Boulder Elementary School
GARFIELD COUNTY SCHOOL DISTRICT

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BOULDER ELEMENTARY SCHOOL HANDBOOK

Boulder Elementary School (B.E.S.) has the unique ability to teach students in a multiage learning environment, meaning students of different ages learn together in one class, not separated by grade level. Multiage classrooms foster instruction driven by individual objectives, allowing students to thrive and be challenged based on their specific needs.

Multiage learning reflects the natural groupings found in the world around us and offers opportunities for children to exchange ideas, follow modeled behavior, and develop leadership and social skills. Attention to the education of the whole child, integrated curriculum, and child-centered learning are vital principles in multiage learning.

Welcome to a brand new year for us all. As always, the start of a school year holds the promise of learning and personal growth discoveries. **This handbook includes information to help parents and students become more familiar with school expectations**.

Students come from a variety of homes and family structures. Grandparents, siblings, other relatives, and foster parents raise children. This handbook refers to and honors anyone who is the child's primary caregiver as "parent."

Although the students are the focus at B.E.S., the **parents are an essential part of our school community and a key player in education. Quality education is a team effort based on open communication and collaboration between the school and home**.

Please take the time to read through the handbook, discussing sections with your child(ren) when appropriate. After reading the handbook in its entirety, complete the signature page to acknowledge that you have read and understood its contents.

Our school handbook is a companion document to the **Garfield County Safe Schools Policy/ Student Handbook** [2020-2021, available version from Garfield County School District (GCSD) website at the time of revision], which is available online or as hard copy upon request.

In addition to the Boulder Handbook Signature Page, all students and parents must read the GCSD Safe Schools Policy/Student Handbook and complete the Signature Page each school year electronically via online enrollment.

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1. **SAFE SCHOOL POLICY**

This policy is adopted by the Board of Education of The Garfield County School District, according to U.C.A. 53A-11-901 through 907. The Board intends **to provide every student in the district with the opportunity to learn in an environment that is safe, conducive to the learning process, and free from unnecessary disruption**. The Board has invited and received input from district employees, students, parents of students, and the community. The Board now adopts this policy **based on the principle that every student is expected to follow rules of conduct, show respect for others, and obey persons in authority at the school**. Please also refer to GCSD Policy F.H.A.

2. **COMMUNICATION**

Communication between school and home is essential to students' success. B.E.S. thrives on sharing information openly and frequently with parents to build strong, trusting relationships and collaborate in reaching academic, social, and emotional goals.

The **school website**, **www.bes.garfk12.org**, is updated frequently and includes our shared calendar, events, newsletters, and other vital documents. There are pages dedicated to student resources and parent resources.

Boulder's **Community Council** meets every other month beginning in September. The meeting schedule, agendas, and minutes are posted electronically on the school's website and Remind. Additionally, it is posted on the school's front door and on the bulletin board outside the local post office. All families are encouraged to have at least one representative attend the meetings, even those not on the Community Council. Before each meeting, time is dedicated to parents and staff to communicate, discuss concerns, answer questions, and make suggestions.

The digital newsletter, *Buckaroos Bulletin*, contains updates, announcements, and events. The bulletin is delivered to parents' and subscribers' email addresses. It is also available to view from the school website.

Remind offers messages containing important information, updates, and emergency details. It is an excellent platform and the **preferred method for families to communicate** regarding absences, dismissal changes, questions, and concerns. Messages are sent to those who sign up via text, email, or the Remind app. Additionally, messages are on the school's website on the *Parent Resources* page and directions to signup for Remind.

Conferences will be scheduled **at least once during the year**. However, **parents are encouraged to schedule time to meet with teachers to discuss goals, concerns, or questions**. Parents must request and schedule a time to meet in person by contacting Elizabeth via Remind or on **Calendly** (online appointment scheduling software).

Please do not pass verbal messages to staff or have unscheduled conferences at arrival, dismissal, or school day. Parents must schedule a time with staff, as their attention must be fully

dedicated to the students during school hours. With notice, staff responsibilities can be covered to accommodate communication with parents.

B.E.E. Book: Please check your child's B.E.E. Book daily!

Parents are welcome to call the school at 435-335-7322 or email Elizabeth at elizabeth.julian@garfk12.org. Please know that it is often difficult to reach the school during the day by telephone and email. However, please expect a response within 48 hours.

3. <u>ATTENDANCE, ARRIVAL, AND DISMISSAL</u>

Regular school attendance is critical to the learning process, as the lessons and hands-on experiences are the most valuable learning opportunities. Students who are tardy or check out early more than three times in a grading period will not be eligible for perfect attendance.

