations.

Posters

Administrative approval is required before any poster is placed in the high school. Unapproved posters will be removed and discarded.

Littering

The dropping of paper, candy wrappers, pop cans, etc. is considered littering. This practice will not be tolerated. Help keep your school clean, use the provided trash and recycling receptacles.

Visitors

Visitors must be pre-approved through administration at least 48 hours in advance, and there must be an educationally-related enrichment rationale for the visitor to be on school grounds



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during the school day. Pre-approved visitors must first go to the main office, sign in, and wear a visitor's pass while they are on campus. The administration reserves the right to deny/remove any visitor who is or might be considered a disruption to the school day.

Staff Authority

ALL staff have an obligation to correct and support behaviors and are expected to do so. Students are expected to show respect and cooperation to all staff at all times. If students have concerns over the requests of staff members, they are expected to complete the request. They can then share their concerns appropriately with administration, **AFTER** respectfully obeying the request. Failure to do so will be considered an act of insubordination.

Work Based Learning Students

Students in Work Based Learning CTE Internship are not allowed on campus during the period they are enrolled in class. If these students are on campus they may be removed from the program.

Teacher/Office Aides

A student who is serving as a teacher's aide or office aide must do the work requested. The student must remain in the assigned area. ***Teacher/Office aides are not allowed to leave campus.***

Lost and Found

Lost articles should be turned into the office. Owners of lost articles should inquire at the office. Lost articles will be placed on the shelf set up next to the trophy cases as you enter the school.

Books and Equipment

Students are responsible for all books and equipment issued to them. If an item issued to a student is misplaced, stolen, or damaged, the student will be required to pay for the item.

Elevator

The use of the elevator is restricted to those students who have permission from an administrator. There may be a \$10.00 deposit required before a student is assigned an elevator electronic key.



Fire Drill

The signal for a fire drill is a fire alarm horn or notification by the office over the public address system. Walk quickly and quietly as directed by the teacher in charge. Maintain single lines following the directions posted in the room being vacated and by following teacher instruction. Students and teachers are to remain outside until the signal is given to re-enter the school by the principal or an authorized representative. Federal laws govern the unlawful use of fire extinguishers and falsely setting off fire alarms. Students who inappropriately set off fire extinguishers or fire alarms will be subject to these federal laws as well as school and district policies.

Animals/Pets on Campus

Animals and/or pets are not allowed on campus or in classrooms. Service animals are accepted and the student must provide administration documentation for their animal. If there is a special circumstance a pet or animal may be used for a class project/demonstration etc. Administrative approval must be obtained prior to bringing the animal/pet to school. This special circumstance will be limited and not an ongoing expectation.

Lockers

A corridor locker is provided for each student for securing personal effects. Respect for this school property is assumed. Students should not share lockers and should keep their lockers locked. The student to whom the locker is assigned is fully responsible for any items in or damage to the locker. Students are not allowed to place personal locks on school lockers, as lockers may have to be opened in emergency situations. The custodial staff will remove such locks. The school administration reserves the right to inspect a student's locker, if necessary, to maintain the integrity of the school environment, to protect other students or enforce safety regulations.

Loitering On Middle School Grounds

Prior to the beginning of school, during school hours, and after school until 5:00 pm, high school students are not allowed on Middle School grounds or in the building without specific reasons for being there such as watching an athletic contest, or functioning as a work based learning teacher intern. Students in violation of this policy will be subject to suspension and/or trespassing charges being filed with the police.

Student Search

A student search by a school administrator or teacher will be found reasonable under the Supreme Court standard, if there are "reasonable grounds" for suspecting that the student has



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violated or is violating either the law or the rules of the school, and the search itself is conducted in a manner reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. Refusal to cooperate may result in parents and or the Police Department being notified for possible legal action.

School Security

When students are on campus during the school day, they are required to be in their scheduled classes - this way they are appropriately supervised and a staff member has accounted for their presence and safety. If a student has an issue or concern, they should let office staff know and then return to class while staff work with the student to resolve the issue or concern. Students can leave their classrooms to get water or use the restroom with teacher knowledge and permission as long as a Smart Pass has been started and should return promptly. Students should not be meeting up in groups in hallways, commons area or bathrooms during the

school day. Students also should not be on exterior school grounds when they have scheduled classes. Students who violate these attendance and safety rules will have consequences. GCHS is a secure, locked campus. Once the school day begins, all doors are locked except front office doors (where tardy students, parents or community members can enter under staff supervision). All students must enter through the office once the school day has begun. Students cannot enter through propped open doors or classroom exterior doors or by having a friend let them in. This all compromises the safety of the school, and consequences will be applied to those who violate these rules.



Campus Safety

Parents and guardians should be familiar with Standard Response Protocols. This is the safety language that students, staff and community will use in emergency situations.

STANDARD RESPONSE PROTOCOL	STANDARD RESPONSE PROTOCOL
 HOLD In your room or area. Clear the halls.	 ESPEREN En su salón o área. Despejen los pasillos.
 SECURE Get inside. Lock outside doors.	 PROTEJAN Vayan adentro. Echen llave a las puertas exteriores.
 LOCKDOWN Locks, lights, out of sight.	 CIERRE DE EMERGENCIA Echen llave, apaguen las luces, escóndanse.
 EVACUATE To the announced location	 EVACUEN Es posible que se especifique un lugar determinado
 SHELTER Using the announced hazard and strategy.	 BUSCAR RESGUARDO Riesgo y estrategia de seguridad.
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Dress Code

The dress code refers to a set of guidelines or rules that dictate what is considered appropriate attire for a specific occasion, environment, or organization. Dress codes can vary widely depending on the context, and they help maintain a certain standard of appearance. This dress code was created in collaboration among parents, teachers, students, and administrators. We believe our dress code reflects our vision statement and supports an inclusive learning environment. At Grand, we are accepted, appreciated, validated, and given fair treatment. Situations involving religious, medical, or health exemptions will be respected and accommodated. Some activities, events, and classes will have specific clothing and/or shoe requirements for safety reasons. Adults will tell us when specific attire is necessary to keep us safe. School administration is responsible for the reinforcement and interpretation of Grand's code. The Grand community is responsible for reinforcement and encouragement of Grand's dress code.

- At Grand, we are fully dressed. This includes a clothing top and bottom that covers nudity.



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- Clothing tops have a front, back, and sides. Midriffs are okay
- Clothing bottoms are pants, sweatpants, shorts, skirts, dresses, or leggings.
- At Grand, we wear shoes.
- At Grand, we can wear hats. Our faces cannot be covered or hidden by head attire unless worn for religious, health, or medical reasons.
- At Grand we choose safe forms of self-expression. We do not wear clothing that depicts hate or violence. Our clothing does not show illegal or inappropriate images/behavior/language.
- At Grand, we have a choice in our hairstyle. Colors, styles, and other self-expressions shared through hairstyle are allowed.
- At Grand, we respect what others choose to wear.
- At Grand, we respect the values and cultures that influence what other students choose to wear.
- At Grand, we support each other.

At Grand, we cannot wear....

- Gang attire
- Swimsuits as our outer top or bottom clothing
- Underwear as our outer top or bottom clothing
- Images or language:
 - Related to illegal items or activities (this includes drugs, alcohol, vaping).
 - That promotes hate or violence
 - That uses profanity or obscenity
 - That are sexual or pornographic
 - That creates a hostile or intimidating environment.
- **The CGHS staff and administration reserve the right to address ANY concerns as they relate to dress code.**

Dress Code Violation Procedure

If a student is wearing something that does not follow dress code, they will be given clothing that does or the opportunity to modify their attire. If they do not want to wear the clothing provided or follow directions in modifying their attire, they are refusing to follow GCHS and GCSD policy. Families (i.e parent/guardian) are called in this situation, and the Grand County School District disciplinary matrix will be followed.



Cell Phone Policy

The Rule: "Bell-to-Bell"

To support student focus, mental health, and face-to-face social connection, personal electronic devices are prohibited during the school day.

- **When:** From the first morning bell until the final dismissal bell (**including** instructional time, passing periods, other activities during school hours).
- **What:** Cellphones, smartwatches, earbuds/headphones, and other personal communication or emerging technologies.
- **Storage:** All devices must be turned **off and away** (stored out of sight in backpacks, lockers, or school-designated pouches/caddies) for the entire duration of the school day.

2. State-Mandated Exceptions

Per Utah State Law (U.C.A. § 53G-7-227), a student may use their device *only* under the following circumstances:

- To respond to an imminent health or safety threat or school-wide emergency.
- To access the SafeUT Crisis Line.
- As strictly required by a student's IEP, Section 504 Plan, or documented medical necessity (e.g., blood sugar monitoring).

Cell Phone Violation Consequences

Cell phone violations	Consequences
First	The teacher indicates to the student they are violating the policy, the teacher writes this up in Panorama. Parent contact is made to communicate the violation and explain the next consequences.
Second	The teacher documents the incident in Panorama. Parents will be notified along with an explanation of the next consequence. Students will lose their cell phones at school for one day. Students hand in their phones at the office at the start of the day. Students can pick up the phone after school gets out.
Third	The teacher documents the incident in Panorama. Parents will be notified and a meeting will be scheduled with the admin to create a Cell Phone



	Contract. Students are required to turn their phone into the office for 5 days. Students can pick up the phone each day after school gets out.
Fourth	Parents will be notified, students may lose privilege to have phones on campus the remainder of the semester/school year.

Digital Device Use

GCHS is a one-to-one chromebook school. This investment in individualized technology is to ensure that our students have best practice access to digital resources.

Students will be issued their chromebooks before school starts, information for when and how to get devices will be posted on school and district websites and through social media sites. Parents must be present for this pick up because at this time, students and parents will sign the Authorized Use Policy (AUP). Once the AUP is signed, students will be able to take their Chromebook and charger home with them.

Device management is the student's responsibility. Students are expected to come to the first day of school with their chromebook fully charged. This is also a daily expectation. Students who do not bring a device to school will be sent to the office. The office will call home to help procure the student's Chromebook so that they are prepared for school and ready to learn.

Students misusing chromebooks (per the AUP signed at the beginning of the school year) will have consequences and interventions depending on the severity. This could include monitoring, check ins, suspensions, and the loss of privilege to use devices at GCHS. The students' chromebooks are to be used for educational purposes only. Please review the [AUP online](#).

All policies also cover any device of their own that the student brings to school.

Guidance/Counseling Services

The Guidance Department of Grand County High School is an integral part of the student's total educational program. Affirming the dignity, worth, and uniqueness of each individual, the counselor meets with students to help them develop appropriate educational and career goals, to help them deal with complexities of school and to help them become self-reliant, responsible citizens.



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Direct services may be delivered via individual and group counseling, intervention, assessment and referral to other professionals when appropriate and necessary. Student needs are indirectly met through consultation with parents, teachers and administrators.

Guidance Department Objectives

- The student will gain knowledge of his or her academic abilities, educational needs, and interests through the CCRP process.
- The students will acquire knowledge of the curricular alternatives available in grades nine through twelve and the career goals to which they may lead.
- The student will establish career objectives. The student will acquire information about educational and vocational training opportunities within and beyond school.
- The student will learn to resolve problems that interfere with learning.
-

What is a College and Career Ready Plan (CCRP)?

Purpose

The CCRP process encourages the student to think ahead, to consider personal interests, to recognize personal aptitudes and to link these attributes to future occupations.

Process

The student will complete various interest and skill assessments. Each year the student, parent and counselor/school representative will meet to review student assessment information, to discuss important education paths related to achieving desired outcomes and to set goals.

Value

The student and parent become aware of what is needed now to attain aspirations for the future. Education becomes more meaningful to students as the means of attaining personal goals.

CTE Pathway

To complete a pathway, students will take a number of courses in a specific career and technical program such as a series of courses in auto mechanics.

Parent involvement in this process is critical to student success.

Student Career and Success Center

The Student Career and Success Center (SCSC) provides an alternative setting for students who need to accelerate their credit acquisition to make progress toward graduation. Students must



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be registered at Grand County High School in order to be considered for enrollment at SCSC. Spaces are limited and interested students may be placed on a waitlist if spots are not immediately available. The decision to move a student off the waitlist is at the discretion of Grand County High School administration and counseling staff.

Valedictorian

The Grand County High School valedictorian will be determined by a point system. Points will be awarded by the Leadership Team based on the following criteria. The student who earns the most points will be the valedictorian. Second place will be the salutatorian. If there is a tie for first place, the student with the highest ACT score will be the valedictorian. If the ACT scores

are tied, there will be co-valedictorians and a salutatorian will be at the discretion of the Leadership Team. The final decision for the valedictorian and salutatorian shall be made by the Leadership Team.

Grade Point Average

Only students with grade point averages between 3.9 and 4.0 will be considered for valedictorian. If no one in the class has a 4.0, then all students whose GPA is within .1 of the top GPA will be considered. (For example, if the highest GPA in the class is a 3.8, then all students from 3.7 – 3.8 will be considered.) GPA points will be awarded on the following scale. Numbers will not be rounded up or down.

4.0	10 points
3.99	9 points
3.98	8 points
3.97	7 points
3.96	6 points
3.95	5 points
3.94	4 points
3.93	3 points
3.92	2 points
3.91	1 point



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ACT Composite Score

34-36	5 points
32-33	4 points
30-31	3 points
28-29	2 points
26-27	1 point

The following classes will earn one point per credit earned.

