

UHS

Student Handbook



Union High School

Home of the Cougars

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Portrait of a Graduate/DCSD Mission Statement

{E3}

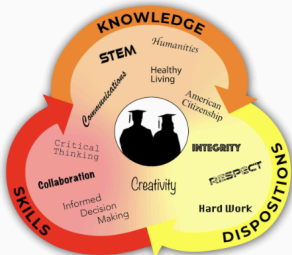


Duchesne County School District

Mission

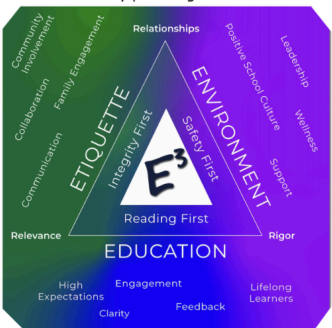
Educators persistently engage students in gaining the knowledge, skills, and dispositions to lead fulfilling lives.

Graduates of
Duchesne County School District
have the . . .



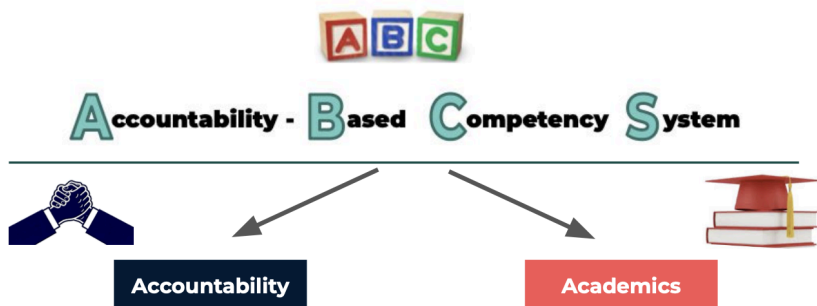
. . . to lead fulfilling lives.

Staff of Duchesne County School District
prepare students to lead fulfilling lives
by providing . . .



Accountability-Based Competency System

{E3}



(All Schools)

As we separate the reporting of accountable behaviors and academics, we recognize that we need to make accountability grading more clear for parents. Therefore, families will be provided with a rubric of how the accountability grade will be earned. The categories of accountability will also be recorded on the report card and in powerschool.

The three areas of accountability are:

COMPACT: This grade will be based on a matrix which combines the number of classes missed and the academic grade. The better the grade, the more slack a student gets on attendance.

CONDUCT: Each student will be on a specific conduct level in each class. Students can work to improve their level with improved behavior.

CLASSWORK: Assignments must be completed at competent levels to receive a good accountability grade. Each teacher will decide whether to use this aspect of accountability. If they choose to grade classwork, they will record this in the "Assignments" section of powerschool. Each assignment will simply be marked "completed" at competent levels or it will not.

(Elementary Schools)

Students will still be given a regular grade on all 25-40 priority standards just like we have been doing for the past several years.

However, we will now also add the requirement that 5-7 of the most vital competencies per grade must be passed to move on. Each student will be provided with the time and resources they need in order to learn.

If an elementary student is struggling with a particular vital competency, teachers will partner with parents to develop a plan going forward to help the student gain the necessary skills.

We are intentionally separating academics from behaviors so that parents will get a true indication of how their child is attaining the learning standards.

(Secondary Schools)

Students in junior high will participate in the academic portion of the ABCs by passing vital competencies and also by delivering a Defense of Learning.

Students in high school will participate in the academic portion of the ABCs beginning with the 2028-29 school year.



Duchesne County
School District



ACCOUNTABILITY SYSTEM

BE PRESENT



BE ENGAGED



BEHAVE

Attending class is vital to learning at high levels because teachers are preparing meaningful and relevant lessons that can't just be made up later. The discussions and the real-time corrections that happen in class provide the depth of learning that can only come by being there.

Plus, success in your future career will depend on you being where you are supposed to be.

Active Participation in class is crucial to gaining the knowledge and skills necessary to a fulfilling life. It is not enough to merely show up. Engaging in the lessons each day will be the catalyst for learning and it will enrich the experience exponentially.

Plus, it just makes school more enjoyable when you are active and doing rather than simply sitting there

Courtesy is an attribute that is deeply appreciated by everyone. Your conduct at school has a big impact on how well other students are able to learn. When you behave as expected, our whole school runs better and it makes it a more positive experience for students and staff.

Plus, conducting yourself appropriately builds respect from others. You develop a good reputation that helps you greatly.

Accountability is the bedrock of a thriving school system.

We challenge our students to take ownership of their learning by being present, staying engaged, and maintaining positive conduct.

We challenge our families and staff to support students in their efforts.

When adults and students commit to high standards of accountability, we create a culture of excellence that helps us all to lead a fulfilling life.



Part of our ABCs
(Accountability Based Competency System)

Union Mission, Vision, and Core Values

Mission Statement:

Union High School will provide a safe environment with meaningful educational opportunities that provide challenges for everyone to invest in learning throughout life.

Vision Statement:

Union High School is an institution of excellence providing rigor, relevance, relationships, responsibility, and results in developing independent, healthy, productive adults.

Core Values:

UNION HIGH CORE VALUES				
	Classrooms	Public Areas	Parking Lot/ Busses	School Activities
Trust <i>Trust the Process</i>	• Yourself • Adults • School Policies • Curriculum • Lead Like a Cougar	• Follow Directions • Abide by School Rules • Protect the Campus	• Follow Directions • Respect Property/People • Use Appropriate Language (no swearing, racial/ethnic slurs)	• Be Respectfully Rowdy (Respect property/people) • Use Appropriate Language • Have Fun!
Respect <i>Respect is First Given and Then Earned</i>	• Be on Time • Be Prepared • Be on Task • Be Responsible for Own Actions	• Clean up After Yourself • Respect Property/People • Use Appropriate Language (no swearing, racial/ethnic slurs)	• Obey Laws & Safety Rules • Park in Designated Areas • Place Trash in Bins • Be on Time for Departure • Lead Like a Cougar	• Follow Policies for All on, or Off Campus Activities • Respect Property/People • Use Appropriate Language • Show Good Sportsmanship
Unity <i>To be One and Work Together to Achieve a Common Goal</i>	• Be a Friend • Be Helpful • Listen to Teachers • Manage Your Time	• Use Positive Language • Manage Your Time • Help Others You See in Need • Lead Like a Cougar	• Follow Directions & Safety Guidelines • Use Caution when Entering or Exiting Parking Lots	• Follow Rules of Event • Carry on Traditions from Those Who Came Before • Support All Events by Attending • Have Fun!
Service <i>Serve Your Family, Friends, Peers, Community, and Self</i>	• Be Helpful • Be Supportive • Be Creative • Be Positive • Lead and Be Led	• Represent Your Family • Represent School Staff • Represent Peers in a Positive Way • Protect the Campus	• Respect Property of Others • See Something Say Something • Place Trash in Bins	• Cheer Loud, Cheer Proud • Show Passion and Ambition for UHS • Show Gratitude for Sponsors
Teamwork <i>Be Together in Action, Attitude, and Accomplishments</i>	• Be an Active Participant • Be Physically Present • Possess a Passionate Drive for Greatness • Challenge Yourself	• Welcome Everyone • Include Others • Smile and Use Eye Contact • Remember Your Actions are on Display for All to See	• Make UHS a Positive Place • Drive Safely • Pick up Trash • Listen to Bus Drivers	• Get Involved • Take the Initiative • Lead Like a Cougar • Have Fun!

How We 

Help Lines

{E3}

To make a report of child abuse or neglect, use the Utah Department of Child and Family Services online reporting form or call the hotline.

