

# Boulder Elementary School

## GARFIELD COUNTY SCHOOL DISTRICT

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## BOULDER ELEMENTARY SCHOOL HANDBOOK

Boulder Elementary School (Boulder ES) 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.

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Welcome to a brand new year for us all. As always, the start of a school year promises 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 adults, 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 Boulder ES, 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 School District 2023-2024 Student Handbook](#), available online or as a hard copy upon request.

In addition to the Boulder Handbook Signature Page, all students and parents must read the **Garfield County School District Student Handbook** and complete the Signature Page each school year electronically via online enrollment.

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## 1. **SAFE SCHOOL POLICY**

### [Board Policy FHA](#)

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 with the opportunity to learn in a safe, conducive environment free from unnecessary disruption. Every student is expected to follow rules of conduct, show respect for others, and obey persons in authority at the schools.

Students should be aware that unacceptable and disruptive behavior will result in disciplinary action. The superintendent will enforce district policies with the aim of supporting students and their families in the learning process.

The following standards have been adopted to further our mission to enable, encourage, and facilitate all students to gain the knowledge, skills, and confidence to be contributing members of society.

## 2. **TITLE 1**

The [Title I](#), Part A program provides financial assistance each year to Local Education Agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all students have equitable opportunities to meet challenging state academic standards. Funds are used to provide supplemental educational services and resources to meet the needs of economically and educationally disadvantaged students.

**Family Engagement is essential for Title 1 compliance and funding. Parents must complete the [Free/Reduced Meal Application available on Aspire](#), accessed from the student screen, each school year.**

Annually, in collaboration with Boulder ES and the district, parents are involved in developing the school's [Parent Engagement Policy](#), [Learning Compact](#), and [School Improvement Plan](#).

## 3. **COMMUNICATION**

Communication between school and home is essential to students' success. Boulder ES thrives on sharing information openly and frequently with parents to build strong, trusting relationships and collaborate in reaching academic, social, and emotional goals. Thank you for partnering with your child's educators to address concerns and support their educational success.

The most effective way to resolve a concern regarding your child is by addressing it at the most direct level.

First, speak with your child's educators for assistance. Most concerns are resolved at the class level. If the concern is not resolved, please contact Elizabeth Julian. If working with the building administrator does not adequately address the issue, please contact Superintendent Dodds.

If you are experiencing an emergency, dial 9-1-1. If there is a non-emergency criminal concern, please contact Garfield County Sheriff's Department by telephone at 435-676-2678, email [gcso@color-country.net](mailto:gcso@color-country.net), or [submit an anonymous tip](#).

Communicating effectively with our parents is a school priority. Please be patient with our staff as we teach and support students during the day. Our primary request is to send a message on [Remind](#) (will transition to [SchoolBinder](#)) or email and then allow staff to respond within 48 hours, excluding weekends and school breaks.

Please do not pass verbal messages to staff or have unscheduled conferences at arrival, dismissal, or during the 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.

### **Boulder ES communicates with parents in several ways throughout the year:**

#### A. School Website

The **school website**, [www.bes.garfk12.org](http://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.

#### B. Digital Newsletter

The digital newsletter, *Boulder 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.

#### C. School Community Council – Bi-Monthly Meetings

Boulder's [Community Council](#) meets at a minimum every other month beginning in September. The meeting schedule, agendas, and minutes are posted electronically on the school's website and [Remind](#) (will transition to [SchoolBinder](#)). Additionally, it is posted on the school's front door and the bulletin board outside the local post office.

All families are encouraged to have at least one representative attend the meetings, even those not voting. After each meeting, time is dedicated to parents and staff to communicate, discuss concerns, answer questions, and make suggestions.

#### D. Parent-Teacher Conferences

**Conferences** will be scheduled **twice 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 meeting by contacting educators via [Remind](#) (will transition to [SchoolBinder](#)) or [Calendly](#) (online appointment scheduling software).

#### E. SchoolBinder

GCSD will be implementing the use of [SchoolBinder](#) throughout all schools during the 2023-2024 school year.

The platform is a social feed that doesn't include the elements proven to be most harmful and addictive that exist in other social media environments, and the group communication tool is specifically designed to keep advisors in control of the communication with transparency for school administrators.

#### F. Remind

[Remind](#) is an educator communication platform that 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.

#### G. B.E.E. Book

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

### 4. ATTENDANCE, ARRIVAL, AND DISMISSAL [Board Policy FBB](#)

**Punctual and regular school attendance is critical to the learning process, as the lessons and hands-on experiences are the most valuable learning opportunities. The class activities and direct instruction cannot be duplicated by assignments completed outside of school.**

**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 is acceptable —Boulder ES will be transitioning to [SchoolBinder](#). State law requires us to code each absence, so please specify the reason.