AP Art	AP Chemistry
AP Calculus	AP World History
AP English Literature	Medical Anatomy and Physiology
AP English Language	

College courses taken above/beyond original high school credit or college classes that are not counted as replacement credit for high school classes. One point will be awarded. Each college course above and beyond high school credit that received a passing grade will receive .5 points towards valedictorian.

The following activities and awards will count as one point per line item:

- Academic All-State in Athletics
- CTE Pathway Completion
- Student Government elected positions in good standing (The appointed position of Public Relations will also receive a point.)
- Career and Technical Student Organization (CTSO) state placing 1st - 3rd.
- Debate state placing: 1st - 3rd
- Drama state placing: 1st - 3rd
- Music state placing: Superior or Excellent rating (I,II)
- Newspaper editor - The Devil's Advocate
- National Merit Semi-Finalist
- Science Olympiad state medalist as an individual
- Sterling Scholar candidate
- Yearbook editor - Grand County High School
- Top Honors and Awards in Art such as Art work chosen for display at the State Capital
- Literary/Art Magazine Editor



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- State or National Awards in Science (e.g. Science Olympiad/state level awards), Math, or another subject.

Debits

- Behavioral incidents logged in school system = -1 per occurrence
- Citizenship grade of N = -.5 per occurrence
- Citizenship grade of U = -1 per occurrence
- Failing to honor contracts (I.e.: Code of Conduct, Honor Society, Sterling Scholar) = -1 per occurrence
- Suspension from school: each day of suspension from school will equal -1 point per day

Disqualifications

- Academic fraud – any student found guilty of academic fraud during their high school years will be disqualified
- Early graduation – any student who graduates early will not be eligible to be valedictorian.
- Home Schooled – any student who has been home schooled during their high school years will not be eligible to be valedictorian.
- Safe School violations that result in any length of expulsion from school beyond a ten-day suspension.
- A student must have a full schedule onsite all three terms of their junior and senior years at GCHS.

Special Cases

- Foreign exchange students
- Transfer students

Both categories of special cases will be evaluated individually by the Valedictorian Committee.

Extra-Curricular Activities

A full text of the GCHS Code of Conduct is found on the [school website](#).
Changes to the Code of Conduct may occur during the school year as needed.

Eligibility for Participation



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Participation in interscholastic athletics, cheerleading, marching band, debate, student government, student clubs, graduation ceremonies and other extracurricular activities are a privilege not a right. Therefore, students who are suspended, transferred to an alternative placement, or expelled, will lose the privilege of participation in all extracurricular activities during the period of discipline.

The Grand County Board of Education places strong emphasis on student academic achievement and requires all students participating in extra-curricular and extended class activities to maintain the following academic standing in order to be eligible to represent their school in team sports competition, specialty groups, and extended class activities. As outlined on the Code of Conduct, there is Academic Eligibility before the start of the season and then via

grade checks. For the specifics of that, or any other policy, refer to the code of conduct available on [GCHS Athletic and Activities Handbook](#)

Fan Protocol at Extracurricular Events

All fans and announcers will treat visitors with respect at all times. They will adhere to all by-laws and sportsmanship guidelines established by the Utah High School Activities Association, the local board, and Grand County High School. Our fans are expected to conduct themselves as gracious visitors when attending contests out of town. Any violations of these rules will result in the individual being asked to leave the game. If there is a second violation the individual will not be allowed to attend any games for the remainder of the trimester or five games, whichever is longer. If there is a third violation the individual will not be allowed to attend any extra-curricular activity for the remainder of the school year. Be a fan, not a fanatic; let your positive Red Devil Pride Show and continually Raise the Bar!

School Dances

The school sponsors dances to provide safe and fun age-appropriate school activities for our students.

The following guidelines must be followed at dances

- Only GCHS students' grades 9-12 may attend dances. If GCHS students want to bring someone to a dance who is not a student at GCHS, they must get approval from administration at least 3 days prior to the dance (go to the main office for the form). The



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GCHS student's guest must be a verified student at another high school and that process must be completed at least 72 hours prior to the dance.

- Once students leave the dance/school grounds, they cannot return to the dance.
- If any student is causing problems, the student will be required to leave the school property. School dances are a privilege and students are required to follow school rules at all times.
- Participants must leave school grounds promptly at the end of the dance.

Sexual Harassment Policy

The purpose of this policy is to assure a learning environment that is free from sexual harassment and is in compliance with state and federal law. Each school should provide a safe,

orderly environment where students, staff, parents and all other people are treated with courtesy and respect.

Any form of sexual harassment by staff or students is prohibited. This includes: any verbal, written or physical conduct of a sexual nature, which has the purpose or effect of creating an intimidating, hostile, or offensive environment. Any suggestion, request, demand or pressure for sexual involvement, accompanied by implied or explicit threat concerning one's grades, extracurricular standing, job, etc. is prohibited. This is related to District Policy FHAB and DKB: Safe Schools Sexual Harassment/Sexual Harassment.

Sexual harassment includes, but is not limited to, the following:

- Derogatory, demeaning or offensive jokes, teasing or comments of a sexual nature.
- Graphic remarks or sexual comments about an individual's body.
- Sexually suggestive or obscene telephone calls, texting, letters, or notes.
- Sexually suggestive or obscene pictures, cartoons, posters, sexting, or objects.
- Grabbing, pinching, or touching of private areas.
- Deliberate cornering, shouldering, or bumping in hallways.
- Sexual gestures, unwanted patting or hugs, or any unwanted touching.
- Any form of sexual threat, intimidation or exploitation.
- Actual or attempted sexual assault, molestation or rape.
- Sexist remarks or gender-based stereotyping.
- Depantsing of students.

Sexual harassment by students must be reported to the principal. Sexual harassment by staff must be reported to Grand County District's Equity Officer. Parents of any students involved must be informed immediately. Following a thorough and fair investigation, students or staff



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members who have violated this policy may face: suspension, expulsion, alternative placement, other appropriate legal or school consequences.

Bullying Policy

Grand County School District does not tolerate bullying as described in the glossary of the Discipline Guide and Board Policy FGAD and FHA.

Bullying may take a variety of forms but generally implies aggressive behavior that is intended to cause distress and harm, exists in a relationship where there is an imbalance of power and strength, and is often repeated over time. However, it need not be repeated; bullying can be found based upon a single incident meeting the definition set forth here. Types of bullying and imbalance of power include but are not limited to:

- verbal and/or written (including using the phrase “kill yourself” will not be tolerated and can be grounds for a safe school violation and report to law enforcement)
- physical/emotional/and/or mental health harm to a school employee or student or child; or
- all relational/social behavior or action (i.e. ignoring, excluding, spreading rumors, ganging up, etc.)
- cyber (i.e. text messaging, email, social media, etc.)

The School District expects students to report bullying to a parent, teacher, principal or another trusted adult. [Bullying or Harassment Reporting Form](#)

The School District expects parents to talk to their students about bullying and to contact teachers or principals to handle bullying issues that arise. A brochure is available through the schools that provides important information on bullying for students and parents to review together at home.

The School District expects staff to take reasonable and timely steps to protect students from bullying. Staff shall educate all students about bullying behaviors, including cyber bullying, and about strategies to end bullying. Finally, staff shall document incidents, contact parents and provide follow-up to assure situations involving bullying stop. Parent notification is required by state law on specific incidents related to bullying, suicide, and hazing.

Policy FGAD:  FGAD Student Rights and Responsibilities Bullying

Bullying is a community issue that cannot be resolved by the schools alone. The School District asks the public to join in and support the stance that bullying behaviors are not acceptable in the Grand County communities.



Nutrition Program

Food Allergies

Students who have food allergies must fill out a Medical Statement Request for Special Meals, Accommodations, and Milk Substitutions form. Forms are available online at www.grandschools.org under the Nutrition and Food Service tab, at the District Office, or the high school main office. These forms must be renewed yearly at the beginning of each school year. Please take a form with you to your child's doctor appointment and have the physician fill out the application properly. Please read the instructions before the form is filled out. If the form is not properly filled out it is invalid. Parents will be notified that the form is incomplete and invalid.

USDA Guidelines for Accommodating Special Dietary Needs

Disability

Schools and agencies participating in federal nutrition programs **must** comply with requests for special dietary meals and any adaptive equipment with a documented disability and completed request form.

Non-disability

Schools and agencies participating in federal nutrition programs may comply with requests for non-disabling medical conditions. Accommodations will be made on a case-by-case basis.

Fluid milk substitutions apply to non-disability requests. Schools and agencies participating in federal nutrition programs may accommodate complete requests with a USDA approved non-milk equivalent. If accommodations are made for one student requesting a fluid milk substitute, accommodations must be made for all students requesting a fluid milk substitute.

Please note, we do not provide milk substitutions if your child is lactose intolerant. The student is not required to take milk. The only time this will be done is when the student has a disability (see above). Juice will not be given in place of milk. However if you would like to send a milk replacement with your student you are encouraged to do so.

Gluten free diets will only be served to students with disability status (see above).



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Parents may make payments to the school cafeteria by mail or hand delivery. Parents should clearly note the account to which funds should be credited (students' name or I.D. number). We accept checks, money orders, and cash. You must make payments directly to the cafeteria or may use www.myschoolfees.com, an automated payment system, to make payments for student's meals. Parents may make on-line payments, using debit or credit cards for one or all of their students, allocating funds to each student's account. There is no charge for this service. The instructions are located on the Districts' web site or at each school site. Note payments do not post for 24 hours.

Charge Policy

- The CNP will not withhold meals from students who have a negative lunch balance. However, the program will contact the parents to remind them of the debt. As a courtesy to our school, please pay school lunch debits in a timely manner.
- If you are having financial difficulties please fill out a new free and reduced meal application to see if you qualify. Please contact Sarah Dawson at dawsons@grandschools.org or 259-6657, 259-2757 or 220-0016, for support and information.
- Parents are advised to prepay into their child's account before school starts. If your student is new to the district and you are applying for free or reduced meals you must prepay for meals because the students will still be charged full price until the application is approved. It may take up to ten days before applications are approved.

Students who qualified for free or reduced status last year will qualify as they did at the end of the previous school year for the first 30 school days of the new school year calendar only. The expiration date will be September 15, 2026. Parents must fill out a new application every year. New applications will be available at the District Office, 264 S 400 E on July 1, also online, and at all schools in August.

The Food and Nutrition department receives full reimbursement for free meals and partial reimbursements for meals served to students who do not qualify for free meals. Parents must make payments to the student's account to make up the difference between the federal reimbursements and the cost of the meal. This policy applies only to school meal payments, not a la carte sales. A la carte sales are for extra milk students wish to purchase.



Free and Reduced Applications

Parents can fill out an application online at the Grand County School District's website at https://www.grandschools.org/apps/pages/index.jsp?uREC_ID=1653097&type=d&pREC_ID=1798923

- Click Powerschool access. You will need to know your students I.D. number. You can call the Child Nutrition department if you don't have the ID number. You will need to request a username and you will need to create a password unless you have already created an account. Remember your user name and password as you will use it all through your child's school career.
- There will be icons for Food Service, Student Summary, Free/Reduced meal Application and Update Student Contact Information. Please update Student Contact information.
- You will also find a list of frequently asked questions with answers and information to help applicants when filling out the application. Click on the Begin Application button to begin filling out the application. Please read through the information and follow the instructions. Please only fill out one application for each household, with all your children's names and the school they will attend completed on the application.
- If you receive food assistance you will need your case number.
- If you are filling out income amounts you will need to fill in each family member's income and how often it is paid. If a family member does not have income, check the "no income" box.
- Your application will not be considered complete or accepted without all information included.
- Please make sure you check the electronic signature box.
- In the event that parents are divorced or separated and living in different homes, it is advised for each parent to create their own application when applying. Please do not share information with anyone other than the parent filling out the application. Parents will be notified if you qualify. Any questions please call @ 435-259-2757.

FERPA Rights

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:



- The right to inspect and review the student's education records within 45 days after the day the Grand County School District ("District") receives a request for access. Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the District to amend their child's or their education record should write to the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:



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Family Policy Compliance Office

U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202

School Device Revisions
2026 GENERAL SESSION
STATE OF UTAH
Chief Sponsor: Lincoln Fillmore
House Sponsor: Doug Welton

LONG TITLE

General Description:

This bill establishes the default standard device use from prohibited during instructional time to prohibited during the school day.

Highlighted Provisions:

This bill:

- establishes the default standard device use from prohibited during instructional time to prohibited during the school day; and
- makes technical and conforming changes.

Money Appropriated in this Bill:

None

Other Special Clauses:

This bill provides a special effective date.

Utah Code Sections Affected:

AMENDS:

53G-7-227, as last amended by Laws of Utah 2025, First Special Session, Chapter 9

Be it enacted by the Legislature of the state of Utah:

Section 1. Section 53G-7-227 is amended to read:

53G-7-227 . Cellular device prohibition.