According to the district calendar, students attend school Monday through Thursday except for holidays and school breaks. **Elementary students**, kindergarten through sixth grade, **should be seated and ready to begin class by 8:30**. Elementary students are **tardy after 8:35 am**, five minutes after the start of the school day. **Preschool students begin at 12:15 pm and are tardy after 12:20 pm**. **All students**, preschool and elementary, **are dismissed at 3:30 pm on Monday, Wednesday, and Thursday. Tuesday dismissal is at 2:15 pm to allow for staff development.**

When students are absent or tardy, they miss valuable instructional time. Please send a written note whenever your child is absent. Remind is preferred, although a written note or email are acceptable. State law requires us to code each absence, so please specify the reason. If the absence is due to a planned event or appointment, notify the school in advance. **Please make every effort to inform the school of any planned absences as soon as possible**. Otherwise, inform the school on the day of the absence by 9:00 am.

After ten consecutive absences, students must be un-enrolled and need to re-enroll when they return to school. Extended un-enrollment may require the completion of a homeschool affidavit or other necessary paperwork.

Even though the district has strict attendance policies, keeping sick children home from school is essential. The policy is 24 hours free of symptoms before returning to school. Thank you for your understanding and cooperation.

Parents must notify the school before dismissal if a student is to be released to anyone but the parents. Remind is the preferred communication, although a written note, email, or telephone are also acceptable. The release is outside unless weather or extenuating circumstances arise.

4. <u>CHILD ACCESS ROUTING PLAN</u>
Submitted by Boulder's Community Council on January 11, 2022, following responsibilities outlined in Utah Code, <u>Title 53G-7-1202</u>(3)(a)(ii)(C) in accordance with Section <u>53G-4-402</u> and approved by Garfield County School Board on February 7, 2022.

Student safety is our priority, so Boulder Elementary School (BES) has implemented a child access routing plan to improve students' safety during school arrival and dismissal. The map included in the plan illustrates vehicle routes relative to the school campus and its surroundings. It should also be used as a reference for pedestrians, cyclists, scooters, and skateboarders for the sake of everybody's safety.

All adults need to be aware of and follow BES's procedural expectations, even those that are not regular walkers, riders, or drivers, so please communicate and share.

We encourage families to consider walking or biking to school. When more children walk and bike to school, the vehicle pick up and drop off congestion around the school diminishes, making everyone safer. Additionally, it is fun and healthy.

The decision to walk and bike should take into account the child's age and maturity level. We recommend parents take an active role in teaching road rules and practicing the best route to school with their children, pointing out how to be safe.

A. Pedestrian Procedures

Students who walk should know where to walk, how to safely cross the street, see and be seen, walk with friends when possible, and be aware of their surroundings.

Dismissal: Students will walk either exiting north, crossing the street through the crosswalk onto the sidewalk in front of the Church of Latter-Day Saints, or walking on the school sidewalk to the south parking lot to travel south.

B. Bicycles/Scooters/Skateboards Procedures

Students are expected to know the "Rules of the Road," including always wearing a helmet, being visible, being predictable, and being alert.

There is a no-wheels rule inside the school grounds, meaning no bikes, skateboards, scooters, or other wheels may be ridden on campus grounds during school hours unless part of a school activity. All wheels must be parked in the bicycle rack located to the north of the school.

Dismissal: Students will begin their ride either exiting north from the bike rack or walking their bike to the south parking lot to travel south. If departing from the north side of the school, riders should be aware of cars leaving the carpool lane with the assistance of adults.

C. Vehicle Procedures

All stopped traffic, both picking up and dropping off students, travels north in front of the school. Vehicles coming from the north, Highway 12, will circulate through the Church of Latter-Day Saints parking lot to head north in front of the school.

Mobile telephones and other electronic devices are prohibited in the carpool line by the driver unless the vehicle is parked.

The carpool line is an idle-free zone. Therefore drivers should turn their engines off while they are waiting.

Drivers should be alert in the carpool line and aware of pedestrians, riders, and other vehicles.

Vehicles that need to park are to back into spaces in the school's north or south parking lots or use the parking lot located across the street at the Church of Latter-Day Saints.

Arrival: When dropping off students, students will exit vehicles east, school side, and walk between the carpool line and the school, avoiding passing traffic.

Dismissal: Students will remain behind the fence until their vehicle arrives; staff will assist students to their vehicles in the carpool line.