Online reporting form: <https://dcfs.utah.gov/child-abuse-reporting-form/>

Hotline: 1-855-323-DCFS (3237)

Duchesne County Dispatch - 435-738-2424

North Eastern Counseling - 435-725-6300

Standard Response Protocols

{E3}

Standard Response Protocol (SRP) for all emergencies. The following protocols will be used, depending on the situation:

- **Hold** - when hallways need to be kept clear of occupants
- **Secure** - used to safeguard people within the building
- **Lockdown** - used to secure individual rooms and keep occupants quiet and in place.
- **Evacuate** - used to move people from one location to a different location in or out of the building
- **Shelter** - used in an emergency such as an earthquake or extreme weather

Other Emergencies: During any emergency situation, students are expected to remain under the supervision of their teachers and follow all directions provided by staff.

Student Residency

The district of residence of a minor child whose custodial parent or legal guardian resides in Utah is:

1. The school district in which the custodial parent or guardian who has legal custody of the child resides; or
2. The district in which the child resides;
 - a. while in the custody or under the supervision of the Utah state agency;
 - b. while under the supervision of a private or public agency authorized to provide child-placement services by the state of Utah.

Those students seeking admission to schools in the Duchesne County School District must provide the following to the superintendent's office:

1. An official transcript from the school last attended.
2. A health certificate/immunization records no more than three months old from a medical doctor which shows immunizations and personal health.
3. Student's birth certificate.



Union High School
Bell Schedule
5x5 a/b Schedule

Monday-Thursday		
1st Hour	8:00-9:10	(70)
2nd Hour	9:15-10:25	(70)
3rd Hour	10:30-11:40	(70)
Lunch	11:40-12:20	(40)
4th Hour	12:25-1:35	(70)
5th Hour	1:40-2:50	(70)
Friday		
1st Hour	8:00-8:50	(50)
2nd Hour	8:55-9:45	(50)
3rd Hour	9:50-10:40	(50)
4th Hour	10:45-11:35	(50)
5th Hour	11:40-12:30	(50)
Lunch	12:35-1:05	(35)

Union Cougar Fight Song

Onward with Union cheering,
Onward with Union singing,
Onward with Union 'til our goal is
won!

Fight! Fight! Fight!
We'll always love you dearly,
Loyal we ever will be,
In loss or victory,
It's good ol' Union High!
Fight! Fight! Fight!
Go Cougars!

Fee Schedule

Curricular Fees (Grades 9-12)				Extra-Curricular Fees (Grades 9-12)		
	Semester Fee	Yearly Fee			Semester Fee	Yearly Fee
Accounting		0		Band/Choir	----	0
Ag Mchanics		0		Baseball	----	75
Ag Shop Fees	20	40		Boys Basketball	----	75
AP Chem/Physics/Biol	10	20		Boys Golf	----	75
AP Lit/Language				Boys Tennis	----	75
AP Test		99		Boys Wrestling	----	75
Art/Drawing/Painting	15	30		Cheerleading	----	75
Stained Glass	30	60		Cross Country	----	75
Business & computers				Debate	----	50
CAD	10	20		Drama	----	50
Ceram/sculpt/St. Glass	30	60		Drama Conference	----	200
Chemistry/Physics Lab	10	20		Drill Team	----	75
Choir/Band	10	20		Drumline Hoodie	----	50
credit recovery/quarter	25	50		ESports	----	25
Drivers Ed.	230	- - - -		FBLA	----	25
Drivers Ed. Online	280	- - - -		FCCLA	----	25
Electronics	10	20		FFA	----	25
Engineering	10	20		Football	----	100
FACS	15	30		Forensics	----	
Floriculture & Greenho	10	20		Girls Basketball	----	75
Foods I & II	10	20		Girls Golf	----	75
Interior Design	10	20		Girls Soccer		75
Metal Shop		0		Girls Tennis	----	75
Music		0		Girls Wrestling	----	75
Orchestra		0		Boys Soccer	----	75
PE		0		Robotics	----	75
PE Uniforms	15	- - - -		Softball	----	75
Photography	10	20		Student Council T-S	----	10
PSAT Test	18	36		Swim Team	----	75
Robotics	10	20		Track	----	75
Sewing	10	20		Volleyball Girls	----	75
School Play		0		Volleyball Boys	----	75
Science	10	20				
Speech		0				
Summer School	25	25				
TLC (Jr. High)		0				
Weights	10	20				
Wood Shop		0				
Unmanned Drones	10	20				

Fee Waiver

{E3}

A fee waiver means a full or partial release from the requirement of payment of a fee and from any provision in lieu of fee payment. All fees are subject to waiver. Non-fee charges are not subject to waiver. A waiver shall be granted to a student if charging the fee would deny the student the opportunity to participate in a class or school-sponsored or supported activity because of an inability to pay a fee.

A student is eligible for waiver upon providing verification that:

1. The student qualifies for free lunch based on family income;
2. The student receives SSI;
3. The family receives TANF funding;
4. The student is in foster care through the Utah Division of Child and Family Services;
5. The student is in state custody.

The principal, or the principal's designee, shall review and make decisions regarding fee waiver requests, verifying eligibility as required (including obtaining the required documentation).

Accountability Grading Proficiency Scale

{E3}

	Duchesne County School District Accountability Grading Proficiency Scale	
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Be Present! Be Engaged! Behave!



- Beginning with the 2024-25 School Year:
 - Accountability grades will be recorded on the report card.
 - Programs, rewards, and/or extracurricular eligibility are impacted.
 - Study Hall and/or other interventions will be required for those in yellow/red on the compact matrix.
 - Beginning with the 2026-27 School Year:
 - No academic credit toward graduation is awarded if any of the Accountability grades are a U.
 - The U can be made up, and academic credit awarded, if the required conditions are met.
- School administrators will determine the conditions/contract based on severity.

	Compact Grade	Conduct Grade	Classwork * Grade
H (Honors)	☐ H (Blue) metric	☐ On Level 0	☐ All/almost all work is competently completed (90-100%)
S (Satisfactory)	☐ S (Green) metric	☐ On Level 1	☐ Large majority of work is competently completed (70-89.9%)
N (Needs Improvement)	☐ N (Yellow) metric	☐ On Level 2 or 3 (at 3, teachers create an intervention plan)	☐ Most work is competently completed (50-69.9%)
U (Unsatisfactory)	☐ U (Red) metric	☐ On Level 4 or Worse (must include admin and a contract)	☐ Most work is NOT competently completed (0-49.9%)
Source	Compact Matrix (Absences & Grade)	Conduct Level Chart	"Assignments" in Powerschool
Make Ups?	Yes. Get the Grade Up	Yes. Improve the Level	Yes. Get the work done at competent levels.

* Classwork grades are only for those teachers who use "collected" for the "assignments" in Powerschool.
Teachers establish the cut score for each assignment at a "competent" level with modifications for those with an IEP.
There must be a minimum of 6 "assignments" in Powerschool for this grade to be given.

(3.0 Updated: June 1, 2024)

Academic Grading / Graduation Checksheet ¥

An academic grade reflects successful demonstration of knowledge and/or skills pertaining to the Utah State standards for that course. Teachers inform students of the content to be learned and the success criteria for each level of learning. These proficiency scales are available for student and parent information.

Each student will receive a report card at the end of each term or quarter. Credit is issued on a quarterly basis, with each quarter being the equivalent of 0.25 credits. A full-year class equals 1 full credit (Concurrent Enrollment courses equal 1 full credit), and a semester class is 0.50 credits. To graduate with a regular diploma, a student must accumulate a total of 36 academic credits, with earned credits in all required subjects. For students transferring into a DCSD school from outside the district, all courses for credit must be earned from an accredited institution, and those credits will be prorated into the DCSD credit system on an individual basis.

Students who fail classes required for graduation will need to make up these classes to gain the necessary credits. Please talk to your counselor to determine what option would work best for you to recover the credit and/or forgive the grade from the failed class.

WHY USE STANDARDS-BASED GRADING?