**A regular attendance record directly affects progress, proficiency, and attitudes toward learning and achieving.**

**Boulder ES's [School Improvement Plan](#)'s goals have students attending at least 90% of their enrollment;** chronic absenteeism is missing 10% or more.

**Please make every attempt to be in school every day and on time as committed by parent responsibilities of the [Learning Compact](#).**

#### A. School Hours and Tardies

**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 ready to begin the school day by 7:30**. Elementary students are **tardy after 7:35 am**, five minutes after the start of the school day.

**Preschool students begin at 1:00 pm and are tardy after 1:05 pm.**

**All students are dismissed at 3:30 pm on Monday, Tuesday, and Thursday. Wednesday dismissal is at 2:00 pm to allow for weekly staff development.**

#### B. Absences [Board Policy FBB](#)

Excerpt from Attendance Policy as stated in the District Student Handbook.

On-time attendance is a critical starting point for high levels of student achievement. The opportunities lost through student absence and tardiness leave learning gaps that are difficult to fill. Students should make decisions that lead to excellent classroom attendance.

Utah State Law requires parents/guardians to have their student(s) attend school regularly. Students must have a valid excuse to miss school. Parents/guardians must notify the school about any non-school-sponsored absences from school. Parents/guardians do not have the authority to excuse students for absences not approved by state law.

Approved absences include:

- Illness, which may be either mental or physical (the school may not require documentation from a medical professional to substantiate the illness)
- Mental or behavioral health of the school-age child
- Death of a family member
- An approved school activity; or
- Any other reason established by the District as valid.
  - In determining whether to pre-approve an extended absence of a student as a valid excuse, the District shall approve the absence if the District determines that the absence will not adversely impact the student's education.
- An absence for attendance at a scheduled family event or a scheduled proactive visit to a health care provider if the parent submits a written statement at least one school day before the scheduled absence and if the student agrees to make up course work for the missed days, according to District or school policy. (See Policy GCE, section "Parent rights regarding student absences.")

- An absence permitted by a student:
  - individualized education program; or
  - Section 504 accommodation plan.
- A student who arrives after more than 15 minutes after the bell will be
- considered absent rather than tardy.

Non-approved absences will result in school-level interventions and consequences. Students who do not improve chronic absenteeism through classroom and school interventions may be referred to the superintendent and local law enforcement for violating Utah compulsory education laws and regulations.

**Please make every effort to inform the school of any planned absences as soon as possible.**

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

### C. Dismissal

**Parents must notify the school before dismissal if a student is to be released to anyone but the parent. Remind is the preferred communication**, although a written note, email, or telephone message is sufficient —Boulder ES will be transitioning to [SchoolBinder](#).

Dismissal is not an acceptable time or location for planning playdates or other spontaneous activities.

The release is outside unless weather or extenuating circumstances arise.

## 5. **CHILD ACCESS ROUTING PLAN**

Submitted by Boulder's Community Council on January 11, 2023, following responsibilities outlined in Utah Code, [Title 53G-7-1202](#)(3)(a)(ii)(C) in accordance with Section [53G-4-402](#) and approved by Garfield County School Board on February 23, 2023.

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 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 consider 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, 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.





## 6. CURRICULUM AND STANDARDS-BASED GRADING

At Boulder ES, 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.

Boulder ES is dedicated to the education of the whole child, integrated curriculum, and child-centered learning. These principles are vital in multiage learning. Therefore **Boulder ES 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. Boulder ES 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 state standard.**

Our **standards-based scale is 1-4, reflecting 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.

Standards-based scales:

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

## 7. **POSITIVE BEHAVIORS PLAN**

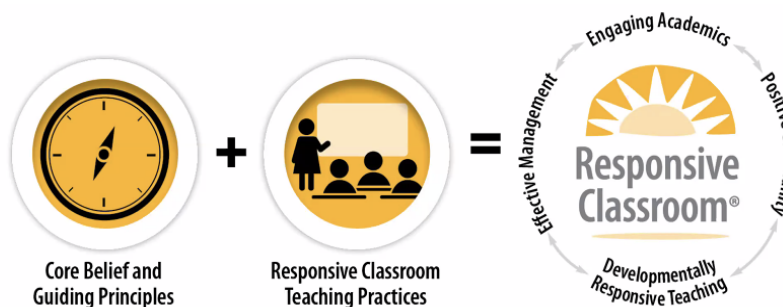
Submitted by Boulder's Community Council on January 11, 2023, following responsibilities outlined in Utah Code, [Title 53G-7-1202](#)(3)(a)(v) and approved by Garfield County School Board on February 23, 2023.