When departing the carpool line, drivers should be aware of the crosswalk and that no pedestrians are waiting to cross before leaving the line.
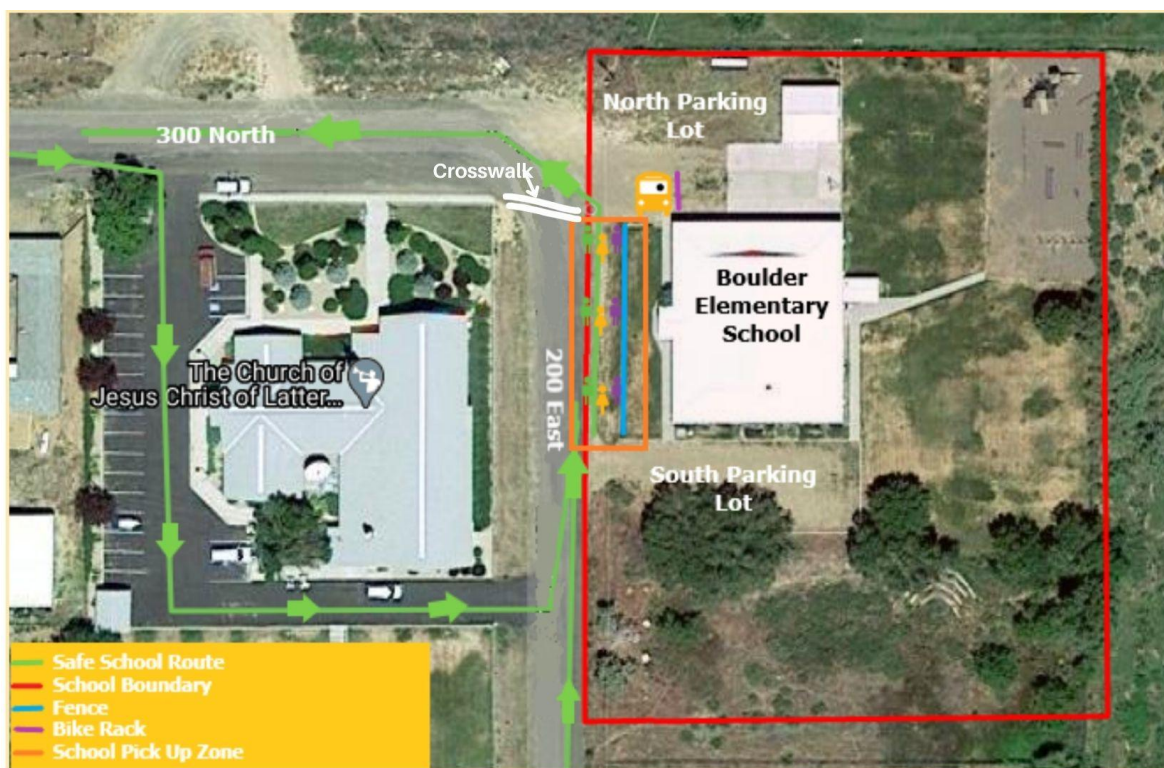
5. CURRICULUM AND STANDARDS-BASED GRADING

At B.E.S., the curriculum, **based on Utah Core Standards**, cultivates curiosity and appropriately challenges our students. Young children are intrinsically motivated to learn. They look at the world around them with wonder and a desire to understand all they experience. Our unique approach supports and maintains their internal drive, **developing foundational knowledge, learning skills, and personality traits to create lifelong learners who strive to achieve mastery** in all academic pursuits.

B.E.S. is dedicated to the education of the whole child, integrated curriculum, and child-centered learning. These principles are vital in multiage learning. Therefore **B.E.S. students are not identified by their grade level. The students are divided into multiage classes, although they frequently participate in lessons, activities, and events as a whole school.**

Students learn specific **content in English Language Arts, Mathematics, Science, Social Studies, Visual and Performing Arts, Engineering, Computer Science, Social-Emotional Learning, and Digital Citizenship**. **They learn to think about what they have learned and apply what they learned to new situations**. B.E.S. students **learn to collaborate and communicate with others, think critically and creatively, and develop study habits that will last a lifetime**.

Since our curriculum is based on Utah Core Standards, the students demonstrate their proficiency or mastery of various standards. School staff track students' progress and achievements, driving instruction to reach their highest potential. We cannot rely on traditional grading methods based on the percentage of work completed. Instead, **standards-based reporting depends on the learning targets for each of the state standards.**

Our **standards-based scale is 1-4 and reflects students' increasing skill or mastery**. A "1" represents little understanding of a taught concept, so the student cannot demonstrate proficiency. As students learn and progress, they can show partial mastery and score a "2". Once they meet a target, they score a "3". The "4's" are reserved for students who exceed the learning target. "N.A." represents not applicable.

At the beginning of a unit or when standards are introduced, students may only be at a "1" because it is before learning occurs. They are not traditional grades. It is important to remember that we track progress with the goal of students mastering each area by the end of the year. Think of the standards-based scales as the following:

> 4 - Exceeding Grade-Level Standards
> 3 - Meeting Grade-Level Standards (target)
> 2 - Approaching Grade-Level Standards
> 1 - Developing Grade-Level Standards

6. **POSITIVE BEHAVIORS PLAN**
   Submitted by Boulder's Community Council on January 11, 2022, following responsibilities outlined in Utah Code, [Title 53G-7-1202](3)(a)(v) and approved by Garfield County School Board on February 7, 2022. Boulder Elementary School uses the Responsive Classroom Approach.

Boulder Elementary School uses the *Responsive Classroom* Approach.