(1) As used in this section:

(a)(i) "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 means of:

[(i)] (A) a cellular network;

[(ii)] (B) a satellite network; or

- 29 [(iii)] (C) any other wireless technology.
- 30 [(b)] (ii) "Cellphone" includes:
- 31 [(i)] (A) a smartphone;
- 32 [(ii)] (B) a feature phone;
- 33 [(iii)] (C) a mobile phone;
- 34 [(iv)] (D) a satellite phone; or
- 35 [(v)] (E) a personal digital assistant that incorporates capabilities similar to a
- 36 smartphone, feature phone, mobile phone, or satellite phone.
- 37 [(c) "Classroom hours" means:]
- 38 [(i) time during which a student receives scheduled, teacher-supervised instruction
- 39 that occurs:]
- 40 [(A) in a physical or virtual classroom setting;]
- 41 [(B) during regular school operating hours; and]
- 42 [(C) as part of an approved educational curriculum.]
- 43 [(ii) "Classroom hours" does not include:]
- 44 [(A) lunch periods;]
- 45 [(B) recess;]
- 46 [(C) transit time between classes;]
- 47 [(D) study halls unless directly supervised by a qualified instructor;]
- 48 [(E) after-school activities unless part of an approved extended learning program;
- 49 or]
- 50 [(F) independent study time occurring outside scheduled instruction.]
- 51 [(d)] (b)(i) "Emerging technology" means any other device that has or will be able to
- 52 act in place of or as an extension of an individual's cellphone.
- 53 (ii) "Emerging technology" does not include school provided or required devices.
- 54 (c) "School hours" means the time from the beginning of the school day, as designated
- 55 by the school's bell schedule, until the end of the school day, as designated by the
- 56 school's bell schedule, including all instructional time, lunch periods, recess, and
- 57 transition times between classes.
- 58 [(e)] (d) "Smart watch" means a wearable computing device that closely resembles a
- 59 wristwatch or other time-keeping device with the capacity to act in place of or as an
- 60 extension of an individual's cellphone.
- 61 [(f)] (e) "Smart watch" does not include a wearable device that can only:
- 62 (i) tell time;

- 63 (ii) monitor an individual's health informatics;
64 (iii) receive and display notifications or information without the capability to
65 respond; or
66 (iv) track the individual's physical location.
- 67 (2) Except as provided in Subsection (3), a student may not use a cellphone, smart watch, or
68 emerging technology at a school during school hours.
- 69 [(2)] (3)(a) [An] Notwithstanding this section, an LEA:
- 70 (i) shall establish a policy that allows a student to use a cellphone, smart watch, or
71 emerging technology:
72 (A) to respond to an imminent threat to the health or safety of an individual;
73 (B) to respond to a school-wide emergency;
74 (C) to use the SafeUT Crisis Line described in Section 53H-4-210;
75 (D) for a student's IEP or Section 504 accommodation plan; or
76 (E) to address a medical necessity; and
77 (ii) in addition to the exceptions described in Subsection (3)(a)(i):
78 (A) may establish a policy that provides for other circumstances when a student
79 may use a cellphone, smart watch, or emerging technology[.] during the school
80 day; and
81 (B) shall establish a policy that allows a parent to request an accommodation for
82 the parent's student to briefly use a cellphone, smart watch, or emerging
83 technology in a specified area the school designates during non-instructional
84 time.
- 85 (b) An LEA may establish policies that:
86 (i) extend restrictions on student use of cellphones, smart watches, or emerging
87 technologies to non-[classroom] school hours[~~during the school day~~], including[:]
88 [(A) ~~lunch periods~~];
89 [(B) ~~transition times between classes~~; and]
90 [(C) ~~other~~] school-supervised activities; and
91 (ii) impose additional limitations on the use of cellphones, smart watches, or
92 emerging technologies beyond those required by this section.
- 93 [(3) ~~Except as provided in Subsection (2), a student may not use a cellphone, smart watch,~~
- 94 ~~or emerging technology at a school during classroom hours.~~]
- 95 (4) The state board may create one or more model policies regarding when a student may
96 use a student's cellphone, smart watch, or emerging technology in a school during [

97 ~~classroom]~~ school hours consistent with this section.

98 Section 2. **Effective Date.**

99 This bill takes effect on July 1, 2026.

Student Conduct Policy: *Electronic Devices*

Purpose—

While in some instances the possession and use of electronic devices by a student at a school may be appropriate, often the possession and use of such devices or objects by students at school can have the effect of distracting, disrupting and intimidating others in the school setting and leading to opportunities for academic dishonesty and other disruptions of the educational process. The purpose of this policy is to vest in school administrators authority to enforce reasonable rules relating to such objects or devices in the public schools. Some electronic devices used by students may be owned by the District or by a District educational service provider and provided to students for their use. This policy also addresses standards for student use of such District-provided devices.

[Utah Code § 53G-7-1002 \(2018\)](#)

[Utah Admin. Rules R277-495-3 \(October 8, 2025\)](#)

Effective Date—

This policy is effective as of _____. The Board of Education will review this policy at least every three years. This policy was last reviewed by the Board on _____.

[Utah Code § 53G-7-1003\(2\)\(a\) \(2026\)](#)

Definitions—

1. “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, as designated by the school’s bell schedule, including all instructional time, lunch periods, recess, and transition times between classes.

[Utah Code § 53G-7-227\(1\)\(d\) \(2026\)](#)

2. “Non-instructional time” means
 - a. Lunch periods;
 - b. Recess; and
 - c. Transit time between classes.
3. “Cellphone” means:
 - a. A smartphone, a feature phone, a mobile phone, a satellite phone, or a personal digital assistant that incorporates capabilities similar to a smartphone, feature phone, mobile phone, or satellite phone;
 - b. A smart watch, as defined below; or

- c. Emerging technology, as defined below.

[Utah Code § 53G-7-227\(1\)\(b\) \(2026\)](#)

4. “Smart watch” means a wearable computing device that closely resembles a wristwatch or other time-keeping device with the capability to act in place of or as an extension of an individual’s cellphone. It does not include a wearable device that can only tell time, monitor an individual’s health informatics, receive and display notifications or information without the capability to respond, or track the individual’s location.

[Utah Code § 53G-7-227\(1\)\(e\), \(f\) \(2026\)](#)

5. “AI glasses” means wearable eyewear, whether prescription or non-prescription, that:
- a. Incorporates one or more sensors, including cameras, microphones, accelerometers, gyroscopes, or biometric sensors;
 - b. uses artificial intelligence, machine learning algorithms, or neural networks to process, analyze, or interpret data captured by the sensors in real-time or near real-time;
 - c. provides information, overlays, translations, identification, or other augmented content to the wearer through visual displays, audio output, or haptic feedback; and
 - d. may transmit, store, or share data to external devices, networks, or cloud-based services.

[Utah Code § 53G-7-227\(1\)\(a\)\(i\) \(2026\)](#)

6. “AI glasses” does not include:
- a. prescription eyeglasses or sunglasses without electronic components;
 - b. wearable devices used solely for reading glasses or vision correction without data collection or processing capabilities;
 - c. protective eyewear that contains only passive sensors without artificial intelligence processing capabilities; or
 - d. virtual reality headsets designed primarily for immersive gaming or entertainment that are not suitable for continuous wear in public settings.

[Utah Code § 53G-7-227\(1\)\(a\)\(ii\) \(2026\)](#)

7. “Emerging technology” means any device that has or will be able to act in place of or as an extension of an individual’s cellphone. It does not include devices provided or required by the school.

[Utah Code § 53G-7-227\(1\)\(c\) \(2026\)](#)

8. “Electronic device” means a cellphone and any other kind of device that is used for audio, video, or text communication or any other type of computer or computer-like instrument.

[Utah Admin. Rules R277-495-2\(3\) \(October 8, 2025\)](#)

[Utah Admin. Rules R277-495-4\(1\)\(a\) \(October 8, 2025\)](#)

9. "District-provided electronic device" means an electronic device which is identified as being owned, provided, issued, or lent to a student by the District or a District educational service provider.

[Utah Admin. Rules R277-495-2\(2\), \(7\) \(October 8, 2025\)](#)

10. "Guest" means an individual who is not a student, employee, or designated volunteer of the District who is on school property or at the site of a school-sponsored activity or event.

[Utah Admin. Rules R277-495-2\(3\) \(October 8, 2025\)](#)

11. "Inappropriate matter" means pornographic or indecent material as defined in [Utah Code § 76-5c-208\(1\)\(a\)\(iii\)](#) and [Utah Code § 53G-10-103](#).

[Utah Admin. Rules R277-495-2\(5\) \(October 8, 2025\)](#)

12. Individualized suspicion

- a. Information that an individual has violated a policy;
- b. This is generally required for a constitutional search (including a search of personal belongings);
- c. Exceptions are possible when the privacy interests implicated by a search are minimal and where other safeguards are available;
- d. This standard is not as exacting in the public school setting as in criminal law.

13. "Medical necessity" means:

- a. A student's illness, with or without a health care professional's documentation; or
- b. A student's recurring illness or medical problem(s).

14. Parent

- a. The person(s) who has legal responsibility for the student's education.

15. "Parent-accessible monitoring system" means a technology platform that enables a parent to review the activity of the parent's student on school-managed devices.

[Utah Code § 53G-7-1003\(1\)\(a\) \(2026\)](#)

16. "Preapproved content filtering system" means a method of internet access control that permits use only of the websites or online resources the school approves.

[Utah Code § 53G-7-1003\(1\)\(c\) \(2026\)](#)

17. Reasonable suspicion

- a. Reasonable suspicion need not be based on a single factor, but can be based on the totality of the circumstances;
- b. It can be based on the aggregate effect of all information available at the time of a search;
- c. It does not require absolute certainty, but only “sufficient probability,” the sort of common-sense conclusion about human behavior upon which practical people are entitled to rely.

Use of District-Provided Electronic Devices—

District-provided electronic devices must be used in accordance with the specific rules and conditions related to the issuance of the device to the student, including rules on care and maintenance of the device, any restrictions on personal uses of the device, and rules relating to installation or use of software on the device. Students may not use any District-provided electronic device or equipment provided through a District educational service provider to access inappropriate matter, nor may students use any District-provided electronic device to hack (obtain unauthorized access or interfere in any way with) any network or any electronic device. Students may not use any District-provided electronic device in any way that significantly impairs academic excellence. Students may not use any District-provided electronic device in ways that bully, humiliate, harass, or intimidate school-related individuals, including students, employees, or guests. Regardless of location, use of District-provided electronic devices must comply with Policy EEB (regarding internet use), Policy FGAD (regarding bullying, cyberbullying, and hazing), and other student conduct policies.

[Utah Code § 53G-7-1003\(3\) \(2026\)](#)

[Utah Admin. Rules R277-495-4\(1\)\(b\), \(c\), \(e\) \(October 8, 2025\)](#)

District-provided electronic devices are the responsibility of the students to whom they are issued, both with respect to loss or damage of the device and with respect to misuse of the device. When the recipient student allows another to use a District-provided electronic device, the recipient student is jointly responsible for any misuse of the device.

[Utah Admin. Rules R277-495-4\(2\)\(d\) \(October 8, 2025\)](#)

Students have no expectation of privacy regarding the contents or use of District-owned electronic devices. The devices shall have filtering software or other restrictions in place to prevent students from accessing inappropriate matter. However, the failure of such filtering software or mechanisms does not prevent a student from being disciplined for accessing inappropriate matter. Teachers or administrators may directly or remotely view, control, search, or otherwise access District-provided electronic devices at any time. Each student's parent may review the student's activity on District-provided electronic devices through a parent-accessible monitoring system. Upon request of a student's parent, the student's use of a District-provided electronic device will be subject to use of a preapproved content filtering system.

[Utah Admin. Rules R277-495-4\(1\)\(c\) \(October 8, 2025\) Utah Code § 53G-7-1002 \(2018\) Utah Code § 53G-7-1003\(3\) \(2026\)](#)

District-provided electronic devices remain the property of the District or of the educational service provider. Use of a District-provided electronic device in violation of any District policy may result in the device being confiscated from the student, which may result in missed assignments, inability to complete required assessments, and possible loss of credit or academic grade consequences, in addition to any other appropriate disciplinary sanctions.

[Utah Admin. Rules R277-495-4\(2\)\(b\), \(5\)\(c\) \(October 8, 2025\)](#)

Student Use of Cellphones and AI Glasses—

Students may not use cellphones during school hours except under the specific circumstances outlined in the following sections. Students may not use AI glasses during school hours under any circumstances.

1. Students may have cellphones in their possession during school hours.
2. Cellphones must remain out of sight during school hours AND be turned off.
3. A cellphone may be confiscated if a student uses it during school hours.
4. Confiscated cellphones may be retrieved by individuals designated by the school. Students may also be subject to school discipline.
5. A school shall, by written policy, establish a warning schedule for student violations which all school employees shall follow.
6. Student cellphones inappropriately used or disclosed may be subject to search by school administrators based on reasonable suspicion.

[Utah Code § 53G-7-227\(2\) \(2026\)](#)

[Utah Admin. Rules R277-495-4\(2\)\(b\), \(5\)\(c\) \(October 8, 2025\)](#)

Students may use cellphones during school hours as follows:

1. To address a medical necessity.
2. As provided in the student's IEP or Section 504 accommodation plan.
3. To use the SafeUT Crisis Line.
4. To respond to an imminent threat to the health or safety of an individual.
5. To respond to a school-wide emergency.

[Utah Code § 53G-7-227\(3\)\(a\)\(i\) \(2026\)](#)

[Utah Code § 53H-4-210 \(2026\)](#)

[Utah Admin. Rules R277-495-4\(5\)\(d\) \(October 8, 2025\)](#)

A student may briefly use a cellphone during non-instructional time in a specified area designated by the school for such use if the student's parent has requested that the student be permitted to do so.