- Provides specific mastery scores connected to the standards of each course.
- It shows specific strengths and areas for growth for individual students.
- Clearly documents every students' progress, using the success criteria, on each standard.
- Allows and encourages multiple opportunities to demonstrate progress throughout the school year.
- Students who require extra time to master a skill are not penalized.
- It is designed for teachers to utilize more pre-tests and formative assessments to guide instruction.
- It demonstrates a student's readiness for summative assessments.
- It shows specifically what students have learned and has a strong correlation to positive standardized testing results.

ASSESSMENTS FOR LEARNING OUTCOMES

- A** – The student has demonstrated mastery of the standard.
- B** – The student has mastered all of the simple learning goals "C" and partially mastered the standard "A"
- C** – The Student has mastered all of the simple learning goals of the standard.
- D** – The student has partially mastered the simple learning goals of the standard.
- F** – The student has provided evidence, but has not attained the simple learning goals.
- M** – Missing. Student has not provided evidence on which to base a grade.

PROFICIENCY SCALES

- Specific scoring guides are created for each standard.
- The success criteria for each standard is clearly defined.
- The needs of students, at all learning levels, are addressed.
- Students learn to evaluate their own skill levels.
- Feedback on the success criteria of each standard is specific and it is done collaboratively.
- Students learn to evaluate their own skill levels using the success criteria.

"Reflective teaching must be based on evidence of student learning, and reflection is most powerful when it is collaborative." —John Hattie



Duchesne County
School District



ACADEMIC SYSTEM



Reading, writing, and arithmetic are the subjects school is known for. However, our teachers provide excellent instruction in many other areas as well so that students are prepared to succeed in any of their life's pursuits. Some students have no idea what career to choose. Others have a plan. Either way, a large portion of young people end up changing fields - often more than once. Our objective is to provide a solid foundation of knowledge, skills, and dispositions so that any future endeavor is a valid option. Going to the military? You will be ready. Directly to the work force? You will be ready. Is college or university your path? You will be ready.



In order to help fill the "gaps" in each student's understanding, our educators have prioritized the state standards in each subject and place a high emphasis on them. Some concepts are even more important and we have titled them "vital competencies." Every student is required to have at least a competent level of understanding on each of these vital concepts in order to move on to the next grade or the next course.



Part of our ABCs
(Accountability Based Competency System)



**Duchesne County School District
High School Graduation Check Sheet**



DCSD requires 36 credits for graduation
Each box equals 0.25 credit / 1.0 credit is equal to 1 year

Student Name: _____
Graduation Year: _____

English Language Arts (6.0)

English 9				
English 9 Lab				
English 10				
English 10 Lab				
English 11				
4th Year English				

Mathematics (6.0)

Secondary Math 1				
Math 1 Lab				
Secondary Math 2				
Math 2 Lab				
Secondary Math 3				
4th Year of Math				

Science (3.0)

Life (Biology)				
Physical (Chem, Physics, Earth)				
3rd Year Science				

Social Studies (3.0)

World Geography				
World History				
U.S. History II				
U.S. Government				
Social St. Elective				

Fine Arts (1.5)

CTE (1.0)

Financial Lit. (0.5) Computer Lit. (0.5)

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Health & PE (2.0)

Health II				
Fit For Life				
PE Elective				

Electives (12.5)

Notes:

Credits Earned

	Q1	Q2	Q3	Q4	Total
9th Grade					
10th Grade					
11th Grade					
12th Grade					

Total:

Civics Test Passed: ☐

* Transfer students will have their credits prorated into our system by a counselor.
** Special thanks to Amanda Jenks of the Ute Tribe for inspiring this document!

tardies used to calculate an absence for the sake of a truancy. [Utah Admin. Rules R277-607-2\(1\) \(March 10, 2025\)](#)

2. Parent Excused

When a student is absent from school for any reason, it is required that a parent or guardian contact the designated school official concerning said absence. If no excuse is provided within three school days, then said absence will be considered unexcused. In elementary schools, this may lead to a compulsory education violation. In secondary schools, this may result in a truancy.

"Valid excuse" means:

- A. an illness, which may be either mental or physical, regardless of whether the school-age child or parent provides documentation from a medical professional;
- B. behavioral health of the school-age child;
- C. a family death;
- D. an approved school activity or suspension;
- E. an absence permitted by a school-age child's: individualized education plan; or section 504 accommodation plan;
- F. Any reason made pursuant to Section 53G-10-205 or 53G-6-803(5).

Utah Admin Rules R277-607-2

3. Chronic Absenteeism

"Chronic absenteeism" means a student misses 10% or more of days enrolled, for any reason, and makes a school aware that a beginning of tiered supports may be needed. *Utah Admin Rules 277-607-2(2)*

4. School Excused: A school activity approved by the principal.

5. Hospitalization: The student is admitted in a hospital and the necessary recovery days afterward.

6. Truancy/Sluff (skipping class)

Any time a student stays away from school without parental or school permission or any time a student leaves school for any reason without prior parental notification to school officials.

7. "Habitual Truant" means a school-age child who is in grade 7 or above and at least 12 years old, who fails to cooperate with efforts on the part of school authorities to resolve the school-age child's attendance problems. *Utah Code 53G-8-211 (1-b-iii-B)*

8. A “school-age child” means a minor who: is at least 6 years old, but younger than 18 years old and is not emancipated. *Utah Code 53G-6-201*

9. Others

Schools may establish other designations to be more specific regarding the attendance categories listed above. Examples of such specific attendance designations could include: out-of-school suspension, in-school suspension, study hall, vacation, school excused, medical, etc.

5.0220.03 SECONDARY SCHOOL ACTIONS

1. It is the responsibility of teachers to ensure accurate attendance has been recorded in the manner prescribed by the district.
2. It is the responsibility of the administrator or a designee to record and track a student’s absences and, within certain limits, to send notifications to parents and, ultimately, to the proper governmental agencies.
3. Process for Notice of Truancy Violation related to secondary schools (child is in 7th-12th grade and is 12-17 years old):
 - a. Before five days of truancy within a school year, the administration, or designee, may make a Contact Of Inquiry with the parents/guardians of the student to inform them of the truancy status (email, letter, phone call with follow-up email, etc).
 - b. Upon the 5th (or subsequent) day of truancy within the school year, school administration, or designee, shall send a First Letter of Excessive Truancy to parents/guardians. Parents will be directed to meet with school authorities to discuss the truanicies and to begin or continue an evidence-based alternative intervention to secure regular attendance.
 - c. Upon the 5th (or subsequent) day of truancy from the date of the First Letter of Excessive Truancy (minimum of 10 total truanicies), the student and parents/guardians have failed to cooperate with efforts on the part of school authorities to resolve the school- age child’s attendance

problems and have reached the status of a Habitual Truant. School administration, or designee, shall send a Second Notice of Excessive Truancy Letter through certified mail. Parents will be directed to meet with school authorities to discuss the truancies and to begin or continue an evidence-based alternative intervention to secure regular attendance. Possible interventions could include mentorship, group counseling, learning executive function skills, community resources, or other similar programs.

- d. Upon the 5th (or subsequent) day of truancy from the date of the Second Letter of Excessive Truancy (minimum of 15 total truancies), the student and parents/guardians have failed to cooperate with efforts on the part of school authorities to resolve the school-age child's attendance problems and have reached the status of a Habitual Truant for the second time. School administration, or designee, shall send a Third Notice of Excessive Truancy Letter through certified mail. Parents will be directed to meet with school authorities to discuss the truancies and to begin or continue an evidence-based alternative intervention to secure regular attendance. Possible interventions could include mentorship, group counseling, learning executive function skills, community resources, or other similar programs.
- e. Upon the 5th (or subsequent) day of truancy from the date of the Third Letter of Excessive Truancy (minimum of 20 total truancies), the student and parents/guardians have failed to cooperate with efforts on the part of school authorities to resolve the school-age child's attendance problems and have reached the status of a Habitual Truant for the third time. School administration, or designee, shall refer the case to Juvenile Court.