Boulder's Community Council was updated and approved on July 11, 2023, and approved by Garfield School Board on July 20, 2023.

Boulder Elementary School uses the *Responsive Classroom* Approach.

**"Responsive Classroom is an evidence-based approach to education associated with greater teacher effectiveness, higher student academic achievement, and improved school climate."**

All sections about Responsive Classroom are directly 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. The Four Domains of Responsive Classroom

*Responsive Classroom* practices influence four domains that support and sustain student success through educator integration.

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.

## D. Responsive Classroom Teaching Practices

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.

#### 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. Responsive Classroom Approach to Discipline

1. Creating a Safe and Predictable Learning Environment
2. Investing Students in the Rules
3. Responding to Misbehavior
4. Solving Problem Behavior

#### G. 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](#)

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

Students have Guidance led by a school educator for twenty minutes daily using *Fly Five: The Social and Emotional Learning Curriculum*.

*Fly Five* is a standards-aligned research-based kindergarten through eighth grade social and emotional learning curriculum from the *Center For Responsive Schools*. Through explicit, developmentally appropriate instruction, *Fly Five* integrates the practice of SEL into the classroom and strengthens the following social and emotional competencies.

The five C.A.R.E.S. (Cooperation, Assertiveness, Responsibility, Empathy, and Self-Control) social and emotional competencies are the core of the *Fly Five* curriculum. These competencies are needed for almost every social relationship and for success in the workplace (Gauvain 2018; Fehr & Schurtenberger 2018); for improving willingness to seek help, express needs, and develop self-confidence (Saint Louis 2019); for the ability to contribute to a civil classroom, school, workplace, community, and society, which is a prerequisite for global citizenship (Williams 2008); for becoming a better peer, friend, colleague, and family member (Miller 2019); and for achievement in school and accomplishment outside of school (Duckworth & Seligman, 2005).

The following programs will supplement the SEL curriculum as needed: *Readers With Character*, *Mind and Heart*, and *Study Skills Program For Groups*.

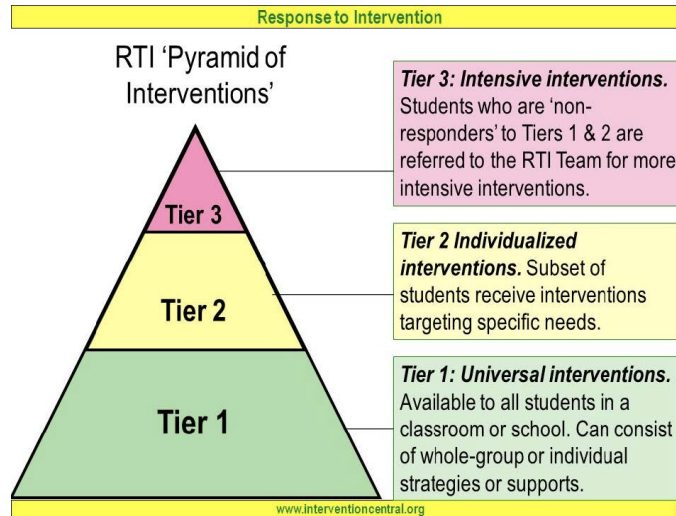
Boulder educators will consult with Becky Dalton, the district's Certified Social Worker, weekly for at least sixty minutes via Zoom. According to the district's referral program and available resources, the consultation may result in students receiving individual or small group sessions with remote service providers. Additionally, the consultations will include implementation strategies and professional development as needed, including scheduling time to come to Boulder.

Becky Dalton's curriculum is [Overcoming Obstacles](#); information is available on their website at <https://www.overcomingobstacles.org> and [Move This World](#).