[Utah Code § 53G-7-227\(3\)\(a\)\(ii\)\(B\) \(2026\)](#)

General Standards for Student Use of Electronic Devices—

Students may not use any electronic device to access inappropriate matter while on school property or while using District connectivity or while using equipment provided by a District educational service provider. Students may not use any electronic device to hack (obtain unauthorized access or interfere in any way with) any school network or any District electronic device or electronic device of a person associated with the school. Students may not use any electronic device in ways that bully, humiliate, harass, or intimidate school-related individuals, including students, employees, or guests. Use of student electronic devices at school must comply with Policy EEB (regarding internet use). Regardless of location, use of student electronic devices must comply with Policy FGAD (regarding bullying, cyberbullying, and hazing), and other student conduct policies. Misuse of student electronic devices in a manner that causes disruption at school or school-sponsored activities, programs, or events may result in discipline under the school disciplinary policies (including where warranted suspension or expulsion) and may result in notification to law enforcement authorities.

[Utah Code § 53G-7-1002 \(2018\)](#)

[Utah Admin. Rules R277-495-4\(1\)\(c\), \(2\)\(b\), \(f\) \(October 8, 2025\)](#)

Use of a student electronic device in violation of this or other District policies may result in confiscation of the device as provided herein, may result in the school contacting a parent to address the violation, and may result in such other disciplinary sanctions as provided for under this or other student conduct policies. In addition, where such use is in violation or believed to be in violation of an applicable law, regulation, or ordinance, school administrators or teachers may notify law enforcement or other appropriate authorities and the student may be subject to criminal or other penalties provided by law.

[Utah Admin. Rules R277-495-4\(2\)\(c\), \(e\) \(October 8, 2025\)](#)

Students may not be required to use a privately owned electronic device to complete course work.

[Utah Admin. Rules R277-495-4\(2\)\(g\) \(October 8, 2025\)](#)

Consequences for Violation of Policy—

Students will receive one warning prior to discipline for violation of this policy, as determined by the school.

Designated individuals, upon identification, may retrieve their student's electronic device during school hours or by appointment.

A school may impose other consequences for a student's violation of the electronic device policy only following notice of such policy to the school community. Such penalties are not exhaustive, and more than one penalty may be imposed, if warranted. Such penalties may include:

1. loss of electronic device privileges

2. disciplinary letter
3. in-school suspension
4. suspension
5. loss of extracurricular or honor privileges or recognition

If students are defiant and will not cooperate with school administrators and/or will not surrender electronic device(s), the designated school administrator may take appropriate action for the safety and well-being of the student and other students or employees at the school. The school principal or designee shall notify a parent immediately of additional penalties.

[Utah Admin. Rules R277-495-4\(2\)\(b\), \(c\), \(5\)\(c\) \(October 8, 2025\)](#)

Reporting misuse of electronic devices—

Students should report any misuse of electronic devices by an employee to the principal or other appropriate administrator. Students should report misuse of electronic devices by other students to a teacher or an administrator. Misuse of electronic devices by guests should be reported to the principal or other appropriate administrator.

[Utah Admin. Rules R277-495-4\(5\)\(b\) \(October 8, 2025\)](#)

Training—

Each school shall, within the first 45 days of each school year, provide school-wide or in-classroom training to students that covers:

1. The District's internet and electronic device policies (Policies FGAB and EEB);
2. The importance of digital citizenship;
3. The District and school's student conduct and discipline policies;
4. The benefits of connecting to the internet and using the school's internet filters while on school premises; and
5. The discipline related consequences of violating internet and electronic device policies.

[Utah Admin. Rules R277-495-5 \(October 8, 2025\)](#)

Notice to Students and Parents of Policy—

Notice of availability of this policy will be posted in a conspicuous place in each school. A copy of this policy shall be made available in printed form at the District offices and a copy of this policy or a clear electronic link to this policy shall be made available on the District's web site. Individual school policies shall be made available in printed form at the school offices and a copy of those policies or a clear electronic link to those policies shall be made available on the school's web site. Parents and students shall receive annual written notice of District and school

electronic device policies, which may be satisfied by the website posting, publishing the policy in a school handbook or directory, sending the policy to the student's home or any other reasonable means.

[Utah Code § 53G-7-1003\(3\) \(2026\)](#)

[Utah Admin. Rules R277-495-3\(4\), \(5\) \(October 8, 2025\)](#)

Parents and students shall receive notice of changes in District or school electronic device policies in a timely manner and through reasonable means.

A copy of the most current policy shall always be available in the main office of the school and shall be posted online on the school website, if a school has a website.

Schools may require that parents return a copy of the policy with signature indicating that parents have had access to the policy.

Information to parents should include exceptions to the policy and potential consequences for students. Information to parents shall provide clear information of how best to contact students during school hours or activities, in lieu of immediate contact by electronic device.

Students and parents shall be notified that law enforcement may be contacted, at school's discretion, if circumstances warrant such contact.

Complaints about this policy, enforcement of this policy, or observed behavior may be addressed through bringing the complaint to a school administrator and through the other procedures outlined in Policy GB, Public Complaints.

[Utah Code § 53G-7-1003\(3\)\(f\) \(2026\)](#)

Confiscated Student Electronic Devices—

Only licensed school personnel (unless other employees are specifically identified in policy) may confiscate student electronic devices. Licensed school employees are discouraged from searching or reviewing material or numbers stored on student electronic devices except with reasonable suspicion that would warrant a search. Licensed school employees may search an electronic device based on their reasonable suspicion that the student has violated this policy or another District policy. To the extent justified by the nature of the violation for which the reasonable suspicion exists, the search may include text messages, photo files, and calls (recent, missed, or dialed).

Schools will do their best to guard and protect confiscated student electronic devices, but are not responsible for loss, damage, theft.

Schools will make a good faith effort to notify parent(s) or designated individuals that a student's electronic device is in the school's possession and, time and resources permitting, will maintain possession of such devices until the end of the school year, at which time the school may dispose of the device. Prior to disposal of devices, schools shall attempt to clear all personal data.

Other Provisions—

Picture taking or video or audio recording by students is strictly forbidden in school or school activity private areas, such as locker rooms, counseling sessions, washrooms, and dressing areas. Students are further prohibited from using electronic devices to transmit any such recordings. Students are prohibited from using electronic devices in any way which would cause invasions of the reasonable privacy expectations of students or school staff or guest.

[Utah Admin. Rules R277-495-4\(5\)\(a\) \(October 8, 2025\)](#)

Students bring their electronic devices on school property or to school activities at their own risk. The school is not responsible for lost, stolen or damaged student electronic devices.

Students are strictly responsible for their own electronic devices. If devices are borrowed or taken and misused by non-owners, device owners are jointly responsible for the misuse of the device and policy violation(s) committed with the device.

Students and parents should be informed and understand that confiscated electronic devices may be subject to search by school officials.

A student's penalties for violation(s) of an electronic device policy provision may vary depending upon the intentional nature of the violation, other disciplinary actions the student may have received and specific circumstances of the violation.

Student Conduct Policy: *Electronic Devices*

[Note that ~~while a school board is required to direct development of the required electronic device~~~~before an~~ acceptable use policy, ~~before the policy~~ is adopted or revised, a school board must provide reasonable public notice and must hold at least one public meeting or hearing regarding the policy. (~~Utah Code § 53G-7-1002, Utah Code § 53G-7-1003(2);~~ Utah Admin. Rules R277-495-3(6) (October 8, 2024~~5~~)). In addition, school boards are required to encourage schools to involve teachers, parents, students, school employees and community members in developing local school policies. (Utah Admin. Rules R277-495-3(3) (October 8, 2024~~5~~)). Moreover, school community councils are to make recommendations regarding safe technology use and digital citizenship. (~~Utah Code § 53G-7-1202(3)(a)(ii)(D).~~) Therefore, this model policy may be used as a framework but should not be adopted without meeting the public notice and hearing requirements and the form of the adopted policy should reflect the input from the various groups identified.]

Purpose—

While in some instances the possession and use of electronic devices by a student at a school may be appropriate, often the possession and use of such devices or objects by students at school can have the effect of distracting, disrupting and intimidating others in the school setting and leading to opportunities for academic dishonesty and other disruptions of the educational process. The purpose of this policy is to vest in school administrators authority to enforce reasonable rules relating to such objects or devices in the public schools. Some electronic devices used by students may be owned by the District ~~or by a District educational service provider~~ and provided to students for their use. This policy also addresses standards for student use of such District-~~owned~~~~provided~~ devices.

~~Utah Code § 53G-7-1002 (2018)~~

~~Utah Admin. Rules R277-495-3 (October 8, 2024~~5~~)~~

Effective Date—

~~This policy is effective as of _____ . The Board of Education will review this policy at least every three years. This policy was last reviewed by the Board on _____ .~~

~~Utah Code § 53G-7-1003(2)(a) (2026)~~

Definitions—

- ~~1. “SchoolClassroom hours” means the time during which a student receives scheduled, teacher-supervised instruction that occurs:~~
 - ~~a. in a classroom setting (either physical or virtual),~~
 - ~~b. during regular school operating hours, and~~

~~1. as part of an approved educational curriculum from the beginning of the school day, as designated by the school's bell schedule, until the end of the school day, as designated by the school's bell schedule, including all instructional time, lunch periods, recess, and transition times between classes.~~

~~2. Utah Code § 53G-7-227(1)(ed) (2025) 2026)~~

~~a.2. "Non-instructional time" means~~

~~"Classroom hours" does not include:~~

- ~~a. Lunch periods;~~
- ~~b. Recess; and~~
- ~~c. Transit time between classes;~~
- ~~d. Study halls (unless directly supervised by a qualified instructor);~~
- ~~e. After-school activities unless part of an approved extended learning program; or~~
- ~~f.c. Independent study time occurring outside of scheduled instruction.~~

~~Utah Code § 53G-7-227(1)(c) (2025)~~

3. "Cellphone" means:

- a. A smartphone, a feature phone, a mobile phone, a satellite phone, or a personal digital assistant that incorporates capabilities similar to a smartphone, feature phone, mobile phone, or satellite phone;
- b. A smart watch, as defined below; or
- c. Emerging technology, as defined below.

Utah Code § 53G-7-227(1)(ab) (2025) 2026)

4. "Smart watch" means a wearable computing device that closely resembles a wristwatch or other time-keeping device with the capability to act in place of or as an extension of an individual's cellphone. It does not include a wearable device that can only tell time, monitor an individual's health informatics, receive and display notifications or information without the capability to respond, or track the individual's location.

Utah Code § 53G-7-227(1)(e), (f) (2025) 2026)

5. "AI glasses" means wearable eyewear, whether prescription or non-prescription, that:

- a. Incorporates one or more sensors, including cameras, microphones, accelerometers, gyroscopes, or biometric sensors;

- b. uses artificial intelligence, machine learning algorithms, or neural networks to process, analyze, or interpret data captured by the sensors in real-time or near real-time;
- c. provides information, overlays, translations, identification, or other augmented content to the wearer through visual displays, audio output, or haptic feedback; and
- d. may transmit, store, or share data to external devices, networks, or cloud-based services.

Utah Code § 53G-7-227(1)(a)(i) (2026)

6. “AI glasses” does not include:

- a. prescription eyeglasses or sunglasses without electronic components;
- b. wearable devices used solely for reading glasses or vision correction without data collection or processing capabilities;
- c. protective eyewear that contains only passive sensors without artificial intelligence processing capabilities; or
- d. virtual reality headsets designed primarily for immersive gaming or entertainment that are not suitable for continuous wear in public settings.

Utah Code § 53G-7-227(1)(a)(ii) (2026)

~~5-7.~~ “Emerging technology” means any device that has or will be able to act in place of or as an extension of an individual’s cellphone. It does not include devices provided or required by the school.

Utah Code § 53G-7-227(1)(dc) (20252026)

~~6-8.~~ “Electronic device” means a cellphone and any other kind of device that is used for audio, video, or text communication or any other type of computer or computer-like instrument.

Utah Admin. Rules R277-495-2(23) (October 8, 20245)

Utah Admin. Rules R277-495-4(1)(a) (October 8, 20245)

~~7-9.~~ “District-~~owned~~~~provided~~ electronic device” means an electronic device which is identified as being owned, provided, issued, or lent to a student by the District or a District educational service provider.

Utah Admin. Rules R277-495-2(2), (67) (October 8, 20245)

~~8-10.~~ “Guest” means an individual who is not a student, employee, or designated volunteer of the District who is on school property or at the site of a school-sponsored activity or event.

Utah Admin. Rules R277-495-2(3) (October 8, 20245)

~~9-11.~~ “Inappropriate matter” means pornographic or indecent material as defined in Utah Code § 76-5c-208(1)(a)(iii) and Utah Code § 53G-10-103.

Utah Admin. Rules R277-495-2(45) (October 8, 20245)

~~10-12.~~ Individualized suspicion

- a. Information that an individual has violated a policy;
- b. This is generally required for a constitutional search (including a search of personal belongings);
- c. Exceptions are possible when the privacy interests implicated by a search are minimal and where other safeguards are available;
- d. This standard is not as exacting in the public school setting as in criminal law.

~~11-13.~~ “Medical necessity” means:

- a. A student’s illness, with or without a health care professional’s documentation; or
- b. A student’s recurring illness or medical problem(s).

~~12-14.~~ Parent

- a. The person(s) who has legal responsibility for the student’s education.

15. “Parent-accessible monitoring system” means a technology platform that enables a parent to review the activity of the parent’s student on school-managed devices.