Utah Code 53G-8-211 (5)

5.0220.04 EXEMPTIONS

Students who meet one or more of the following conditions to the satisfaction of the Board shall be exempt from compulsory attendance requirements and shall be given a certificate, issued by the Board, stating that the minor is excused from attendance during the time specified on the certificate.

- 1. A student over age sixteen (16) may receive a partial release from school to enter employment, or attend a trade school, if the student has completed the eighth grade.

Compact Grading Matrix

3.0

Duchesne County School District

Compact Grading Matrix

Secondary

PRESENT

(# of Days Absent per quarter per class. All absences count, except hospitalization.)

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17+
GRADE	As																	
	Bs																	
	Cs																	
	Ds																	
	F/M																	

Citizenship Grades

H Honors level of attendance. Keep up the good work!

S Warning: on watch. Keep your grades up and attend class to avoid dropping any further.

N You are in study hall sessions until you get back into the green or blue. Coordination with parents will take place.

U An Attendance Contract is created in coordination with parents. You are in study hall until the conditions of the contract are met. Possible service opportunities, etc.

(for Pass/Fail Courses)

Secondary																			
		PRESENT (# of Days Absent per quarter per class. All absences count, except hospitalization.)																	
GRADE	P	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17+
	F																		

(3.0 Updated June 1, 2024)

Excused Absences

A parent or guardian are the only persons who can excuse a student from attending school on a particular day. If verbal contact is not made, the parent or guardian is required to submit a written excuse for the absence within twenty-four (24) hours after the student's return to school. If no excuse is provided, the absence will be considered unexcused. A parent or guardian may only excuse up to 72 hours prior to the day of contacting the attendance office.

I. The following are considered excused absences:

- Illness/Medical
- Accident or death in the family
- Health appointment
- Educational/school activities
- Parental excuse when needed at home (**Please excuse the day of**)

Excessive absences of any kind could result in student concern meetings and court referrals.

II. Students who miss school for an excused absence shall make up the assignments of the day or days missed within two (2) school days. If the student misses school for more than three (3) consecutive days then he/she shall be permitted one (1) additional day of makeup time. (A/B day = 1 School Day)

Any student who misses school on a school excused absence (i.e., school sports, school testing, field trips, etc.) shall in no way be penalized. The teacher must allow the student to make up any test or assignments missed. The same time frame for make-up work must be met as set in the School Board policy. This includes a bell quiz or any type of participation points. Teachers have the option to give students longer to make up work if they choose, but they must meet the minimums as set in the School Board policy. Homework may be requested for excused absences only. Students need to make arrangements with teachers upon returning to school.

Internships, Online/Homeschool, and College Classes

Students need to maintain good standing to remain in these classes with passing grades and good attendance. Students who have Internships, Online/Homeschool, or College Classes must be off campus, the library,

or CAPS classroom. Students may not be parked in the parking lot during these times or any other area on campus. They could receive Trespasses or Daytime Curfew tickets.

Attendance Interventions/Consequences

Tier 1: Once a student has exceeded the recommended number of absences and/or tardies in any of their classes, the administration will schedule an attendance mediation with the student and the parent. At this mediation we will discuss the students current grades and attendance and potential solutions to the attendance problem. At this mediation, the student and parent will agree to and sign an attendance contract indicating what measures will be put into place to help the student to improve attendance efforts, a time frame for compliance, and the potential consequences for further attendance deficiencies.

Tier 2: When a student fails to meet the terms of the Tier 1 attendance contract and continues to struggle with attendance and/or tardies, we will schedule a second attendance mediation with the student and the parent. At this second mediation we will impose the consequences agreed upon in the first contract and work on a contract with more significant potential consequences for failure to comply. At this mediation, the student and parent will agree to and sign the attendance contract indicating what measures will be put into place to help the student to improve attendance efforts, a time frame for compliance, and the potential consequences for further attendance deficiencies.

Some of the potential consequences that may be contained in the Tier 1 and Tier 2 attendance contracts include but are not limited to:

- Placement on a daily attendance tracker
- Lunch Detention
- In-School Suspension
- Referral to intervention specialist.
- Revoked parking privileges
- Revoked participation at school dances/spectator privileges at UHSAA activities
- Suspension from participation in UHSAA sanctioned activities
- Other consequences developed in collaboration with parents and students

Tier 3: Once we have worked through the first two tiers of interventions with a student and these interventions have failed to help improve student attendance and/or punctuality, students and parents will meet

with administration one more time to discuss alternate educational placement options.

Checking on Student Attendance

1. Parents and students can download the PowerSchool app and monitor attendance using the app.
2. The UHS attendance office will run an attendance report every week. The report will identify students who are closing in on the threshold for mediation.

School administrators shall have the discretion whether or not to refer a student to the Director of Student Services and/or court if, in the opinion of the administrator, there are reasonable special circumstances affecting the student's performance/behavior. A student may receive an alternative placement if the behavior of the student is deemed habitually disruptive or the student has received 5 trancies or more.

Dropped due to lack of attendance

- Students cannot have more than 50 unexcused absences during any quarter. If a student has missed 50 or more class periods in any quarter they can be dropped due to lack of attendance. It is also considered educational neglect according to the law (53G-6-210). Parents can be referred to authorities.

Daytime Curfew

The Roosevelt City Daytime Curfew Ordinance states that it is unlawful for any student under the age of 18, alone or in association with others, to be present in or upon any public areas or restricted dwellings within the city during the hours of 8:00 a.m. and 3:00 p.m. on school days. Although there are exceptions, any person convicted of violating this ordinance is guilty of a Class C Misdemeanor punishable by a minimum fine of \$150 and/or other sanctions. UHS supports this ordinance, and students violating the Daytime Curfew will be reported to authorities.

Student Behavior Policy

- Any behavior problems, including profanity, will be referred to the office. Lewd, vulgar, or otherwise disruptive language is not acceptable in the school. The use of profanity or obscene language on school premises, on school buses, or during activities sponsored by the school (whether on or off the school premises), shall not be tolerated. Any violation of this policy shall be grounds for lunch detention, school service or school suspension.
- Students will not ride skateboards, roller blades, longboards, or scooters in the school or on school grounds.
- Students will comply with all requests of teachers in regard to assignments of seating, requests for silence, order and other deportment. Students are expected to prepare their assignments each day to the best of their abilities and present the same in the class if so requested. Students will not leave the classroom without permission of the teacher--even at the end of a class period; pupils should wait for dismissal by the teacher (refer to truancy policy).
- Students are expected to obey all rules of conduct as outlined in the student handbook.
- Use or possession of alcohol, tobacco or other controlled substances is a five-day suspension and an automatic referral to juvenile court. Any additional offense will be a ten-day suspension, referral to juvenile court and possible release from school.

Conduct Intervention Levels

{E3}

3.0

	Duchesne County School District Conduct Levels	
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Description	Possible Intervention(s)	
Level 0 - Classroom Exemplary behavior in every school setting.	- Positive relationships - Fulfilling life	Conduct Grade: H
Level 1 - Classroom Not following class or school rules.	- Behavior is corrected in class - Informal Documentation	- Parents Notified By Teacher - Conduct Grade: S
Level 2 - Classroom / School - Repeated level 1 behaviors - Distracting, Disrupting, Disrespecting - Examples: pushing, talking out, inappropriate language, etc.	- Verbal warning - Teaching of replacement behaviors - Behavior Tracker	- Parents Notified By Teacher/Admin - Informal Documentation - Conduct Grade: N
Level 3 - School - Repeated level 1-2 behaviors - Disrespecting, Defying, Destroying, Degrading - Examples: insults, obstinance, bullying, damaging, etc.	- Lunch DT or In-School Suspension - Refocus Lesson - Academic Probation - Behavior Tracker	- Parents Notified - Formal Documentation - Intervention Plan Created - Conduct Grade: N
Level 4 - School - Repeated level 1-3 behaviors - Destroying, Degrading - Examples: vaping, drugs, harassing, fighting, threats, etc.	- In-School Suspension - Out-of-School Suspension - Refocus Lesson - Academic Probation	- Parents Notified - Formal Documentation - Contract Created - Conduct Grade: U
Level 5 - School / District - Repeated level 1-4 behaviors - Distributing Illegal Substances, Dangerous, Weapon	- Out-of-School Suspension - Home Placement for Instruction - Individualized Plan	- Parents Notified - Formal Documentation - New Contract Created - Conduct Grade: U
Level 6 - District - Repeated level 1-5 behaviors, Weapon - Failed School Contract	- Expulsion / Home Placement - Alternate Location of Instruction - Individualized Plan	- Parents Notified - Formal Documentation - New Contract Created - Conduct Grade: U
Level 7 - District /Juvenile System Failed District Contract	Full Expulsion	Entry into Juvenile System

* Based on situational severity, school administrators may determine that specific behaviors warrant skipping levels.