"**The *Responsive Classroom* approach to teaching is comprised of a set of well-designed practices intended to create safe, joyful, and engaging classrooms and school communities. The emphasis is on helping students develop their academic, social, and emotional skills in a learning environment that is developmentally responsive to their strengths and needs.**"

All sections about Responsive Classroom are directly quoted from [Responsive Classroom](#).
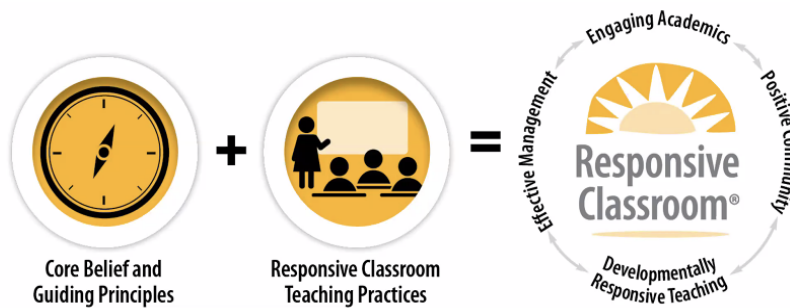
A. CORE BELIEF OF THE RESPONSIVE CLASSROOM APPROACH

In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors.

B. GUIDING PRINCIPLES OF THE RESPONSIVE CLASSROOM APPROACH

1. Teaching social and emotional skills is as important as teaching academic content.
2. How we teach is as important as what we teach.
3. Great cognitive growth occurs through social interaction.
4. How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
5. What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.
6. Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

C. RESPONSIVE CLASSROOM TEACHING PRINCIPLES

1. Interactive Modeling: An explicit practice for teaching procedures and routines (such as those for entering and exiting the room) as well as academic and social skills (such as engaging with the text or giving and accepting feedback).
2. Teacher Language: The intentional use of language to enable students to engage in their learning and develop academic, social, and emotional skills they need to be successful in and out of school.
3. Logical Consequences: A non-punitive response to misbehavior that allows teachers to set clear limits and students to fix and learn from their mistakes while maintaining their dignity.
4. Interactive Learning Structures: Purposeful activities that give students opportunities to engage with context in active (hands-on) and interactive (social) ways.
5. Morning Meeting: Everyone in the classroom gathers in a circle at the beginning of each day and proceeds through four sequential components: greeting, sharing, group activity, and morning message.
6. Establishing Rules: Teachers and students work together to name individual goals for the year and establish rules that will help everyone reach those goals.
7. Energizers: Short, playful, whole-group activities that are used as breaks in lessons.
8. Quiet Time: A brief, purposeful and relaxed time of transition that takes place after lunch and recess before the rest of the school day continues.
9. Active Teaching: A strategy for delivering curriculum context where the teacher presents, explains, illustrates, and demonstrates content in a way that enables students to meet a

learning objective. The three phases of active teaching are Teach and Model, Student Collaboration, and Facilitate Reflection.

10. Student Practice: A process that follows active teaching where students explore and practice, under the teacher's guidance, the content, and skills taught during a lesson. This gives the teacher the opportunity to identify and correct students' thinking before they practice further on their own.

11. Small Group Learning: A structured way for students to work together on a specific learning goal, assignment, or project that is organized by the teacher.

12. Closing Circle: A gathering at the end of the day that promotes reflection and celebration through participation in a brief activity or two.

* 9, 10, and 11 are specific strategies for teaching students in grades six through eight, although they are occasionally used with all elementary students.

D. The Key Domains Of Responsive Classroom

1. Engaging Academics: Adults create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests.
2. Positive Community: Adults nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.
3. Effective Management: Adults create a calm, orderly environment that promotes autonomy and allows students to focus on learning.
4. Developmental Awareness / Developmentally Responsive Teaching: Adults use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

E. Responsive Classroom's Focus on Teacher Effectiveness

For nearly 40 years, *Responsive Classroom* has been empowering K-8 educators by giving them the skills they need to ensure a high-quality education that will help all students thrive in our highly connected, interdependent world.

Professional Development in the *Responsive Classroom* approach strengthens educators' ability to:
- Design lessons that are active and interactive
- Use effective teacher language to promote academic and social growth
- Encourage engagement by giving students meaningful choices
- Start each day in a way that sets a positive tone for learning
- Set high expectations and teach students how to meet them
- Establish routines that promote autonomy and independence
- Build a sense of community and shared purpose
- Teach students 21st-century skills such as critical thinking, problem-solving, communication, collaboration, creativity, and innovation

F. Research Supporting Responsive Classroom

1. [Responsive Classroom is an evidence-based approach as defined in the ESSA](). Independent research has found that the *Responsive Classroom* approach is associated with higher academic achievement, improved teacher-student interactions, and higher quality instruction. See below for study details.
2. [The Impact of Enhancing Students' Social and Emotional Learning]() In 2011, the Collaborative for Academic, Social and Emotional Learning (CASEL)

conducted a meta-analysis of 213 school-based, social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students. Compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement.