Utah Code § 53G-7-1003(1)(a) (2026)

16. “Preapproved content filtering system” means a method of internet access control that permits use only of the websites or online resources the school approves.

Utah Code § 53G-7-1003(1)(c) (2026)

~~13-17.~~ Reasonable suspicion

- a. Reasonable suspicion need not be based on a single factor, but can be based on the totality of the circumstances;
- b. It can be based on the aggregate effect of all information available at the time of a search;
- c. It does not require absolute certainty, but only “sufficient probability,” the sort of common-sense conclusion about human behavior upon which practical people are entitled to rely.

Use of District-~~Owned~~Provided Electronic Devices—

District-~~owned~~provided electronic devices must be used in accordance with the specific rules and conditions related to the issuance of the device to the student, including rules on care and maintenance of the device, any restrictions on personal uses of the device, and rules relating to installation or use of software on the device. Students may not use any District-~~owned~~provided electronic device or equipment provided through a District educational service provider to access inappropriate

matter, nor may students use any District-~~owned~~provided electronic device to hack (obtain unauthorized access or interfere in any way with) any network or any electronic device. Students may not use any District-~~owned~~provided electronic device in any way that significantly impairs academic excellence. Students may not use any District-~~owned~~provided electronic device in ways that bully, humiliate, harass, or intimidate school-related individuals, including students, employees, or guests. Regardless of location, use of District-~~owned~~provided electronic devices must comply with Policy EEB (regarding internet use), Policy FGAD (regarding bullying, cyberbullying, and hazing), and other student conduct policies.

[Utah Code § 53G-7-1003\(3\) \(2026\)](#)

[Utah Admin. Rules R277-495-4\(1\)\(b\), \(c\), \(e\) \(October 8, 2024\)](#)

District-~~owned~~provided electronic devices are the responsibility of the students to whom they are issued, both with respect to loss or damage of the device and with respect to misuse of the device. When the recipient student allows another to use a District-~~owned~~provided electronic device, the recipient student is jointly responsible for any misuse of the device.

[Utah Admin. Rules R277-495-4\(2\)\(d\) \(October 8, 2024\)](#)

Students have no expectation of privacy regarding the contents or use of District-owned electronic devices. The devices shall have filtering software or other restrictions in place to prevent students from accessing inappropriate matter. However, the failure of such filtering software or mechanisms does not prevent a student from being disciplined for accessing inappropriate matter. Teachers or administrators may directly or remotely view, control, search, or otherwise access District-~~owned~~provided electronic devices_ at any time. Each student's parent may review the student's activity on District-provided electronic devices through a parent-accessible monitoring system. Upon request of a student's parent, the student's use of a District-provided electronic device will be subject to use of a preapproved content filtering system.

[Utah Admin. Rules R277-495-4\(1\)\(c\) \(October 8, 2024\)](#)

[Utah Code § 53G-7-1002 \(2018\)](#)

[Utah Code § 53G-7-1003\(3\) \(2026\)](#)

District-~~owned~~provided electronic devices remain the property of the District or of the educational service provider. Use of a District-~~owned~~provided electronic device in violation of any District policy may result in the device being confiscated from the student, which may result in missed assignments, inability to complete required assessments, and possible loss of credit or academic grade consequences, in addition to any other appropriate disciplinary sanctions.

[Utah Admin. Rules R277-495-4\(2\)\(b\), \(5\)\(c\) \(October 8, 2024\)](#)

Student Use of Cellphones and AI Glasses—

Students may not use cellphones during classroom-school hours except under the specific circumstances outlined in the following sections. Students may not use AI glasses during school hours under any circumstances.

1. Students may have cellphones in their possession during classroom-school hours.
2. Cellphones must remain out of sight during classroom-school hours AND be turned off.
3. A cellphone may be confiscated if a student uses it during classroom-school hours.
4. Confiscated cellphones may be retrieved by individuals designated by the school. Students may also be subject to school discipline.
5. A school shall, by written policy, establish a warning schedule for student violations which all school employees shall follow.
6. Student cellphones inappropriately used or disclosed may be subject to search by school administrators based on reasonable suspicion.

[Utah Code § 53G-7-227\(32\) \(20252026\)](#)

[Utah Admin. Rules R277-495-4\(2\)\(b\), \(5\)\(c\) \(October 8, 20245\)](#)

Students may use cellphones during classroom-school hours as follows:

1. To address a medical necessity.
2. As provided in the student's IEP or Section 504 accommodation plan.
3. To use the SafeUT Crisis Line.
4. To respond to an imminent threat to the health or safety of an individual.
5. To respond to a school-wide emergency.

[Utah Code § 53G-7-227\(23\)\(a\)\(i\) \(20252026\)](#)

[Utah Code § 53G-17-120253H-4-210 \(20242026\)](#)

[Utah Admin. Rules R277-495-4\(5\)\(d\) \(October 8, 20245\)](#)

A student may briefly use a cellphone during non-instructional time in a specified area designated by the school for such use if the student's parent has requested that the student be permitted to do so.

[Utah Code § 53G-7-227\(3\)\(a\)\(ii\)\(B\) \(2026\)](#)

General Standards for Student Use of Electronic Devices—

Students may not use any electronic device to access inappropriate matter while on school property or while using District connectivity or while using equipment provided by a District educational service provider. Students may not use any electronic device to hack (obtain unauthorized access or interfere in any way with) any school network or any District electronic device or electronic device of a person associated with the school. Students may not use any electronic device in ways that bully, humiliate, harass, or intimidate school-related individuals, including students, employees, or guests. Use of student electronic devices at school must comply with Policy EEB (regarding internet use). Regardless of location, use of student electronic devices must comply with Policy FGAD (regarding bullying, cyberbullying, and

hazing), and other student conduct policies. Misuse of student electronic devices in a manner that causes disruption at school or school-sponsored activities, programs, or events may result in discipline under the school disciplinary policies (including where warranted suspension or expulsion) and may result in notification to law enforcement authorities.

[Utah Code § 53G-7-1002 \(2018\)](#)

[Utah Admin. Rules R277-495-4\(1\)\(c\), \(2\)\(b\), \(f\) \(October 8, 20245\)](#)

Use of a student electronic device in violation of this or other District policies may result in confiscation of the device as provided herein, may result in the school contacting a parent to address the violation, and may result in such other disciplinary sanctions as provided for under this or other student conduct policies. In addition, where such use is in violation or believed to be in violation of an applicable law, regulation, or ordinance, school administrators or teachers may notify law enforcement or other appropriate authorities and the student may be subject to criminal or other penalties provided by law.

[Utah Admin. Rules R277-495-4\(2\)\(c\), \(e\) \(October 8, 20245\)](#)

Students may not be required to use a privately owned electronic device to complete course work.

[Utah Admin. Rules R277-495-4\(2\)\(g\) \(October 8, 20245\)](#)

Consequences for Violation of Policy—

Students will receive one warning prior to discipline for violation of this policy, as determined by the school.

Designated individuals, upon identification, may retrieve their student's electronic device during school hours or by appointment.

A school may impose other consequences for a student's violation of the electronic device policy only following notice of such policy to the school community. Such penalties are not exhaustive, and more than one penalty may be imposed, if warranted. Such penalties may include:

1. loss of electronic device privileges
2. disciplinary letter
3. in-school suspension
4. suspension
5. loss of extracurricular or honor privileges or recognition

If students are defiant and will not cooperate with school administrators and/or will not surrender electronic device(s), the designated school administrator may take appropriate action for the safety and well-being of the student and other students or employees at the school. The school principal or designee shall notify a parent immediately of additional penalties.

[Utah Admin. Rules R277-495-4\(2\)\(b\), \(c\), \(5\)\(c\) \(October 8, 20245\)](#)

Reporting misuse of electronic devices—

Students should report any misuse of electronic devices by an employee to the principal or other appropriate administrator. Students should report misuse of electronic devices by other students to a teacher or an administrator. Misuse of electronic devices by guests should be reported to the principal or other appropriate administrator.

[Utah Admin. Rules R277-495-4\(5\)\(b\) \(October 8, 2024\)](#)

Training—

Each school shall, within the first 45 days of each school year, provide school-wide or in-classroom training to students that covers:

1. The District's internet and electronic device policies (Policies FGAB and EEB);
2. The importance of digital citizenship;
3. The District and school's student conduct and discipline policies;
4. The benefits of connecting to the internet and using the school's internet filters while on school premises; and
5. The discipline related consequences of violating internet and electronic device policies.

[Utah Admin. Rules R277-495-5 \(October 8, 2024\)](#)

Notice to Students and Parents of Policy—

Notice of availability of this policy will be posted in a conspicuous place in each school. A copy of this policy shall be made available in printed form at the District offices and a copy of this policy or a clear electronic link to this policy shall be made available on the District's web site. Individual school policies shall be made available in printed form at the school offices and a copy of those policies or a clear electronic link to those policies shall be made available on the school's web site. Parents and students shall receive annual written notice of District and school electronic device policies, which may be satisfied by the website posting, publishing the policy in a school handbook or directory, sending the policy to the student's home or any other reasonable means.

[Utah Code § 53G-7-1003\(3\) \(2026\)](#)

[Utah Admin. Rules R277-495-3\(4\), \(5\) \(October 8, 2024\)](#)

Parents and students shall receive notice of changes in District or school electronic device policies in a timely manner and through reasonable means.

A copy of the most current policy shall always be available in the main office of the school and shall be posted online on the school website, if a school has a website.

Schools may require that parents return a copy of the policy with signature indicating that parents have had access to the policy.

Information to parents should include exceptions to the policy and potential consequences for students. Information to parents shall provide clear information of how best to contact students during school hours or activities, in lieu of immediate contact by electronic device.

Students and parents shall be notified that law enforcement may be contacted, at school's discretion, if circumstances warrant such contact.

Complaints about this policy, enforcement of this policy, or observed behavior may be addressed through bringing the complaint to a school administrator and through the other procedures outlined in Policy GB, Public Complaints.

Utah Code § 53G-7-1003(3)(f) (2026)

Confiscated Student Electronic Devices—

Only licensed school personnel (unless other employees are specifically identified in policy) may confiscate student electronic devices. Licensed school employees are discouraged from searching or reviewing material or numbers stored on student electronic devices except with reasonable suspicion that would warrant a search. Licensed school employees may search an electronic device based on their reasonable suspicion that the student has violated this policy or another District policy. To the extent justified by the nature of the violation for which the reasonable suspicion exists, the search may include text messages, photo files, and calls (recent, missed, or dialed).

Schools will do their best to guard and protect confiscated student electronic devices, but are not responsible for loss, damage, theft.

Schools will make a good faith effort to notify parent(s) or designated individuals that a student's electronic device is in the school's possession and, time and resources permitting, will maintain possession of such devices until the end of the school year, at which time the school may dispose of the device. Prior to disposal of devices, schools shall attempt to clear all personal data.

Other Provisions—

Picture taking or video or audio recording by students is strictly forbidden in school or school activity private areas, such as locker rooms, counseling sessions, washrooms, and dressing areas. Students are further prohibited from using electronic devices to transmit any such recordings. Students are prohibited from using electronic devices in any way which would cause invasions of the reasonable privacy expectations of students or school staff or guest.

Utah Admin. Rules R277-495-4(5)(a) (October 8, 2024~~5~~)

Students bring their electronic devices on school property or to school activities at their own risk. The school is not responsible for lost, stolen or damaged student electronic devices.

Students are strictly responsible for their own electronic devices. If devices are borrowed or taken and misused by non-owners, device owners are jointly responsible for the misuse of the device and policy violation(s) committed with the device.

Students and parents should be informed and understand that confiscated electronic devices may be subject to search by school officials.

A student's penalties for violation(s) of an electronic device policy provision may vary depending upon the intentional nature of the violation, other disciplinary actions the student may have received and specific circumstances of the violation.

Grand County School District

Student Conduct Policy: *Electronic Devices*

Purpose—

While in some instances the possession and use of electronic devices by a student at a school may be appropriate, often the possession and use of such devices or objects by students at school can have the effect of distracting, disrupting and intimidating others in the school setting and leading to opportunities for academic dishonesty and other disruptions of the educational process. The purpose of this policy is to vest in school administrators authority to enforce reasonable rules relating to such objects or devices in the public schools. Some electronic devices used by students may be owned by the District and provided to students for their use. This policy also addresses standards for student use of such District-owned devices.

[Utah Admin. Rules R277-495-3 \(December 11, 2023\)](#)

Definitions—

1. “Electronic device” means a device that is used for audio, video, or text communication or any other type of computer or computer-like instrument including:
 - a. A smart phone;
 - b. A smart or electronic watch;
 - c. A tablet; or
 - d. A virtual reality device.

[Utah Admin. Rules R277-495-2\(2\) \(December 11, 2023\)](#)

[Utah Admin. Rules R277-495-4\(1\)\(a\) \(December 11, 2023\)](#)

2. “District-owned electronic device” means
an electronic device which is identified as being owned, provided, issued, or lent to a student by the District.

[Utah Admin. Rules R277-495-2\(6\) \(December 11, 2023\)](#)

3. “Guest” means an individual who is not a student, employee, or designated volunteer of the District who is on school property or at the site of a school-sponsored activity or event.