(3.0 Updated: June 1, 2026)

	Duchesne County School District Conduct Contract	
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Level #

School:

Date:

Student:

Individualized Evidence-Based Behavior Intervention Plan

WHY? What conduct has caused you to be at this level?

ACTION PLAN What actions will improve your conduct in the future?

Follow-Up Timeline:

CONSEQUENCES Natural or Imposed.
Personal or Relationships.

NEEDS What do you need in order to succeed in the action plan?

Student: _____ Parent: _____

School: _____ Date: _____

(3.0 Updated: June 1, 2026)

Classwork Accountability Grading ¥

Classwork Accountability is only for those teachers who use “collected” for the “assignments” in Powerschool. Teachers establish the cut score for each assignment at a competent level with modifications for those with an IEP. There must be a minimum of 6 “assignments” in Powerschool for this grade to be given.

30

	Duchesne County School District Classwork Example	
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PowerTeacher Pro Assignments

Due Date	Category	Assignment	Collected
02/25/2026	Learning Intentions	10d. Solve Exponential Functions	☐
02/25/2026	Learning Intentions	10e. Compare Linear and Exponential Models	☐
02/24/2026	Practice Work	10d. Essay - Solve Exponential Equations	☒
02/24/2026	Practice Work	10d. Practice1 - Solve Exponential Equations	☒
02/24/2026	Practice Work	10d. Practice2 - Solve Exponential Equations	☒
02/24/2026	Practice Work	10d. Re-practice - Solve Exponential Equations	☒
02/24/2026	Practice Work	10e. Practice - Compare Linear and Exponential Mo	☒
02/24/2026	Practice Work	10e. Re-practice - Compare Linear and Exponential	☒

All 6 Practice Work assignments were turned in at competent levels as indicated by the green circle with a check mark in it.
The Classwork grade is an **H**.

Bullying/Cyber-bullying/Abusive Conduct/Hazing

{E3}

Definitions as used in Utah law 53G-9-601

"Abusive conduct" means verbal, nonverbal, or physical conduct of a parent or student directed toward a school employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress. A single act does not constitute abusive conduct.

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

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

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

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

"Cyber-bullying" means using the Internet, a cell phone, or another device to send or post text,

video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.

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

- I. (A) endangers the mental or physical health or safety of a school employee or student; (B) involves any brutality of a physical nature, including whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements; (C) involves consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a school employee or student; or (D) involves any activity that would subject a school employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a school employee or student to extreme embarrassment, shame, or humiliation; and
- II. (A) is committed for the purpose of initiation into, admission into, affiliation with, holding office in, or as a condition for membership in a school or school sponsored team, organization, program, club, or event; or (B) is directed toward a school employee or student whom the individual who commits the act knows, at the time the act is committed, is a member of, or candidate for membership in, a school or school sponsored team, organization, program, club, or event in which the individual who commits the act also participates.

The conduct described constitutes hazing, regardless of whether the school employee or student against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.

Title IX/Sexual harassment

{E3}

5.0100.04 DISCRIMINATION POLICY

Issue Date: 5/8/97

The policy of the District is not to discriminate on the basis of sex, disability, race, creed, color, national origin, age, religion, politics or any other condition as required by various state and federal laws for admission or access to treatment or employment in educational programs or activities.

Inquiries concerning Title VI, Title IX, and Section 504, may be referred to:

Duchesne County School District
Office of the Superintendent
P. O. Box 446
Duchesne, Utah 84021
435 738-1240

Or

U. S. Department of Education
Office of Civil Rights
1961 Stout Street
Denver, Colorado 80294

5.0100 EQUAL EDUCATIONAL OPPORTUNITIES

5.0100.01 GENERAL

Issue Date: 5/8/97

No officer or employee of the District, when acting or purporting to act in official capacity shall refuse to permit any student to participate in any school program because of the student's race, religion, color, sex, or national origin.

Utah Admin Rule 300-112-3

The Board shall adopt and publish grievance procedures providing for prompt and equitable resolution of student complaints alleging any action prohibited by Title IX of the Education Amendments of 1972, as amended.
20 USC § 1681-86
34 CFR § 106.8(b)

5.0100.03 TITLE IX COORDINATOR

Issue Date: 5/8/97

Updated: 3/9/23

The District designates the following employee to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Name: Phillip Bertoch

Position: Human Resources Director

Address: 1010 E 200 N, Roosevelt, UT 84066

Office Telephone: 435-725-4520

Fighting & Assaults

Fighting will not be tolerated. The police will investigate all fights and court referrals will be made when possible. The first offense (Disorderly Conduct) will result in a Five-day out-of-school suspension (OSS). The second offense will result in a ten-day OSS and a referral to court. The third offense will result in automatic referral to the Duchesne County School District Safe School Committee for determination of future status of the student.

In the case of assaults, the following policies will be enforced: the first offense--ten days OSS and court referral. The second offense--OSS and automatic referral to the Duchesne County School District Safe School Committee for determination of future status.

Any student who helps to promote a fight by encouraging it, videoing it or in any way helps to incite the fight will be suspended for 5 days with the possibility of a court referral.

The first assault and second disorderly referral- student will be suspended from school and his/her case will go before the Duchesne

County School District Safe School Committee to determine the future of the student.

Cell Phone Policy

{E3}

5.0710 Student Use of Personal Electronic Devices In Schools

(Reference: Utah Code 53G-7-226)

5.0710.01 Definitions

"Cellphone" means a handheld, portable electronic device that is designed to be operated using one or both hands and is capable of transmitting and receiving voice, data, or text communication by means of: a cellular network; a satellite network; or any other wireless technology.

"Cellphone" includes: a smartphone; a feature phone; a mobile phone; a satellite phone; or a personal digital assistant that incorporates capabilities similar to a smartphone, feature phone, mobile phone, or satellite phone.

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

"Smartwatch" does not include a wearable device that can only: tell time; monitor an individual's health informatics; receive and display notifications or information without the capability to respond; or track the individual's physical location.

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

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

“Listening device” means any device used for the purpose of listening, via Bluetooth or other means, to what is being sent from a cell phone, smartwatch or other emerging technology. Listening devices include, but are not limited to, ear buds, headphones, etc.

5.0710.02 Restriction Of Devices

To allow all students to engage in learning during school, with minimal distraction, the following policy applies to all schools in the Duchesne County School District.

Cellphones, Smartwatches, emerging technologies, and listening devices must be turned off and out of sight during school. They may remain in the possession of the student, but cannot be visible in part or whole. This begins when the student arrives at school for the day and ends when students are dismissed for the day. Students will only be allowed to use school-issued electronic devices during class time. Students must keep personal devices off and out of sight during recess, passing time, and every other activity during the school day. As an exception, schools who have an open campus during lunch may allow students to use their personal devices throughout the lunch period. Schools that are a closed campus during lunch shall not allow student use of personal devices during lunch.