3. [Additional pertinent research](#)

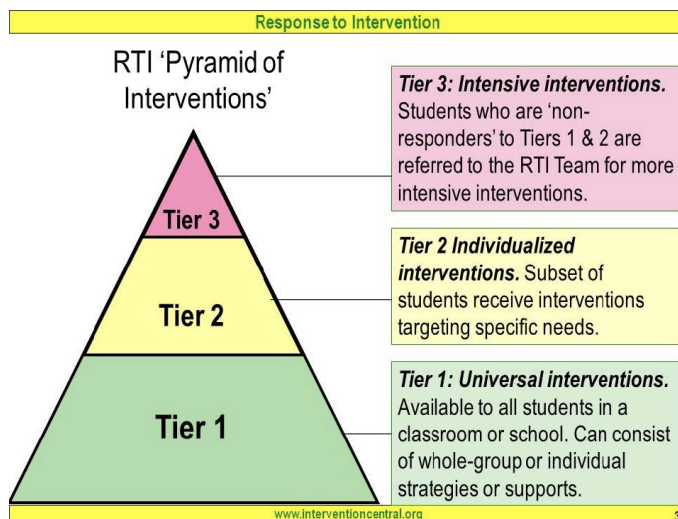### G. Guidance: Social Emotional Learning, Character Education, & Study Skills

Students have Guidance led by a classroom teacher or paraeducator for twenty minutes daily. In addition to Responsive Classroom's set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control, the curriculums used to facilitate are *Readers With Character*, *Mind and Heart*, and *Study Skills Program For Groups*.

Students have Guidance led by Becky Dalton, the district's licensed social worker, once a month (4-6 for 45 minutes and k-3 for 30 minutes). Currently, the curriculum used is *Overcoming Obstacles*.
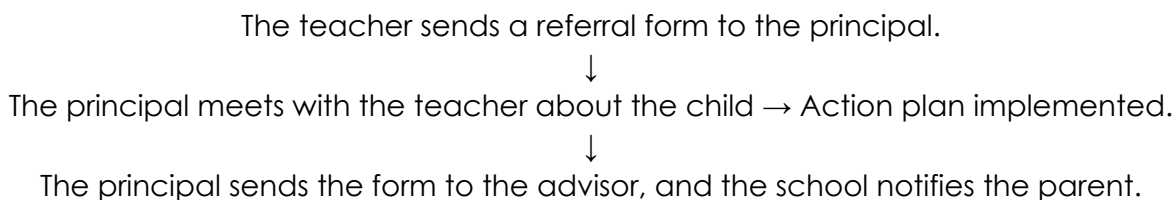
Garfield County School District is in the process of choosing a new Guidance curriculum to be used in all elementary schools. It will replace the two above programs and will be delivered by a licensed educator.

H. Guidance Response, Referral Program, and Resources

GCSD has the following Response to Intervention Program with Guidance being Tier 1:

Response to Intervention

RTI 'Pyramid of Interventions'

Tier 3: Intensive interventions. Students who are 'non-responders' to Tiers 1 & 2 are referred to the RTI Team for more intensive interventions.

Tier 2 Individualized interventions. Subset of students receive interventions targeting specific needs.

Tier 1: Universal interventions. Available to all students in a classroom or school. Can consist of whole-group or individual strategies or supports.

www.interventioncentral.org

Garfield County School District has the following Referral Protocol working with Becky Dalton, advisor and licensed social worker:

The teacher sends a referral form to the principal.
↓
The principal meets with the teacher about the child → Action plan implemented.
↓
The principal sends the form to the advisor, and the school notifies the parent.

↓
Advisor meets with the teacher.
↓
Advisor gains parental permission.
↓
Advisor matches a child with resources (Tier II & III)
↓
Advisor monitors or follows up with the teacher.
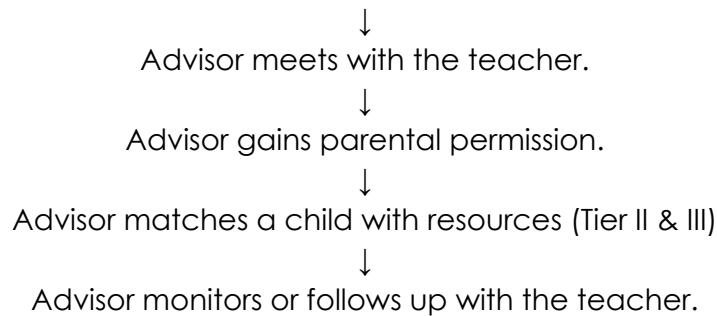
Garfield County School District is building its resources and currently has the following available to educators and students:

Southwest Behavioral Health Center (SBHC): Offers QPR training, provides parenting classes every six months, and Family Nights and Town Halls in Bryce Valley, Escalante, and Panguitch Communities.

PEP (Personal Empowerment Program): Services middle and high school teens who are self-referred and work in focus groups to learn life skills more catered to the student's needs.

YOUTH COALITION: Group that any teen can join that focuses on drug prevention as well as suicide prevention

Children's Justice Center (CJC): Offers trauma-informed training for staff and students and raises awareness in the community.