[Utah Admin. Rules R277-495-2\(3\) \(December 11, 2023\)](#)

4. “Inappropriate matter” means pornographic or indecent material as defined in [Utah Code § 76-10-1235\(1\)\(a\) and Utah Code § 53G-10-103.](#)

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[Utah Admin. Rules R277-495-2\(4\) \(December 11, 2023\)](#)

5. Individualized suspicion
 - a. Information that an individual has violated a policy;
 - b. This is generally required for a constitutional search (including a search of personal belongings);
 - c. Exceptions are possible when the privacy interests implicated by a search are minimal and where other safeguards are available;
 - d. This standard is not as exacting in the public school setting as in criminal law.
6. Instructional time
 - a. Hours during the school day designated as such by the school or school district.
7. Lunch time
 - a. Time period in either elementary or secondary schools designated for lunch;
 - b. This may, in elementary schools, be combined with a noon time recess.
8. Medical reasons
 - a. A student's illness, with or without a health care professional's documentation;
 - b. A student's recurring illness or medical problem(s).
9. Parent
 - a. The person(s) who has legal responsibility for the student's education.
10. Pass time
 - a. The period designated in secondary schools between classes or to allow students to move between classrooms.
11. Reasonable suspicion
 - a. Reasonable suspicion need not be based on a single factor, but can be based on the totality of the circumstances;
 - b. It can be based on the aggregate effect of all information available at the time of a search;
 - c. It does not require absolute certainty, but only "sufficient probability," the sort of common-sense conclusion about human behavior upon which practical people are entitled to rely.

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12. Recess

- a. Time periods designated in elementary school for exercise or outside activity regardless of whether or not it is designated as instructional time by the school.

13. School or school events

- a. This includes the hours that make up school day, e.g. from 7:40 a.m. until 2:30 p.m., during students' individual courses or during the entire period of the elementary/intermediate school day
- b. This includes field trips
- c. This includes extended school-sponsored trips or activities
- d. This includes school-provided transportation to and from curricular activities and extracurricular activities, including athletic events

Use of District-Owned Electronic Devices—

District-owned electronic devices must be used in accordance with the specific rules and conditions related to the issuance of the device to the student, including rules on care and maintenance of the device, any restrictions on personal uses of the device, and rules relating to installation or use of software on the device. Students may not use any District-owned electronic device to access inappropriate matter, nor may students use any District-owned electronic device to hack (obtain unauthorized access or interfere in any way with) any network or any electronic device. Students may not use any District-owned electronic device in any way that significantly impairs academic excellence. Students may not use any District-owned electronic device in ways that bully, humiliate, harass, or intimidate school-related individuals, including students, employees, or guests. Regardless of location, use of District-owned electronic devices must comply with Policy EEB (regarding internet use), Policy FGAD (regarding bullying, cyberbullying, and hazing), and other student conduct policies.

[Utah Admin. Rules R277-495-4\(1\)\(b\), \(c\), \(f\) \(December 11, 2023\)](#)

District-owned electronic devices are the responsibility of the students to whom they are issued, both with respect to loss or damage of the device and with respect to misuse of the device. When the recipient student allows another to use a District-owned electronic device, the recipient student is jointly responsible for any misuse of the device.

[Utah Admin. Rules R277-495-4\(2\)\(d\) \(December 11, 2023\)](#)

Students have no expectation of privacy regarding the contents or use of District-owned electronic devices. The devices shall have filtering software or other restrictions in place to prevent students from accessing inappropriate matter. However, the failure of such filtering software or mechanisms does not prevent a

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student from being disciplined for accessing inappropriate matter. Teachers or administrators may directly or remotely view, control, search, or otherwise access District-owned electronic devices at any time.

[Utah Admin. Rules R277-495-4\(1\)\(c\) \(December 11, 2023\)](#)

District-owned electronic devices remain the property of the District. Use of a District-owned electronic device in violation of any District policy may result in the device being confiscated from the student, which may result in missed assignments, inability to complete required assessments, and possible loss of credit or academic grade consequences, in addition to any other appropriate disciplinary sanctions.

[Utah Admin. Rules R277-495-4\(2\)\(b\), \(4\)\(c\) \(December 11, 2023\)](#)

Use of Student Electronic Devices—

Student electronic devices may be used during the school day, during school-sponsored activities, programs, or events, or during school-provided transportation as follows:

1. Students may have electronic devices in their possession during the regular school day.
2. The devices must remain out of sight during instructional time AND be turned off OR on a silent mode.
3. During the school day, if students intentionally use or respond to electronic devices during instructional time or during times of prohibited use identified by teachers, electronic devices may be confiscated.
4. Devices may be retrieved by individuals designated by the school. Students may also be subject to school discipline.
5. A school shall, by written policy, establish a warning schedule for student violations which all school employees shall follow. Exceptions may be made for individual students or for specific time periods as warranted. Time periods shall be interpreted with flexibility.
6. Student electronic devices must be either turned off or held in a secure place by the teacher, as determined by individual teacher, during class quizzes, tests and standardized assessments unless specifically allowed by statute, regulation, student IEP, or assessment directions.
7. Student electronic devices inappropriately used or disclosed may be subject to search by school administrators based on reasonable suspicion.

[Utah Admin. Rules R277-495-4\(2\)\(a\), \(b\), \(4\)\(c\) \(December 11, 2023\)](#)

[Policy may allow for differences based on grade levels or age of students.]

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Exceptions to the above use limitations regarding student electronic devices shall be made consistent with District and school policies, but in the judgment and discretion of individual teachers. Specific potential exceptions are as following:

1. Medical reasons
 - a. School administrators may give permission for students to possess electronic devices for good cause shown if the devices do not distract from the instructional or education process.
2. Parent request
 - a. Parent(s) may request that a student possess an electronic device on active mode at all times during the school day, with the exception of during course or subject tests and standardized assessments. Teachers shall grant such requests for good cause shown. (Good cause may include medical needs or unusual family situations.)
 - i. Parents shall make requests for exceptions to the school district/ school policy to the school principal, designee or individual teacher. Schools shall have forms available at the main office and in the counseling center for parent/student requests.
3. Teacher permission
 - a. A teacher may permit a student to have an electronic device in his possession at all times during a regular school day, including during assessments, based on a written § 504 plan, an IEP or legitimate circumstances as determined by the individual teacher.
4. Emergency
 - a. Students may use electronic devices in situations that threaten the health, safety or well-being of students (including themselves), school employees or others.

[Utah Admin. Rules R277-495-4\(4\)\(d\) \(December 11, 2023\)](#)

Students may not use any electronic device to access inappropriate matter while on school property or while using District connectivity. Students may not use any electronic device to hack (obtain unauthorized access or interfere in any way with) any school network or any District electronic device or electronic device of a person associated with the school. Students may not use any electronic device in ways that bully, humiliate, harass, or intimidate school-related individuals, including students, employees, or guests. Use of student electronic devices at school must comply with Policy EEB (regarding internet use). Regardless of location, use of student electronic devices must comply with Policy FGAD (regarding bullying, cyberbullying, and hazing), and other student conduct policies. Misuse of student electronic devices in a manner that causes disruption at school or school-sponsored activities, programs,

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or events may result in discipline under the school disciplinary policies (including where warranted suspension or expulsion) and may result in notification to law enforcement authorities.

[Utah Admin. Rules R277-495-4\(1\)\(c\), \(2\)\(b\), \(f\) \(December 11, 2023\)](#)

Use of a student electronic device in violation of this or other District policies may result in confiscation of the device as provided herein, may result in the school contacting a parent to address the violation, and may result in such other disciplinary sanctions as provided for under this or other student conduct policies. In addition, where such use is in violation or believed to be in violation of an applicable law, regulation, or ordinance, school administrators or teachers may notify law enforcement or other appropriate authorities and the student may be subject to criminal or other penalties provided by law.

[Utah Admin. Rules R277-495-4\(2\)\(c\), \(e\) \(December 11, 2023\)](#)

Consequences for Violation of Policy—

Students will receive one warning prior to discipline for violation of this policy, as determined by the school.

Designated individuals, upon identification, may retrieve their student's electronic device during school hours or by appointment.

A school may impose other consequences for a student's violation of the electronic device policy only following notice of such policy to the school community. Such penalties are not exhaustive and more than one penalty may be imposed, if warranted. Such penalties may include:

1. loss of electronic device privileges
2. disciplinary letter
3. in-school suspension
4. suspension
5. loss of extracurricular or honor privileges or recognition

If students are defiant and will not cooperate with school administrators and/or will not surrender electronic device(s), the designated school administrator may take appropriate action for the safety and well-being of the student and other students or employees at the school. The school principal or designee shall notify a parent immediately of additional penalties.

[Utah Admin. Rules R277-495-4\(2\)\(b\), \(c\), \(4\)\(c\) \(December 11, 2023\)](#)

Reporting misuse of electronic devices—

Students should report any misuse of electronic devices by an employee to the principal or other appropriate administrator. Students should report misuse of

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electronic devices by other students to a teacher or an administrator. Misuse of electronic devices by guests should be reported to the principal or other appropriate administrator.

[Utah Admin. Rules R277-495-4\(4\)\(b\) \(December 11, 2023\)](#)

Training—

Each school shall, within the first 45 days of each school year, provide school-wide or in-classroom training to students that covers:

1. The District's internet and electronic device policies (Policies FGAB and EEB);
2. The importance of digital citizenship;
3. The District and school's student conduct and discipline policies;
4. The benefits of connecting to the internet and using the school's internet filters while on school premises; and
5. The discipline related consequences of violating internet and electronic device policies.

[Utah Admin. Rules R277-495-5 \(December 11, 2023\)](#)

Notice to Students and Parents of Policy—

A copy of this policy shall be made available in printed form at the District offices and a copy of this policy or a clear electronic link to this policy shall be made available on the District's web site. Individual school policies shall be made available in printed form at the school offices and a copy of those policies or a clear electronic link to those policies shall be made available on the school's web site. Parents and students shall receive annual written notice of District and school electronic device policies, which may be satisfied by the website posting, publishing the policy in a school handbook or directory, sending the policy to the student's home or any other reasonable means.

[Utah Admin. Rules R277-495-3\(4\), \(5\) \(December 11, 2023\)](#)

Parents and students shall receive notice of changes in District or school electronic device policies in a timely manner and through reasonable means.

A copy of the most current policy shall always be available in the main office of the school and shall be posted online on the school website, if a school has a website.

Schools may require that parents return a copy of the policy with signature indicating that parents have had access to the policy.

Information to parents should include exceptions to the policy and potential consequences for students. Information to parents shall provide clear information of

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how best to contact students during school hours or activities, in lieu of immediate contact by electronic device.

Students and parents shall be notified that law enforcement may be contacted, at school's discretion, if circumstances warrant such contact.

Confiscated Student Electronic Devices—

Only licensed school personnel (unless other employees are specifically identified in policy) may confiscate student electronic devices. Licensed school employees are discouraged from searching or reviewing material or numbers stored on student electronic devices except with reasonable suspicion that would warrant a search. Licensed school employees may search an electronic device based on their reasonable suspicion that the student has violated this policy or another District policy. To the extent justified by the nature of the violation for which the reasonable suspicion exists, the search may include text messages, photo files, and calls (recent, missed, or dialed).

Schools will do their best to guard and protect confiscated student electronic devices, but are not responsible for loss, damage, theft.

Schools will make a good faith effort to notify parent(s) or designated individuals that a student's electronic device is in the school's possession and, time and resources permitting, will maintain possession of such devices until the end of the school year, at which time the school may dispose of the device. Prior to disposal of devices, schools shall attempt to clear all personal data.

Creative and Innovative Uses for All Electronic Devices—

With prior approval of the Principal, individual teachers and school employees may use electronic devices to communicate effectively with students and parents and to enhance instruction. Such uses might include:

1. notifying absent students of assignments;
2. communicating with parents when students excel or if students fall behind or are absent;
3. parents notifying school when students are absent or tardy;
4. teachers notifying students of news articles or events that would enhance discussion or student research;
5. providing immediate feedback to students on written work or assignments.

Other Provisions—

Picture taking or video or audio recording by students is strictly forbidden in school or school activity private areas, such as locker rooms, counseling sessions, washrooms, and dressing areas. Students are further prohibited from using electronic devices to transmit any such recordings. Students are prohibited from

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using electronic devices in any way which would cause invasions of the reasonable privacy expectations of students or school staff or guest.

[Utah Admin. Rules R277-495-4\(4\)\(a\) \(December 11, 2023\)](#)

Students bring their electronic devices on school property or to school activities at their own risk. The school is not responsible for lost, stolen or damaged student electronic devices.

Students are strictly responsible for their own electronic devices. If devices are borrowed or taken and misused by non-owners, device owners are jointly responsible for the misuse of the device and policy violation(s) committed with the device.

Students and parents should be informed and understand that confiscated electronic devices may be subject to search by school officials.

A student's penalties for violation(s) of an electronic device policy provision may vary depending upon the intentional nature of the violation, other disciplinary actions the student may have received and specific circumstances of the violation.

Guidance on LEA Compliance: Implementing and Modifying Utah's Bell-to-Bell Cellular Device Policy (SB 69)

The Legislative Shift: From Classroom Hours to School Day Prohibition

The enactment of S.B. 69 represents a fundamental shift in Utah educational law, moving the state from a "Classroom Hours" standard to a comprehensive "School Day" prohibition.

This is not a minor update but a total regulatory pivot. The legislation redefines the default environment of Utah schools as "device-free" from the first bell to the last. This shift is primarily focused on reclaiming student focus and socialization from the distractions of personal technology.