- Individuals assume full responsibility for their own technology devices. This includes the device's safety, security and maintenance.
- Personal communication devices and/or devices that can take pictures or videos may not be used in locker rooms or bathrooms at any time.
- No taking, uploading or sharing photos, recording audio, or capturing video during school.
- Students may not have their phone out in the hallway, unless it is an open campus school and it is during lunch time.
- Any disruption to class or other educational activity may result in disciplinary action.

5.0710.03 Exceptions

The following exceptions apply:

A student will be allowed to use a cellphone, smartwatch, emerging technology, or listening device:

1. to respond to an imminent threat to the health or safety of an individual;
2. to respond to a school-wide emergency;
3. to use the SafeUT Crisis Line;
4. to allow for a student to follow their Health Care plan, IEP, or Section 504 accommodation plan;
5. to address a medical necessity;
6. or during the lunch period of an open campus school.

In order to receive an exception, a student and/or their family needs to talk with a school administrator to discuss the nature of the need and the possible accommodations. If both the family and the school administrator agree, the student will be granted a specific exception for their specific need.

5.0710.04 Consequences

Any personal electronic device seen or heard will be confiscated.

- First Offense: The device will be confiscated until the end of the day.
- Second Offense: The parent must come to the school to regain possession.
- Third Offense: Parent must come to the school to regain possession and pay a fine.
- Fourth Offense: Parent must come to the school to regain possession and pay a fine.
- Additional Offense: The device may be confiscated until the end of the year and/or the student will enter into a behavior contract regarding this (and any other) behavior issue.

Fines collected will go into the school student activity fund to be directly used for student activities such as behavior rewards, positive behavior intervention supports, class rewards for achievement, field trips, etc.

Duchesne County Safe Schools Policy

{E3}

This policy is adopted by the Board of Education of Duchesne School District pursuant to UCA 53A-11-901 - 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, parents and guardians 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, and to show respect for others and to obey persons in authority at the schools.

Delegation of Authority

Students should be aware that certain behavior, outlined herein and in other policies of the district, is unacceptable and will result in disciplinary action. The superintendent and his designees will enforce district policies with the aim of assisting students and their parents or guardians in understanding that unacceptable behavior will not be tolerated and will be dealt with in accordance with the Board's disciplinary policies.

The Board hereby delegates its authority to suspend students for up to 10 days to principals and vice principals in each school in the District. (In addition, the Board authorizes hearing officers to conduct informal hearings.)

Publication of Safe Schools Policy

A copy of this policy shall be given to each student in school in the district once each school year. Each student transferring to a school in the district who was not attending a school in the district just prior to the transfer shall receive a copy of this policy. A copy of this policy shall be posted in each school in the district. Any significant change in this policy shall be posted in each school in the district.

Conduct Resulting in Suspension/Expulsion

A student may be suspended/expelled from school for participation in any of the following prohibited conduct when it occurs in a school building, in or on school property, in conjunction with any school-sponsored activity, or when it occurs in the presence of or is directed at or against another student or district employee:

1. Continued willful disobedience or open/persistent defiance of proper authority.
2. Willful destruction or defacing of school property.
3. Behavior, threatened behavior, or intimidation, which poses an immediate and significant threat to the welfare, safety or morals of other students or school personnel or to the operation of the school.
4. Behavior that unreasonably disrupts or interferes with the educational process for other students.
5. Sells, gives, delivers, transfers, possesses, controls, uses or distributes alcoholic beverages, tobacco products, vaping products, controlled substances, psycho-toxic chemicals or over the counter medication within 1000 feet of school property or any school-sponsored event.
6. Is under the influence of alcoholic beverages, controlled substances, psycho-toxic chemicals or has intentionally misused over the counter medication within 1000 feet of school property or any school-sponsored event.

Mandatory Suspension/Expulsion

Students shall be suspended/expelled from school for participation in any of the following prohibited conduct when it occurs in a school building, in or on school property, or within 1000 feet of school property or within 1000 feet of and in conjunction with any school-sponsored activity, or when it occurs in the presence of or is directed at or against another student or district employee:

1. Possession of a weapon, explosive, or flammable material.

2. The actual or threatened use of a look-alike weapon with intent to intimidate another person or to disrupt normal school activities within 1000 ft. of school grounds.
3. The sale, control, delivery or transfer or distribution of a drug or controlled substance as defined in UCA 58-37b-2.
4. The sale, control, distribution, delivery, or transfer of imitation controlled substances as defined in UCA 58-37b-2.
5. The sale control or distribution of drug paraphernalia as defined in UCA 58-37a-3.
6. Commission of an act involving the use of force or the threatened use of force which, if committed by an adult would be a felony or class A misdemeanor.
7. Assaults a teacher or other individual. A student who commits an assault will be suspended until the next regularly scheduled school board meeting.

Behaviors Resulting In Suspension/Expulsion

In an effort to provide help/services as well as identify students as possible severe behavioral candidates, and in addition to the current policies, a plan of behavior identification, safety, and security has been established. For detailed descriptions of listed categories below, refer to the school student handbook.

Behaviors Displayed

- Weapons at School (gun, knife)
- Fighting
- Bullying
- Sexual Harassment
- Severe Defiance to Authority
- Disregard for Property
- Drugs, Alcohol, Tobacco, Vaping

Weapons at school is a safe school violation with an automatic safe school hearing required.

Severe Step One: Student will be suspended for up to 5 days, referred to local police, and a wellness check to be conducted by police. Access to guns discussed with parents. Upon return to school, the student will be required to complete a behavior plan with school administration.

Severe Step Two: Student will be suspended for up to 10 days with a possible safe school hearing to determine if he/she can continue attending school. Student will be offered counseling from the school counseling center.

Severe Step Three: Student will be identified as a “danger to safety of self/others.” This student will be suspended indefinitely pending a safe schools hearing with the District Student Services Director. Student will not be allowed to attend district schools or activities, but may continue through online services/intervention, etc., under district guidance. A wellness check will be conducted by police.

Extra consideration may be given if any of the following self-harming behaviors are displayed.

- Suicide Ideation, Threats of Suicide
- Cutting
- Acting in Unsafe Ways
- Depression

Incidents involving students with an IEP will be reviewed on an individual basis.

Items not allowed at school

- Any dangerous weapon, or look-alike
- Any dangerous substance—drugs, alcohol, or imitation, or drug paraphernalia
- Any electronic device, when used in a physically harmful, or in a threatening way
- Any gang-related clothing, hats, jewelry, emblem, badge, symbol, sign, or other things that would evidence membership in a gang

- Lighter

Drugs & Controlled Substances

Use or possession of controlled substances, psycho-toxic chemicals or over the counter medication is an automatic referral to juvenile court. In addition, the student will be referred to the Duchesne County School District Safe School Committee for determination of future status of the student.

The student will be required to complete a course concerning the use of drugs.

Habitually Disruptive Behavior

A student may be suspended/expelled if he/she is habitually disruptive and has failed or refused to completely comply with the student's remedial discipline plan.

1. An "habitually disruptive student" is one who has caused a disruption in a classroom, on school grounds, in a school vehicle, or at school-sponsored activities or events more than five times during a school year and whose behavior was initiated, willfully and overtly and required the attention of school employees to deal with the disruption.

2. When a student has caused his first disruption such as described in the preceding paragraph, the student's principal or principal's designee shall develop a remedial discipline plan to assist the student in altering his/her conduct and avoiding the occurrence of another disruption. The principal or designee will review the essential elements of the plan with the student at the time it is implemented.

Suspension/Expulsion of Handicapped Students

Students identified as disabled under the Individuals with Disabilities and Education Act, or under 504 of the Rehabilitation Act of 1973 must be given special considerations. Expulsion of a student for misbehavior that is related to a disability may constitute discrimination.

1. Short-term suspension. The school district may suspend students with handicaps from school for a period not to exceed ten official school days if it is determined that:

a. maintaining the student in a current placement is substantially likely to result in injury to self or to other persons; or

b. the student has engaged in conduct which would otherwise

warrant suspension or removal for a non-handicapped student.