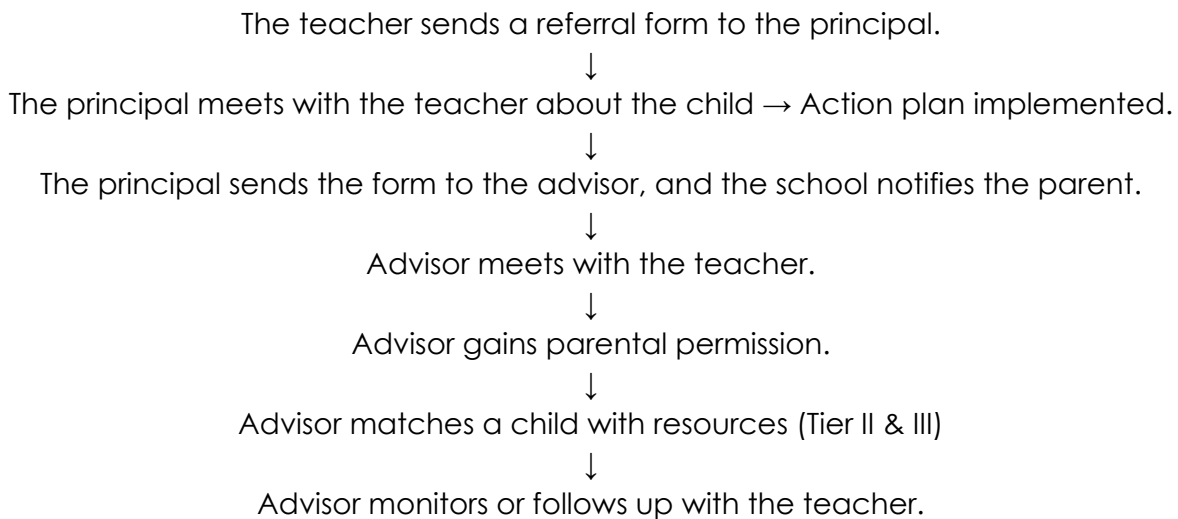


## I. Guidance Response, Referral Program, and Resources

GCSD's Response to Intervention Program, with Guidance being Tier 1:



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



Garfield County School District is building its resources and 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.

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 6-12 grades per grant requirements.

Paul Day- School Psychologist/Behavioral Analyst, comes as needed.

Observes the behavior of the student and give 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.



Stabilization & Mobile Response Team (SMRT) & Allies with Families:

After or during a crisis, family stabilization includes home visits, working with parents and children in providing a behavioral plan and incentives, respite care, and follow-up with families.

Additional Counselors available to GCSD that can serve all grades, K-12:

Tad Draper, LCSW –can service all areas and within their schools.

Karin Miller, LCSW –stationed in Panguitch at SBHC and will see patients through SBHC.

Eric Fawson, LCSW –independent with limited availability.

Michelle Lindsay, CMHC –servicing in the area of Escalante

Touchstone Therapy Center –virtual mental health services for attachment disorders, adoption issues, reunification, parent child interaction therapy, and child and family therapy

J. Student Conduct And Disciplinary Action  
Board Policy FGAD

Boulder ES is dedicated to providing our community with an excellent education for all students. Our **approach to discipline focuses on building a safe and collaborative learning environment where outstanding learning can occur.** We believe that all students, parents, and teachers desire a positive and caring learning environment.

**Rules are designed to notify students about the types and ranges of behaviors that are unacceptable.** Nevertheless, every specific variation of the prohibited conduct may not have been included. Consequently, students should expect to be disciplined for misconduct that is so obviously inappropriate. A specific rule need not be written for every conceivable variation of behavior that directly affects the orderly mission of the school. The decisions made by the administration regarding discipline consequences are final.

**Behavior expectations will be taught, reinforced, and students will receive recognition when expectations are met in all school settings.**

**We are striving to provide a school program that allows all students to feel successful and, at the same time, develop self-discipline. No student should interfere with the rights of others to learn. Each student is expected to cooperate with teachers and fellow students and treat one another with cooperation, respect, and empathy.**

**The responsibility for a student's conduct is shared by the school and home. Parents will be made aware of behavior problems.** We ask that parents support working with the child and the school to help solve the problem. Educators will communicate the classroom and school rules.

**We always expect our students to make the best choices regarding their behavior. In the event that they do not make those positive choices, every misbehavior will be individually assessed and considered within the Garfield County School District policies and procedures.**

Additionally, **we will determine consequences related to the Responsive Classroom Approach to Discipline based on logical consequences of the misbehavior. We will support all students with goal setting and pathways to make positive decisions with their behavior.**

Unlike punishment, logical consequences are respectful, related, and realistic. The three types of logical consequences are 1.) break it, fix it, 2). loss of privilege, and 3.) time-out.

Logical Consequences could include but are not limited to

- Time out, Refocus, and/or Visit to another educator
- Communication with Parent
- Problem-Solving Conferences
- Individual Written Agreements
- Discussion with counselor and/or administrator
- Suspension and/or Expulsion



## K. 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  
Cheating  
Gang Participation

Harassment  
Hazing  
Indecent Exposure

Swearing  
Theft  
Threatening Behavior

## 8. 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."

## 9. HOMEWORK AND CLASSWORK

Homework supports students' accountability for their learning, time management, and study skills, all developing characteristics of successful learners. It provides practice and extends lessons and concepts taught in school. Homework allows 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.**

When appropriate, students are encouraged to study for upcoming quizzes and tests as part of their weekly homework assignments. 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, 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.