To ensure legislative compliance, LEAs must strictly adhere to the updated statutory definitions in Section 53G-7-227, which now explicitly encompass wearable and emerging technologies:

"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, as designated by the school's bell schedule, including all instructional time, lunch periods, recess, and transition times between classes.

"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.

"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.

Under this "Default Standard," student use of cellphones, smartwatches, and emerging technology is prohibited bell-to-bell. This includes:

- **Transit and Transition Times**
- **Lunch Periods**
- **Recess:**
- **Instructional Time**

While the law sets this strict default, it preserves local control by granting LEAs specific pathways to modify the policy through a formal adoption process.

Mandatory Policy Exceptions: Non-Negotiable LEA Requirements

LEAs must recognize that while the "School Day" ban is the default, state law mandates five specific "carve-outs" where student access to devices must be protected. Failure to include these in local policy creates significant legal exposure and potential administrative grievances. These exceptions are non-negotiable and intended for high-stakes safety and federally protected scenarios.

A compliant LEA policy **must** include the following five exceptions under Section 53G-7-227(3)(a):

1. **Imminent Threat Response:** Use permitted to respond to an immediate threat to the health or safety of an individual.
2. **School-wide Emergency:** Use permitted during broader emergencies affecting the campus.
3. **SafeUT Crisis Line Access:** Students must be allowed to access the SafeUT app for mental health crises.
4. **IEP or Section 504 Accommodations:** Use as required by a student's federally mandated accommodation plan.
5. **Medical Necessity:** Access for documented medical needs (e.g., blood glucose monitoring).

Parental Opt-Out (Written Request)

Section 4 of S.B. 69 creates a broader right for parents to opt their students back into device possession and use during non-instructional times.

The "Specified Area" Accommodation

Under Section 53G-7-227(3)(a)(ii)(B), an LEA **shall** establish a policy allowing a parent to request that their student "briefly" use a device in a school-designated area during non-instructional time. This is a limited, LEA-controlled accommodation designed for quick check-ins.

LEA Authority	Parental Right
May prohibit use during instructional time (unless teacher-approved).	Right to submit a written request to opt-out of the ban for non-instructional time.
May limit use under this opt-out to designated areas of the property.	LEA may not require an IEP, 504, or medical designation for this opt-out.
May adopt rules ensuring use does not materially disrupt operations.	Right to allow student possession/use during passing periods, lunch, and before/after school.

SY2026/2027
SFS - Meal Prices

Possible Increase to Meal Prices for SY2026/2027

<u>HMK:</u>	<u>Current</u>	<u>Proposed Change</u>	<u>Meal Increase</u>
Breakfast	\$ 1.75	\$ 2.00	\$ 0.25
Lunch	\$ 2.75	\$ 3.00	\$ 0.25
<u>MS:</u>			
Breakfast	\$ 2.25	\$ 2.75	\$ 0.50
Lunch	\$ 3.75	\$ 4.25	\$ 0.50
<u>HS:</u>			
Breakfast	\$ 2.25	\$ 2.75	\$ 0.50
Lunch	\$ 3.75	\$ 4.25	\$ 0.50
<u>Adult:</u>			
Breakfast	\$ 4.00	no change	
Lunch	\$ 5.50	\$ 6.00	\$ 0.50

Today's Vision of Success

01 · CLARITY & TRUST

Grow your capacity to foster clarity and trust amongst the members of our Board of Education.

02 · TEAM COHERENCE

Build stronger team coherence to enhance communication and relationships.

How We Work Together Today — Norms & Expectations

01 What will be our norms and expectations this session?

02 What collective agreements will help us function as a team?

PART ONE · BUSINESS CHEMISTRY

Source: Business Chemistry, Practical Magic for Crafting Powerful Work Relationships

Activity · Assessment — What Is Your Business Chemistry?

- 1 Use the QR code or link below to answer 20 questions and discover your business chemistry type.
- 2 When you're done, read through the traits of your business chemistry type.
- 3 Don't share your results with each other yet!

Take the Assessment: tinyurl.com/3nvw782u

MY BUSINESS CHEMISTRY RESULT	TRAITS THAT RESONATE WITH ME

The Four Types — Characteristics of Each Business Chemistry

PIONEER	DRIVER	INTEGRATOR	GUARDIAN
• Outgoing • Detail-Averse • Risk Seeking • Spontaneous • Adaptable • Imaginative	• Quantitative • Logical • Focused • Direct • Goal-Oriented • Competitive	• Diplomatic • Empathetic • Collaborative • Trusting • Helpful • Tolerant	• Methodical • Reserved • Meticulous • Practical • Structured • Deliberate

Source: Business Chemistry, Practical Magic for Crafting Powerful Work Relationships

Activity · Group — Understanding Your Chemistry

As a group, we will go one by one. While one person is on the "hot seat," 1-2 others will hunch that person's business chemistry type and share their reasoning. The person being hunched will then share a few of their strengths and how they use them to be successful. Optionally, they may also share a friction from their business chemistry they're working on.

EXAMPLE

I am a Driver. I love getting things done. But, sometimes I have a hard time with people who like to talk. I am going to do better at setting expectations around my time to include talk time, focusing on listening genuinely when present to build trust with team members.

MY STRENGTHS TO SHARE

A FRICTION I'M WORKING ON (OPTIONAL)

PART TWO • THE ADVANTAGE

Six Critical Questions — building organizational health through clear answers and aligned action.

"Organizational health is like the glue that holds the parts of an organization together. A healthy organization enjoys high morale and productivity, while an unhealthy organization is plagued by politics, confusion, and staff turnover."

PATRICK LENCIONI — Author of *The Advantage*

"Everything's a rough draft... some things are just rougher than others."

UNKNOWN

The Six Critical Questions

Answering these six questions creates organizational clarity and alignment:

Q1 Why do we exist?	Q2 How do we behave?	Q3 What do we do?
Q4 How will we succeed?	Q5 What is most important right now?	Q6 Who must do what?

Question 01 — Why Do We Exist?

Mission, in Their Words. Great mission statements are purposeful and human. Consider these examples:

SOUTHWEST

"To connect people to what's important in their lives through friendly, reliable, and low-cost air travel."

REI

"To inspire, educate, and outfit for a lifetime of outdoor adventure and stewardship."

TOYOTA

"To make ever-better cars, to build a future where everyone has the freedom to move."

YOUR “WHY” – INDIVIDUAL

Why do you exist as a board member?

Consider your personal mission, what you’re passionate about, and your hope for the district.

THE “WHY” OF THE DISTRICT – GROUP

Why do we exist as a district? Consider our mission, what we’re passionate about, and our roles in the district.

Question 03 — What Do We Do?

Executive Functions, Legislative Functions & Other Assignments. Articulate, in a few lines, what we do as board members.

EXECUTIVE FUNCTIONS

- A** Hiring and evaluating the Superintendent
- B** Hiring and evaluating the Business Administrator
- C** Monitoring progress of the strategic plan
- D** Representing the public interest by seeking and considering community input
- E** Approving recommended curriculum based on standards, goals, and policies

LEGISLATIVE FUNCTIONS

- A** Establishing policies to meet the needs of all students
- B** Adopting operating and capital budgets
- C** Decisioning on school boundaries and construction as it relates to facilities
- D** Accepting state/federal funds and approving other revenue sources per law

OTHER ASSIGNMENTS

- A** Attending events and representing the board
- B** Board committee assignments as agreed upon by the board
- C** Participating with other local school boards, organizations, and associations
- D** Working with community and government bodies

Sources: Utah.gov, Utah State Board of Education

MY RESPONSE — ARTICULATING WHAT WE DO

A question to inform your answer:

What does success look like for us?

OUR COLLECTIVE ANSWER

Question 02 — How Do We Behave?

“If we expect people to live the core values of an organization, we have to be able to tell them what those values look like in action.”

SIMON SINEK — Leadership Expert

MY CORE VALUES — INDIVIDUAL

How do you behave? What are your core values?

FRAMEWORK · OPERATIONALIZING VALUES – HOW DO WE REFLECT OUR VALUES THROUGH OUR...

Hiring & onboarding	Performance evaluations	Coaching & feedback
Decision-making	Modeling	Recognitions & rewards
Training	Communication	Data collection

Question 06 — Who Must Do What?

Review each scenario, determine desired outcomes, discuss questions to focus on, and which tools to leverage. (Bonus: Determine first steps.)

SCENARIO #1 · GOVERNANCE VS. OPERATIONS

THE SCENARIO

During an interview with a local media partner, you're asked about a situation where a parent has posted concerns about a district employee on social media. The post has gained significant community attention, and there's a lot of misinformation circulating.

Prompt: As a board member, how would you respond in a way that clarifies your role versus that of the superintendent, reinforces the appropriate boundaries between governance and operations, and encourages trust in the district's processes?

MY RESPONSE & NOTES

FIRST STEPS

SCENARIO #2 · HARD CHOICES, CLEAR COMMUNICATION

THE SCENARIO

The district is experiencing declining enrollment and reduced funding, requiring a more fiscally responsible approach. The Board must decide how to safeguard core educational programs while aligning staffing, resources, and spending with enrollment trends and long-term sustainability. Recently, several community members and employees have expressed angst around increased class sizes and potential job loss.

Prompt: As Board members, how can you communicate these realities in a way that is both factually accurate and human-centered?

How do you leverage the Superintendency to enact your priorities?

MY RESPONSE & NOTES

FIRST STEPS

Question 04 — How Will We Succeed?

The Power of Using Your Strengths. Reflect, especially as you consider your role on the board: What are your special skills and strengths? What do other people say are your strengths? Feel free to connect these to your Business Chemistry.

MY STRENGTHS & SKILLS

CONNECTION TO MY BUSINESS CHEMISTRY

As a Group — Leveraging Our Strengths

Describe how you can leverage your strengths and Business Chemistry to: build trust with staff, students, and community; develop stronger leaders and teams; create greater systems of accountability; develop a stronger shared vision and values; increase commitment and buy-in of your teams.

HOW I WILL LEVERAGE MY STRENGTHS

FEEDBACK FROM THE GROUP

REFLECT — WHAT SETS THE DISTRICT APART? • QUALITIES OF GCSD

What does GCSD do really well? What do other people say is great about GCSD?

Question 05 — What Is Most Important Right Now?

“Essentialism is not about how to get more things done, it’s about how to get the right things done.”

GREG MCKEOWN — *Essentialism: The Disciplined Pursuit of Less*

PLANNING FRAMEWORK • OUR GOALS & MEASURES — KEY STEPS TO GET WHERE WE WANT TO GO

10- & 3-YEAR PICTURE

10-year: Unmitigated success / moonshot. 3-year: A visceral, articulated vision of the in-between point.

1-YEAR PLAN

Breakdown of 3 key goals to set up conditions to achieve the 3-year picture.

ISSUES LIST

Reduce all issues to the top issues we need to address now.

Source: The EOS Model, EOS Worldwide, Gino Wickman — Traction

ISSUES LIST

CLOSING

Closing · Group Activity — Appreciation Circle

- 1 What are you grateful for right now?
- 2 What is something you are excited about?
- 3 What I used to think... Now I think...

I AM GRATEFUL FOR...

I AM EXCITED ABOUT...

I USED TO THINK...

NOW I THINK...

Before You Leave — Wrap Up & Action Items

- 1 Experiment with the Six Critical Questions in your ongoing board work.
- 2 Be ready to continue to engage in building around our answers to the Six Critical Questions.

Session Survey: tinyurl.com/ye753pb6

MY ACTION ITEMS

QUESTIONS OR NEXT STEPS



Grand County School District

EACH STUDENT, EVERY DAY.

Grand County School District Board of Education Regular Board Meeting & Public Hearing- Jun 24 2026

Wednesday, June 24, 2026

5:15 PM

In Attendance: Melissa Byrd, Kathy Williams, Dave Bierschied, Lauralee Green, Jenna Woodbury, Matthew D Keyes (Superintendent), Jeri K Hamilton (Business Administrator) and NaShay Lange (Administrative Assistant)

Also in attendance: Jacob Francis, Mady Francis, Cari Caylor, Buffy Camps, Sarah Dawson, Tish Casper, Kari Barnard, Jill Tatton

Melissa Byrd called the meeting to order at 5:21 PM

Pledge of Allegiance led by: Jacob Francis

Reading of the Mission Statement: Our mission is to put each student first every day. Read by: Lauralee Green

Announcement: The tentative budget for FY26/27 includes a proposed property tax rate increase. Read by Melissa Byrd

1. Approval of Agenda

Move to approve the agenda.

Moved by: Dave Bierschied; seconded by: Jenna Woodbury

5-0; Passed

2. Budget Officer Statement

Business Administrator Jeri Hamilton read the Budget Officer Statement - Grand County School District Board of Education is formally notifying the public that the tentative Fiscal Year 2026/2027 Budget and all Budget discussions do include a proposed tax rate increase.

3. Budget Officer - Property Impact Statement

[Property Impact Statement](#) 

The updated statement is in the Board Member folders. Jeri briefly reviews the updates. The county had higher numbers than anticipated. Jeri will go over this in more detail

during the public hearing. Updated due to update revenue numbers from the State.

4. Public Comments

None.

5. Board Recognitions

- a. Coach Recognition - Mady Francis
Mady won 2A Coach of the Year for Track. She is present this evening to be recognized.
Jacob spoke for Mady. Other coaches, not from your own school, nominate for the award.