Special Note: The maximum number of ten days suspension is considered on a cumulative basis, within one school year. The number of days should be only as many as are necessary in the specific case. Other options should be considered before using out-of-school suspension with a disabled student. Any suspension should consider the least restrictive environment.

2. Long-term suspension. Any expulsion/suspension of a student, with disabilities for more than ten days, constitutes a change in placement. Prior to a change-in-placement, parents or the student must be notified of the proposed change and the Special Education Committee must first determine whether the alleged behavior is related to a handicapping condition. If the parent contests the proposed change, notice of due process rights must be given to the parent or guardian and the student must "stay put" in the present educational environment unless the parent or guardian agrees otherwise, pending resolution of the hearing.

Handicapped Students

A handicapped student may be expelled for engaging in conduct that would warrant such action for a non-handicapped student only if the Special Education Committee shall base its decision on currently effective evaluation and assessment data and on review of the current IEP documentation rather than on established eligibility or previous committee decisions. The committee shall consider whether the student's behavior indicates the need for new assessment or evaluation data. Unless the parents agree otherwise, the student must be returned to his current placement after ten days while additional assessments are being conducted.

The Special Education Committee shall determine the instructional and related services to be provided during the time of expulsion. The student's IEP shall include goals and objectives designed to assist in returning the student to school and preventing significant regression.

Acceptable Use Policy

{E3}

DCSD schools will use the document signed during registration “Responsible Use for Duchesne County School District Technology Resources” for all items pertaining to technology use.

Medication

{E3}

- Prescription medication must be prescribed by the student's health care provider. The health care provider's orders must be presented to the school at the time the medication is given to the health office. The Parent/Guardian Medication Authorization Form must be completed and signed by the parent/guardian and the health care provider to administer the medication at school as needed. The Parent/Guardian Medication Authorization Form is available through the school office and on the District website.
- Prescription drugs must be in the original pharmacy container, labeled with the student's name, date, medication, dose, time to be taken at school and length of treatment. (The Pharmacist may be requested to prepare a special container for school use.)
- The parent MUST bring the medication to school. Students are NOT allowed to transport medication. The only exception would be in the case of inhalers, emergency allergy pens, and/or diabetic insulin and diabetic supplies. Only students with the appropriate paperwork on file with the Health Office will be allowed to carry medication. Contact Office personnel for more information.
- Medication will be administered in the presence of the school nurse and/or health assistant, or in their absence, by the person designated by the school principal, or as otherwise required by law.
- All over-the-counter and/or non-prescription medication must be given by a parent or we must have the district Medication Authorization form on file.

Campus Officer

There will be a police officer on the Union High School campus. His duties are to investigate all incidents where the civil laws have been violated. The violations could include: fighting, assaults, use of prohibited substances and materials, traffic and parking violations, etc. He is working on the school campus in partnership with the Roosevelt City Police Department, the Uintah Basin Area Technology Center, Union High School, Duchesne County School Board and his efforts are coordinated with the Duchesne and Uintah County Sheriff Departments.

The officer may occasionally be a class visitor. He is occasionally called upon to be a guest in classes to help in class discussions that may be centered on questions of law. He is here to be of service to the students and staff of the school. Please feel free to approach him with questions; most requests for assistance should be channeled through the administration of the school. Video surveillance is used throughout the school and parking areas. The officer may also use a video camera in his duties on the campus.

Search & Seizure

{E3}

5.0740.01 Students shall be free from unreasonable search and seizure by school officials. School officials may search a student or a student's property with reasonable suspicion or with the student's consent. A search must be reasonable both in the reason for the search and the scope of the search. School officials will work with law enforcement during any search or seizure that necessitates both entities. Any vehicle a student drives to school is subject to a reasonable search as described above.

Driving and Parking Regulations

Union High School makes every effort possible to accommodate those who choose to drive to school; however, students should know that neither the district nor school has an obligation to provide parking for

students who drive to school. Parking at Union High School is a privilege that may be revoked at any time by school officials. Students who choose to drive a private vehicle to school must abide by the following rules:

1. Obey all traffic laws. Speed limit--10 MPH.
2. Park only in student-designated parking areas. These include the tennis court area and north. The east lot will be locked all day, including the lunch hour. Handicapped parking is for those with the appropriate permit displayed.
3. Park only within the painted lines that designate a parking space.
4. Do not park on sidewalk or brick island areas.
5. Do not leave trash in the lots. Littering laws will be enforced.
6. All flags or decorations of any kind must be school appropriate.

The school will cite students violating the above rules. The fine is \$10 payable by cash or check to Union High School. Failure to pay within 10 days will result in the loss of parking privileges at Union High. Vehicles will be towed at the owner's expense.

Detention

Detention will be given to those students who do not abide by school policies. Detention may be accomplished by completing school service under the direction of the school administration during lunchtime detention or outside of school hours and with a school designee.

Visitors

{E3}

Parents, guardians, grandparents, and other persons interested in the education of our children are encouraged to visit the school. Visitors are required to check in with the office and wear a visitor's badge. The administration reserves the right to refuse school visits at times that may alter the effectiveness of instruction. Students from other schools will not be allowed to visit.

Hall Passes

Students are expected to be in class during class time. Special situations may arise which require a student to leave the classroom. Students must

obtain permission and a hall pass from the teacher to be excused from class. If a student is caught in the hall without a pass, he/she may be considered truant. Hall passes are used at the teacher's discretion.

Student Dress Code Policy

{E3}

Appearance and dress generally affect the behavior of students attending school; therefore, to create the best learning environment possible for all individuals concerned, the following is established Union High School policy:

1. Clothing:
 - a. The attire and appearance of students should always be neat and clean.
 - b. All shirts, blouses, or dresses must have a sleeve and must cover the entire shoulder, as well as the entire midsection, and not be low cut.
 - c. No attire or accessories with writing or pictures depicting or promoting controlled substances, including brand names, or violence shall be worn to school or school-sponsored activities; nor shall attire with vulgar expressions or obscene pictures be permitted on tee shirts.
 - d. Shoes are to be worn while in school and on the school campus.
 - e. Length of bottom must extend past the student's finger-tip length while standing. Pants, shorts, skirts, dresses, must not allow skin to show within these parameters. Layered clothing or patches may be used to meet these requirements.
 - f. Bottom attire must sit on the waist of the individual and can not hang below.
 - g. Proper athletic wear should be worn in physical education classes. PE Uniforms are required for secondary students.
2. Hair:
 - a. Styled so that it is neat, clean (to protect health), and well-groomed.

- b. Colored hair is permitted. Hair dye must be permanent enough to not be transferred from the hair. Hair must not be a distraction to learning.
- 3. Accessories:
 - a. Hats/baseball caps are allowed as long as they are not a distraction to learning. Hoodies are not allowed to cover the head.
 - b. Bandanas are not permitted on school grounds.
 - c. Wallet chains are not allowed.
 - d. Belts must be worn properly and tucked into pant loops. Belts can not be excessive in length and hang freely from the body.
- 4. Piercings are permitted unless they are a distraction to the student or others.
- 5. Clothing, attire or accessories that mimic non-human characteristics is not permitted.
- 6. Wearing, possessing, using or distributing, displaying or selling any clothing, jewelry, emblem, badge, symbol, sign or other things which evidence membership in a gang is prohibited.

Formal On or Off Campus Dress Code

(Prom)

Girls' Dress: Dresses should be of an appropriate style for a school function. Halter dresses and strapless dresses are permitted for these dances. Low cut dresses (front or back) will not be allowed. Dresses must have solid material from the shoulder blade down, show no cleavage in front, and cover the midriff. Dresses with high slits (above five inches from the middle of the knee) will not be allowed. Dresses of a transparent material are not acceptable.

Boys' Dress: Boys are to wear formal attire and shoes to the dance. Dress pants, shirts with collars, and ties are required. No shorts, sagging pants, or collarless shirts will be allowed.