It helps communities respond more effectively to child abuse—a multidisciplinary team approach to minimize children's trauma during the investigation process.

—crisis intervention/support services, a coalition with officers, school counselors, and attorneys about individual cases. Referrals must come from DCFS or law enforcement.

JJS (Juvenile Justice Services):
Why Try, ADAPT, and DBT
*Can only dedicate Thursday afternoons to GCSD

Southwest Educational Development Center (SEDC):
Kathi Ann Busha- CMHC, comes every Tuesday to our county. The secure form must be completed by Becky Dalton or a school counselor. She can only meet with 6-12 grades per grant requirements.
Paul Day- School Psychologist/Behavioral Analyst, comes as needed. Observes the behavior of the student and gives action plans for teachers. He does not meet with children individually.
Emily Sagendorf- Another BCBA, works with children's behaviors in the classroom and can help develop behavior plans. She does not meet with children individually.

Additional Counselors available to GCSD that can serve all grades, K-12:
Tad Draper, LCSW —can service all areas and within their schools.
Alec Reynolds, LCSW —stationed in Panguitch at SBHC and will see patients through SBHC.
Eric Fawson, LCSW —independent with limited availability.

I.   Behavior Infraction Plan

Teachers and paraeducators will handle minor behavior infractions and administer appropriate consequences. A teacher will contact parents as appropriate.

When a student has had three minor behavior infractions (of a similar type), it becomes a major, and he/she is referred to the Principal/Head Teacher. The Head Teacher will handle all major behavior infractions and contact parents.

MINOR BEHAVIORS:
- Defiance/Disrespectful/Non-Compliance: The student engages in brief or low-intensity failure to respond to adult requests.
- Disruptions: The student engages in low-intensity but inappropriate disruption.
- Inappropriate Language: The student engages in a low-intensity instance of inappropriate language, such as put-downs.
- Physical Contact: The student engages in non-serious but inappropriate physical contact. For example, they were not keeping hands to themselves in others' personal space.
- Inappropriate Use of Property/Materials: The student engages in low-intensity misuse of property or improper use of items. For example, they were throwing pencils.
- Late Transitions: The student does not line up from recess in time to go in with the class.
- Inappropriate Classroom Behavior: The student does not follow set expectations of walking and quiet voices during transitions.
- Not Being in the Right Place at the Right Time: Students in hallways, bathrooms, classrooms, etcetera, without adult permission or supervision when with other students.

MAJOR BEHAVIORS:
- Abusive/Inappropriate Language: Student delivers verbal messages that include swearing, name-calling, or use of words in an inappropriate way to adults or other students.
- Fighting: The student is involved in mutual participation in an incident involving physical violence.
- Physical Aggression: The student engages in actions involving serious physical contact where injury may occur, for example, hitting, punching, kicking, hair pulling, scratching, or biting.

- Defiance/Disrespect/Non-Compliance: The student refuses to follow directions, talk back, or has socially rude interactions.
- Harassment/Bullying: The student delivers disrespectful messages to another person that include threats, intimidation, obscene gestures, pictures, or written notes. Disrespectful messages have negative comments based on race, religion, gender, age, or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal matters.
- Inappropriate Display of Affection or Touching: The student engages in inappropriate verbal or physical gestures/contact of a sexual nature to another student/adult, either consensual or non-consensual.
- Inappropriate Location/Out of Approved Area: The student leaves school grounds or is in an area that is outside of defined school boundaries.
- Vandalism/Property Destruction: The student participates in an activity that destroys or disfigures property.
- Theft/Forgery: The student is in possession of, having passed on, or being responsible for removing someone else's property or has signed another person's name.
- Illicit Substances/Materials: The student is in possession of illicit substances, for example, tobacco, vaping materials, alcohol, illegal drugs, weapons (knives, guns—real or pretend), matches, firecrackers, gasoline, or lighters.
- Gang Activity: The student uses gestures, dress, and or speech to display an affiliation with a gang.
- Technology Violation: The student engages in inappropriate use of mobile phones, tablets, computers, or other electronic/digital devices.

J. SUSPENSION AND EXPULSION POLICY

Students should be aware that specific behaviors outlined below are unacceptable and will result in disciplinary action. The Garfield County School Board delegates its authority to suspend students to building administrators for up to ten days. Garfield County Superintendent of Schools will be responsible for suspension or expulsion beyond the ten days. For additional information, please refer to the **Garfield County Student Handbook**.