6. Information and Discussion Items

- a. School Fees
[FI Student Fees Fines and Charges](#) 
[GCSD SY26.27 School Fees.pdf](#) 
Jeri explains the two documents and the need for the language changes.
- b. Policy Review
[ECC](#) Curriculum: Early Learning Plan
[ECF](#) Curriculum: Religious Neutrality
[EDC](#) Special Programs: Education of Youth in Custody
[EEE](#) Instructional Resources: Evaluation and Selection of Instructional Material
[EEEB](#) Instructional Resources: Evaluation and Selection of Supplemental Material
[EFBB](#) Grading: Testing Procedures and Standards-Exclusion from Testing
[EFD](#) Grading: Course Grade Forgiveness
[EHA](#) Graduation: Graduation Requirements
[FABA](#) Participation in Sex-Designated Athletic Activities, Programs, and Events
Question on "School Activity Eligibility Commission" at what level does this take place?
Who can be contacted to get more information?
Sport discretion is more regarding to a situation with Volleyball somewhere else.
Cheerleading is available to both male and female. There may be more discretion in more areas. Matt will look into this more and get more information to bring that to the board.
[FBA](#) Admissions and Attendance: Eligibility and Amissions Requirements
[FDAB](#) Health Requirements and Services: Immunizations
[FDACA](#) Do Not Resuscitate Directives

7. Staff & Community Reports

- a. Board Committee Reports
No meetings took place

b. Business Administrator Report

[Risk Fraud Assessment](#) 

Jeri talked about the assessment. Noted that we are still within the Very Low Risk range.

Discussion about what we can do to make changes for the upcoming year because Pat will not be on staff for some of these check marks for next year.

c. Superintendent Report

Two projects at HMK in full steam. Working on original PK project with the setbacks but moving forward.

Making good progress on the plaza

Superintendent's conference - some good, some bad, some JLC changes. Looking like some apprenticeship programs may be coming from the Governor's office in his last couple years in office.

As off right now, we are fully staffed with certified staff.

d. Monthly School Reports

- [GPS](#) 

Questions - none

- [HMK](#) 

Holly is excused. Follow-up questions for Holly can be sent to Holly or get those questions to matt and he will get with Holly.

- [MLHMS](#)

Questions for Kari - the goals are tied to HRS.

- [GCHS](#)

Questions for Cari - What is the average composite ACT score? The average score of all students on the ACT. Each student receives their own prediction, this is the prediction average of all students.

- General Questions:

- Looking at goals again, are we restarting goals or are we reflecting, reevaluating, flushing out, and revamping? Where we are with Marzano and HRS, that information leads us with our goals and where we go with them.
- Where and how does the Board fit and do? Matt says this will be a heavy topic during the Board Retreat next week.

Motion to Recess.

Moved by: Jenna Woodbury; seconded by: Lauralee Green

5-0; Passed at 5:58.

8. Public Hearing @ 6:00 pm

Recess ended at 6:03.

Motion to go into the public hearing for budget and tax rates.

Moved by: Dave Bierschied; seconded by: Kathy Williams

5-0; passed.

Started the public hearing at 6:03

a. Property Impact Statement

Jeri explained that the tentative budget has an increase in property tax rates. She and Matt discuss what that increase looks like from average homeowners and business owners in Grand and San Juan Counties.

b. Presentation of Final Budget for FY2025/26 and Tentative Budget for FY2026/27
Business Administrator, Jeri Hamilton will review the Final Budget Revision for FY2025/26 with the Board. She will then present the Tentative Budget for FY2026/27.

[Final Budget FY25/26 & Tentative Budget FY26/27](#) 

Revenues:

- Looking in the blue column for the end of year 25/26
- Tax revenues were much higher from Grand County than we expected due to redemptions and back taxes being paid
- No state changes from mid year
- We received a 2nd round of Federal Forest Service Funds that was unexpected
- We now also have money available from HMK being on HMK
 - Jill and Holly wrote the plan to spend the additional money

Expenditures:

- Staff changes made the numbers go down
- At the end of the year, we didn't need as many substitutes as we anticipated that we would need
- Big increase for tech & tech equipment for smart TVs and chromebooks
- Most changes in the district and business offices have been made from putting staff in the correct places and being paid from the correct areas
- Expenditures for the end of year are just under \$28.5 mil for the general fund
- Fund 26 is the Pass Through for the Charter School - we don't have a say in these numbers, we are just told what we have to pay and we have to pay them. This year, the number has gone up just under \$230k.

Debt Service Fund Revenues:

- As previously mentioned, debt service redemptions are up much more than anticipated, so next year we will plan on much less for the original budget

Expenditures:

- We need to spend down the debt fund balances

We planned to have \$3,832,998 in expenditures for the year at the end of the year. The anticipated ending fund balance was \$807,261 but that was nearly doubled, mostly from those collected redemptions.

Biggest change for CNP is that salaries are down due to being short staffed.

Jeri believes the amount being transferred to CNP from the General Fund will be

closer to \$500k.

_____ Moved to 6b. then returned to tentative budget FY26/27 _____

- We are now looking at the last column - the pink column of the budget
- There isn't a budget change since the May presentation due to posting deadlines not being able to be met when the tax rates were given
- That being said, Jeri does know that for the Fund 26 (Charter School Pass Through, the original budget has listed about \$204k and she knows now that this number will be \$208k with the new numbers that came in
- Capital Outlay Levy - TNT is broken out in the pink column to show the money that would be collected from the increase of tax rates

c. Presentation of the Proposed Property Tax Rates for FY2026/27

[Form PT-693 Grand County School District](#) 

[Form PT-693 GCSD in San Juan County](#) 

Jeri presented the attached forms.

d. Public Comment on Public Hearing

Cari Caylor:

- 5203/5310 - those names changed, so the line item changes
- equipment and supplies seem to be missing funds this coming year - this comes from DTL and DTL funding is gone this coming year.
- Cost of health services is more than just the school/district nurse

Public hearing closed at 6:46pm.

9. Consent Agenda

a. Minutes

[Board Work Session - Jun 10 2026 - Minutes - Html](#) 

[Regular Board Meeting - May 27 2026 - Minutes - Html](#) 

b. Personnel

- [Classified Changes](#) 
- [Licensed Changes](#) 

c. Financial Reports

- [Detailed Check Register](#) 
- [Expenditure Report](#) 
- [Revenue Report](#) 

d. Out of State Travel

- HMK - [Safety Civil Schools Training](#)  (Holly Harris, Libby Bailey, Melissa Edge, Nicole Stocks)

Move to approve the Consent Agenda.

Moved by: Kathy Williams; seconded by: Lauralee Green

5-0; Paassed

10. Possible Action Items

- a. Approval of the Final Budget Revision for FY2025/26
Move to approve the Final Budget Revision for FY2025/26.
Moved by: Dave Bierschied; seconded by: Jenna Woodbury
5-0; Passed
- b. Approval of the Proposed Property Tax Rates
Move to approve the proposed property tax rates subject to a Truth in Taxation Hearing and the final approval of the property tax rates.
Moved by: Jenna Woodbury; seconded by: Lauralee Green
5-0; Passed
- c. Approval of the Tentative Budget for FY2026/27
Move to approve the Tentative FY2026/27 District Budget subject to the final approval of the tax rates during the Truth in Taxation Hearing and the final approval of the tax rates.
Moved by: Lauralee Green; seconded by: Kathy Williams
5-0; Passed
- d. Proceed with Truth in Taxation
[Form PT-693 Grand County School District](#) 
[Form PT-693 GCSD in San Juan](#) 
It is hereby resolved that the governing body of Grand County School District Board of Education tentatively approves the following property tax rate(s) and revenue(s) for the year: 2026 subject to the Truth in Taxation hearing to be held on August 19th at 6pm at the Grand County School District Office located at 264 South 400 East in Moab, Utah.
Moved by: Dave Bierschied; seconded by: Lauralee Green
5-0; Passed
- e. Approval of the GCSD Fee Schedule for SY26/27 and the addition of McKinney-Vento Wording to Policy FI
At the work session earlier this month, Business Administrator, Jeri Hamilton presented the fee schedule for school year 26/27. The Board may now choose to approve the fee schedule.
[GCSD SY26.27 School Fees.pdf](#) 
[FI Student Fees Fines and Charges](#) 
Move to approve the Fee Schedule for SY26/27 and the addition of McKinney-Vento wording to Policy FI.
Moved by: Kathy Williams; seconded by: Dave Bierschied
5-0; Passed
- f. Approval of the Negotiated Agreement between the GEA and GCSD
The Board reviewed the agreement at the work session earlier this month. They

may now choose to approve it.

[Negotiated Agreement](#)

Move to approve the negotiated agreement between the GEA and GCSD.

Moved by: Kathy Williams; seconded by: Dave Bierschied

5-0; Passed

Matt comments - it is always difficult when it comes to Public Education and making the best decisions that we can. He wants to thank the associations and the Board for helping take care of all of our employees in the best way possible.

Melissa adds

g. Post Policies on Website for Public Comment

The Board previously reviewed these policies (ECC, ECF, EDC, EEE, EEEB, EFBB, EFD, EHA, FABA, FBA, FDAB and FDACA) and may now vote to post them on the District website for public comment.

Move to post policies ECC, ECF, EDC, EEE, EEEB, EFBB, EFD, EHA, FABA, FBA, FDAB and FDACA on the district website for public comment.

Moved by: Jenna Woodbury; seconded by: Lauralee Green

5-0; Passed

h. Approval of District sShine Policy [DFE(P)]

[DFE\(P\) Highly Needed Educator Salary Supplement](#)

Move to approve policy DFE(P) for the year 26/27.

Moved by: Kathy Williams; seconded by: Dave Bierschied

5-0; Passed

11. Communications

Kathy and Jenna went to the JLC - Day on the Hill. There is a big push for Special Education still. There is also a push for a study for screening tool for identifying dyslexia - part of the Special Education. Increased funding for at risk students - scoring below proficient on assessments; ongoing funding to support early literacy. USBA is looking at making sure there is significant look at Special Education and Early Literacy.

Jenna is looking into the grant for the summer lunch program. She went and got a box with her son. Matt thinks they are trying to try out a new delivery option. Jenna wants to know if we will get it back - we don't know.

Matt - reminder - Board retreat on Tuesday at 730. At USU. One of the things that came out at the meetings he attended last week about Early Literacy - the person behind the bill is no longer present. As a district we did not get near what we needed from that bill.

Lauralee asked about the slideshow from last week - the retreat will cover the slideshow.

12. Advanced Planning

[Month](#)

- No work session in July

- Board meeting on July 29th at 5:15pm
- Budget Hearing and Truth in Taxation on August 19th at 6pm
- Regular Board Meeting on August 26th at 5:15pm to approve (or not) the tax rates and the correlating budget

13. Adjournment

Motion to adjourn the meeting.

Moved by: Dave Bierschied; seconded by: Kathy Williams

Adjourned at 7:33pm.

Draft



Grand County School District

EACH STUDENT, EVERY DAY.

Grand County School District Board of Education

Board Retreat - Jun 30 2026

Tuesday, June 30, 2026

7:30 AM

In Attendance: Melissa Byrd, Kathy Williams, Dave Bierschied, Lauralee Green, Jenna Woodbury, Matthew Keyes (Superintendent) and Jeri Hamilton (Business Administrator)

Also in attendance: Lawrence Lee and Piper Riddle

1. Call to Order

Melissa Byrd called the Meeting to Order to 7:52 am.

2. Board Training

The School Leadership Alliance presented to the Board.

3. Adjournment

Motion to adjourn the meeting.

Moved by: Dave Bierschied; seconded by: Kathy Williams

5-0 Passed

Grand County School District
OUT OF STATE TRAVEL REQUEST FORM

PURPOSE: This document is required for any out of state travel involving any club, activity, or sport associated with Grand County School District students or staff. The document needs to be completed by the staff member traveling, teacher, head coach/advisor of the program and signed off approval from the Athletic Director (for athletics), Principal, Superintendent, and GCSD School Board member.

The completed form, and presentation to the GCSD School Board will be required to receive final approval from the board regarding any out of state travel for and must be completed 45 days prior to the departure date.

Head Coach/Advisor submitting this form: RONALD DOLPHIN Today's Date: 7/15/2024

Program Involved: FOOTBALL

Dates of travel: Departure SAT 8/22/24 Return SAT 8/22/24

Destination(s): DOLORES CO.

Mode(s) of Transportation involved: BUS

Purpose for Travel: 8 PLAYER GAME

Funding/Revenue Source(s): X

Chaperone/Supervision: KEITH HILL HEAD COACH RYE ADAMS,
ANTHONY SPEICKER ASST.

Overnight Accommodations: N/A

Other Requirements need to be attached to this document. 1. Permission Slip being used. 2. Detailed Itinerary/Agenda of the trip.

Athletic Director (if appropriate) [Signature] Date 7/15/2024 Principal/Director [Signature] Date 7/16/2024

GCSD Superintendent [Signature] Date 7/15/2024 GCSD Business Administrator [Signature] Date 7/15/2024

Head Coach/Advisor [Signature] Date 7/15/2024

Approved by GCSD Board on: _____ Date 3/24;5/24

BACK SIDE

AGENDA

1. BUS LEAVES 0930 8/22/2024
2. BUS ARRIVES 1130 8/22/2024
- TEAM PREPARES
3. TEAM SCRIMMAGE GAMES 1300
DOLORES CO
DULCE NM
4. TEAM LEAVES 1600
5. TEAM RETURNS TO MOAB 1900 8/22/2024