**10. 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 educators directly and not stored in personal bags or on the student. Parents must also turn in a physician-completed Medication Authorization Form prior.**

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

**Children must not attend school if they have had any of the following in the past 24 hours:**

- |  |   |
|--|---|
| ● Cold with running nose or cough                                    | ● Head Lice                                     |
| ● Chills   | ● Pink Eye                                      |
| ● Diarrhea   | ● Sore Throat                                   |
| ● Fever of 100°F or higher without the use of a fever-reducing agent | ● Strep throat or on an antibiotic for 24 hours |
|  | ● Vomiting                                      |

## **11. SAFE TECHNOLOGY UTILIZATION AND DIGITAL CITIZENSHIP PLAN**

Submitted by Boulder's Community Council on January 11, 2023, 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 23, 2023.

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](http://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. If they check out a Chromebook, 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 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. The web-based curriculum 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 based on the Common Sense Education Digital Citizenship materials, using Nearpod lessons and resources. More information can be found on their website at <https://sedck12.org/digcit/>

### C. Digital Citizenship and Online Resources for Parents

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

## [Student Internet Safety.](#)

[SEDC](#) is available to host a parent workshop on digital literacy and citizenship. SEDC staff can lead the parents to discuss safely supporting their children to navigate and use technology, especially online. They discuss the importance of and the relationship between 1. Supervision, 2. Filtering, and 3. Digital Citizenship Skills. SEDC staff share insights and resources available to parents.

## **12. DRESS CODE**

**Students' attire must 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. Therefore **your child must 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, flip-flops, and slides 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. **Muddy, wet, or otherwise dirty outdoor shoes 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](#) for additional information.

## **13. COLLECTION OF MONEY**

For security purposes, **[e~Funds for Schools](#) is the preferred payment method for student fees and activities, such as Food Service and Preschool Tuition.** There is no concern about loss or theft. Parents have the convenience of making school related payments in one location. Creating an account is simple and free using your student's ID number; See [e~Funds Parent Guide](#).

Alternatively, cash and checks are accepted if submitted in an envelope with their child's name printed on the front with a payment memo. Payments are deposited in the receiving envelope hanging outside the kitchen door with a follow-up note to Elizabeth Julian via [Remind](#) (will transition to [SchoolBinder](#)) or email.

## **14. BREAKFAST, SNACK, AND LUNCH**

Students must have healthy and nourishing snacks and meals to support their success during the school day.

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.

### **A. Snacks**

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 snacks themselves, and the snacks should not make a mess.

### **B. Breakfast and Lunch**

Boulder ES offers breakfast and lunch daily. The menu is available on the school's website on Google Calendar. Alternatively, students may bring a packed breakfast and lunch.

The cost for breakfast is \$1.60 (full), \$0.30 (reduced), or \$2.50 (adult), and lunch is \$2.30 (full), \$0.40 (reduced), or \$3.85 (adult). The fee for extra milk is \$0.30, an extra side is \$0.85, and an extra entree is \$1.35.

A block can be placed if parents do not want food items purchased. However, the request must be received in writing either on [Remind](#) (will transition to [SchoolBinder](#)) or by email.

Student's Food Services accounts are paid on [e~Funds for Schools](#) using their student number.

Free or reduced-price meals will be provided to students whose families meet federal guidelines.

If you have questions about [Meal Prices](#) or Free and Reduced status, contact Elizabeth Julian or Laura Adams, GCSD Food Service Director, at [laura.adams@garfk12.org](mailto:laura.adams@garfk12.org)

## **15. SCHOOL SUPPLIES AND NEEDED MATERIALS**

**Boulder ES will provide all the needed school supplies and materials. A book bag is required to carry items to and from school daily**, 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 a parent requests one.

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

## **16. VOLUNTEERS**

**Boulder ES 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 at a specific time. **If interested, please [complete the linked volunteer form](#) or send a note on [Remind](#)** (will transition to [SchoolBinder](#)).

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

## 17. BOULDER ELEMENTARY SCHOOL HANDBOOK SIGNATURE PAGE

**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 receiving 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.**

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Date

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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.**

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Date

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Student's Printed Name

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Student's Signature

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Date

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Second Student's Printed Name

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Second Student's Signature

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Date

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Third Student's Printed Name

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Third Student's Signature

---

Date

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Fourth Student's Printed Name

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Fourth Student's Signature