A student may be suspended or expelled for participation in any of the following prohibited behaviors when it occurs in a school building, in or on school property, or in conjunction with any school-sponsored activity:

Bullying	Harassment	Swearing
Cheating	Hazing	Theft
Gang Participation	Indecent Exposure	Threatening Behavior

7. B.E.E. BOOK

B.E.E. stands for Bring Everything Everyday. It is an apt name for a take-home folder/binder. B.E.E. Books keep parents up-to-date on what is going on in school and for students to keep track of assignments, relevant information, and have a designated spot to bridge schoolwork and classwork. The folder consists of the following:

- "LEFT at home" pocket - items sent home to stay at home
- "RIGHT back to school" pocket - things that need to be reviewed, completed, or signed before returning to school
- Zippered pouch - money, notes, and other essential items
- Sleeve protectors - class information, students' username/password, calendar homework, monthly projects, quarterly projects, and other important papers

Please support students in bringing their B.E.E. Books to school every day and home every day. PLEASE go through your child's B.E.E. Book with them daily. Check various assignments and the two-pocket folder, keeping papers in "LEFT at home" and returning those in "RIGHT back to school."

8. HOMEWORK AND CLASSWORK

Homework supports students' accountability for their learning, time management, and study skills, all of which develop characteristics of successful learners. It provides practice and extends lessons and concepts taught in school. Homework creates an opportunity for parents to be involved in their child's academic learning and witness their progress throughout the year.

The homework assignments are not intended to overload students with busy work. Instead, homework enriches the classroom experience. In addition to assigned homework, **students are responsible for making up any missing or incomplete classwork**. Although we strive to provide ample time in class to complete assignments, some students work more slowly and finish at home.

When students are absent, they are responsible for completing and turning in homework and classwork when they return to school if it is a planned absence. Otherwise, they will make it up within four school days, getting support in school as needed.

Students are encouraged to study for upcoming quizzes and tests as part of their weekly homework assignments when appropriate. All students will participate in weekly progress monitoring in Language Arts and Mathematics. Additionally, students will have end-of-chapter and unit assessments in Language Arts, Mathematics, Science, and Social Studies.

It does not support your child's growth to verify assignments they have not completed accurately and without quality, or to complete tasks for them.

A. PARENT TIPS FOR WORK COMPLETED AT HOME

☆ Ensure that your child is the one putting brainpower into completing their own work.

☆ Review their work with them to see where they might need additional support.

☆ Help them with time management and on-task behavior.

☆ It does not support your child's growth to verify completion when assignments were not completed accurately, with quality, and for the appropriate amount of time.

9. **ILLNESS, MEDICATION, AND HEALTH CONCERNS**

Do not send students to school that are ill or have been ill in the past twenty-four hours.

The parents are responsible for alerting the teacher if their child has a health issue that the school needs to know about or is on medication. **All medications and supplements must be given to the teacher directly and not stored in book bags or lunches. Parents must also turn in a physician-completed Medication Authorization Form prior.**

The district policy is that <u>children not attend school if they have had any of the following in the past twenty-four hours</u>:

- Cold with running nose or cough
- Chills
- Diarrhea
- Fever of 100˚F or higher without the use of a fever-reducing agent

- Head Lice
- Pink Eye
- Sore Throat
- Strep throat or on an antibiotic for 24 hours
- Vomiting

10. **SAFE TECHNOLOGY UTILIZATION AND DIGITAL CITIZENSHIP PLAN**
    Submitted by Boulder's Community Council on January 11, 2022, following responsibilities outlined in Utah Code, Title 53G-7-1202(3)(a)(ii)(D) and (3)(a)(iii) and approved by Garfield County School Board on February 7, 2022.

Student safety is our priority. The following outlines strategies, protocols, and education provided to students and their families regarding safe technology utilization and digital citizenship.

A. Electronic Devices

Students may only use approved websites while in school linked to the *Student Resources* page of the school website, www.bes.garfk12.org/student, or approved by staff before using. Students will keep a list of usernames and passwords in their B.E.E. Books for school and home use.

Students may check out a district-issued Chromebook to use outside of school. They must purchase a $20.00 insurance policy that needs to be completed by both the student and the parent.

Students may not have personal electronic devices in school, including mobile telephones, tablets, smartwatches, or laptop computers. These items may be stored in the office during the school day if needed after school or during a specific class with prior permission.

B. Digital Citizenship In The Classroom

Students will be presented with digital citizenship lessons in the classroom throughout the year. The lessons provided will be adapted from *Common Sense Education*, *Nearpod*, and Julia Cook's The Technology Tail.

Students have licenses to [Keyboarding Without Tears](#) to use both in the classroom and at home. It is a web-based curriculum that teaches typing/general computer readiness and features a digital citizenship curriculum from Common Sense Education. Keyboarding Without Tears organizes digital citizenship's critical elements into four areas: digital information, digital consideration, digital projection, and digital communication. The lessons are interactive and grade-level specific.

[Southwest Educational Development Center](#) (SEDC) provides Digital Citizenship lessons and resources to our students. Most recently, on February 1, 2021, Google's *[Be Internet Awesome](#)* and *[Protecting Personal Information](#)*. The students are engaged and excited to have guest teachers and revisit the lessons independently both during school and at home with the resources provided.

C. Digital Citizenship and Online Resources for Parents

The *Parent Resources* page of the school website, www.bes.garfk12.org/parent, provides links to relevant resources, including [Common Sense Media for Parents](#), [App Guide for Parents](#), and [Student Internet Safety](#).

[Southwest Educational Development Center (SEDC)](#) hosted a parent workshop on digital literacy and citizenship on February 1, 2021. SEDC staff led the parents to discuss safely supporting their children to navigate and use technology, especially online. They discussed the importance of and the relationship between 1. Supervision, 2. Filtering, and 3. Digital Citizenship Skills. SEDC staff shared insight and resources available to parents. Parents were able to attend either in-person or virtually via Zoom.

11. DRESS CODE

Students' attire needs to not interfere with their or other students' academic learning and physical activities. We participate in energizers, recess, and enrichments (physical education, dance, et cetera) daily, both inside and outside the school. Therefore **your child needs to wear appropriate clothing and footwear each day for both inside and outdoor time**.

Students must wear suitable footwear, such as **sneakers, attached sandals, or activewear boots**. Students are discouraged from footwear that may cause difficulty while running. **Heels and flip-flops are not acceptable footwear for school**.

To keep our school clean and to feel comfortable (we learn best when comfortable), **students can wear slippers or slip-on sneakers as their indoor footwear**. These may be left at school and kept inside throughout the year. **Outdoor shoes that are muddy, wet, or otherwise dirty are not worn in the building.**

Indoor shoes should have a rubber sole (to ensure that they can be worn to and from the bathroom and outside in case of an emergency) and come up over the heel (this is to ensure they do not slide off). Please contact the school directly if your child does not have a suitable pair of shoes and needs financial assistance in purchasing a pair. We will ensure that every child who wants to wear slippers or slip-on sneakers has them.

Students are not allowed to have any weapons on school property, real or pretend. Please leave these for use at home. If a weapon, including a pocket knife, is accidentally brought to school, it will be kept in the office until dismissal and given to the parent.

Please refer to the **[Garfield County Student Handbook](#)** (2022-2023, available version from the GCSD website at the time of revision)for additional information.

12. <u>BREAKFAST, SNACK, AND LUNCH</u>

Boulder Elementary School does not currently offer breakfast and lunch. However, the position is currently open; these will be available if filled.

Students bring meals and snacks to eat and are responsible for all needed items to consume, including utensils, and there is no ability to heat food.

Students must have healthy and nourishing snacks and meals to support their success during the school day. Students have time to eat healthy snacks brought from home. You may send these daily or pack a stash of non-perishable items in their backpacks.

Occasionally snacks will be eaten in the classroom while students are working. Therefore snacks need to be easily consumed. Students must be able to open themselves and snacks that will not make a mess of papers.

Students are encouraged to bring water bottles to school to have in the classroom. No other drinks are allowed except during lunch. Water bottles should be taken home regularly to be cleaned.

13. <u>SCHOOL SUPPLIES AND NEEDED MATERIALS</u>

B.E.S. will provide all the needed school supplies and needed materials. A book bag is required to carry items to and from school each day, large enough to fit layers, a water bottle, library books, their B.E.E. Book, and other essentials. The school will provide a proper book bag if a child does not have one or if a parent requests for one to be provided.

Donations are always appreciated. Please inquire with the school directly to coordinate purchasing needed items or donating to a specific or general fund.

14. <u>VOLUNTEERS</u>

B.E.S. welcomes volunteers! Volunteers can make copies, laminate and cut resources, sharpen pencils, hang or take down bulletin boards, supervise recess and lunch, read with students, practice mathematical concepts and fluency, facilitate enrichment activities, or numerous other tasks.

The school staff can be much more effective when we have volunteers to share the load. It is best when volunteers regularly come on a particular day of the week or a specific time. **If you**

are interested in volunteering, please **[complete the linked volunteer form](#)** or send a note on Remind.

Volunteers need to complete paperwork and pass a background check with the school district before working in the school with students.

15. <u>BOULDER ELEMENTARY SCHOOL HANDBOOK SIGNATURE PAGE</u>

Dear Parents,

Thank you for taking the valuable but necessary time to read through the Boulder Elementary School Handbook. This step supports us in establishing an imperative partnership to promote your child's success this school year.

By signing this document, you acknowledge that you have received a copy of the Boulder Elementary School Handbook electronically or a hard copy upon request. You have read its contents fully and shared all applicable information with your child(ren). You agree to act according to the standards, procedures, and policies it contains.

Date	Parent Printed Name	Parent Signature

Boulder Elementary School Handbook is linked to the *Parent Resources* page on the school's website. You may also bookmark the handbook for quick reference.

Dear Students,

You promise that you have either read or discussed the Boulder Elementary School Handbook with your parents by signing below. **You agree to be safe, be kind, take care of yourself and school property, respect other people, and follow directions in school every day**.

Date	Student's Printed Name	Student's Signature

Date	Second Student's Printed Name	Second Student's Signature

Date	Third Student's Printed Name	Third Student's Signature

Date	Fourth Student's Printed Name	Fourth Student's Signature