Semi-Formal Dress Code

(Homecoming, Winter Ball)

Girls' Dress: Dresses should be of an appropriate style for a school function. Halter dresses and strapless dresses are permitted for these

dances. Low cut dresses (front or back) will not be allowed. Dresses must have solid material from the shoulder blade down, show no cleavage in front, and cover the midriff. Dresses with high slits (above five inches from the middle of the knee) will not be allowed. Dresses of a transparent material are not acceptable.

Boys' Dress: Collared shirts with sleeves and ties are required for boys and must be buttoned up and tucked in at all times. Words or graphics on shirts are limited to pocket-sized logos or Union High School graphics. No shorts or sagging pants will be allowed.

All Other Dances: School dress according to Union High School Handbook. Union High School reserves the right to regulate against upcoming fads or fashions that reflect negatively on the school and/or person. Interpretation of and judgment in matters pertaining to dress and personal appearance are, obviously, necessary. In this area the Principal or Assistant Principals are the final judge of what is, or is not, acceptable for an individual student. If a student is found in violation of the dance dress code, he/she will not be allowed in the dance until the student has changed into suitable attire.

Extra-Curricular Activity Policy

Extra-curricular activities are an important part of high school. Students must understand that it is a privilege to represent the school in these activities. In order for students to participate in extracurricular activities, they must adhere to the following rules:

Grades: Students must have a 2.0 GPA with no F's from the previous quarter. Spring quarter grades will be accepted for fall competition. Deficiencies in grades may be made up according to UHSAA policy (page 21 scholastic rule, section 7) during summer school period, provided the same class is offered that the student is deficient in. The class must be made up at Union High School summer school, UBTECH, or USU. Courses not offered at the above-mentioned schools cannot be made up. All summer school grades will be pass/fail. The student's GPA will then be recalculated to see if he/she has the necessary GPA to be eligible for participation in fall sports. A student's citizenship must be in line with the current UHS policy also.

Game Day Attendance

All Student-Athletes need to attend all classes until they are excused by the school for the Game Day Event. Previous arrangements such as: Funerals, Medical appointments, and Special Family Circumstances need to be approved a week in advance by administration. Unexcused absences are not allowed. Missing an assigned class will be handled by following the truancy policy steps, procedures, and can also lead to loss of playing time.

Bus Rules

All students must ride the bus to, and from, the activity unless the coach releases them to ride home with their parents. Any other travel arrangements must have **prior** approval by a school administrator. This is to legally protect the child, the parents, and the school in the case of an accident. Release forms are available on the school's web page and in the office.

On any bus trip the coach is responsible for the behavior of the students and communicating to the bus driver concerning the itinerary of the trip.

Drugs, Alcohol, and Tobacco

First offense: The student will be suspended from two consecutive games, meets, matches, competitions or performances at the same level of play (and any intervening levels as well). Practice may be continued following a personal assessment of the student by a licensed substance abuse intervention or treatment program and/or participation in a district approved intervention program. This is a minimum penalty. A coach can opt for a more severe action.

Second offense: The student will be suspended for six weeks from games, meets, matches, competitions, or performances. The student will be required to participate in an assessment by a licensed substance abuse intervention or treatment program and must participate in any prescribed follow-up. Practice may continue only after the assessment has been completed and participation in the prescribed follow-up is occurring.

Third offense: The student will be suspended for 18 weeks from all

games, meets, matches, competitions, performances and practices. Where applicable, this suspension carries over to the following school year. Reinstatement of eligibility at the end of the 18-week suspension is predicated upon successful completion of a formal assessment and intervention program.

Restrictions may not be less than those outlined above. In all of the foregoing offenses, requirements which deal with discipline, suspension, corrective measures, parent/guardian involvement, and rehabilitation must be met. This is a minimum—coaches may set stricter rules if desired.

Powerschool

Student Athletes should be responsible for keeping track of their own progress in each class. This can be done by accessing grades through the Internet. Students are encouraged to do the following:

1. Check in the counseling office and get your confidential student ID number and password.
2. Access the internet through your regular service provider, the public library, or the school library. Faculty and staff at Union High School will be more than happy to assist you.
3. Go to this address <http://powerschool.dcsd.org>. You will access a window and be directed to submit your confidential ID numbers.

If students have questions concerning grades, they should contact the teacher in person or by email and set up a conference with the teacher.

Academic Letters

Athletic varsity letter requirements vary by sport and are awarded by the head coach. An academic letter may be earned in Business, FBLA, English, Journalism, Science, and Social Studies. Contact the individual advisor for information regarding requirements.

Duchesne School District/Utah Education Network

Student Use Guidelines

The primary purpose of the UtahLink in the school district is for the use of the public school professional staff and secondary student access. The use of an individual student account is considered to be a privilege and is permitted to the extent that available resources allow. Students may be granted an account for up to one academic year at a time provided they read and agree to follow guidelines of the District. Students may not maintain accounts upon graduation. Generally, students are not permitted to enter professional UtahLink or discussion groups. All accounts issued must be approved by the school district. Misuse of the network will result in suspension or termination of network privileges. The above-mentioned use is subject to revision by the district and/or state office of education.

Internship Requirements

Students who wish to participate in the Work-based Learning Internship Program must meet the following requirements:

1. Must be in good standing. Students must have passing classes in all classes and have good attendance in all classes.
2. Attend the Critical Workplace Skills class every Tuesday during their internship hour and complete weekly assignments.
3. Complete timesheets every 2 weeks.
4. Turn in internship packet and agreement within the first 2 weeks of each quarter.
5. All interns will receive a letter grade.
6. Interns can have no more than 2 hours of internship per day unless pre-approved by school administration.
7. All interns must be off school grounds during their internship hour(s).

Students wishing to be Teacher's Aides during the school day must enroll through the Internship program and follow the guidelines outlined above.

Schedule Change Policy

Schedule changes must be made in the first ten days of a semester, and the first five days of quarter 2 and quarter 4.

Since numbers of course sections depend upon pre-registration information, valid reasons for a schedule change are:

1. Computer error
2. Changes needed to satisfy graduation requirements
3. Changes required by health
4. Completion of an approved summer school, community college or online course

Add/Drop Policy

(refer to specific date(s) on district yearly calendar)

Valid reasons to add a course past the 10th day of each term and prior to the midterm.

1. Computer error
2. Changes needed to satisfy graduation requirements
3. Changes required by health
4. Completion of an approved online course
5. Administration request and approval

No new course may be added past the midterm of any quarter.

Course Drops

Courses dropped after the midterm date of a quarter and prior to the 20th day of the end of a quarter or semester will receive the following on official high school transcript:

WP/Withdraw with passing grade- For a course dropped with a current passing grade. Students WILL NOT receive course credit and it will not be calculated on the students GPA.

WF/Withdraw with failing grade-For a course dropped with a current failing grade and will not be calculated on the students GPA.

Courses WILL NOT be dropped on or after the 20th day prior to the end of a quarter or semester grading term. Course grades will be stored on the official high school transcript.

Earning Credit Towards Graduation

{E3}

An academic grade reflects successful demonstration of knowledge and/or skills pertaining to the Utah State standards for that course. Teachers inform students of the content to be learned and the success criteria for each level of learning. These proficiency scales are available for student and parent information.

Each student will receive a report card at the end of each term or quarter. Credit is issued on a quarter basis, with each quarter being the equivalent of 0.25 credits. A full-year class equals 1 full credit (Concurrent Enrollment courses equal 1 full credit) and a semester class is 0.50 credits. To graduate with a regular diploma, a student must accumulate a total of 36 academic credits, with earned credits in all required subjects. For students transferring into a DCSD school from outside the district, all courses for credit must be earned from an accredited institution and those credits will be prorated into the DCSD credit system on an individual basis.

Students who fail classes required for graduation will need to make up these classes to gain the necessary credits. Please talk to your counselor to determine what option would work best for you to recover the credit and/or forgive the grade from the failed class.

WHY USE STANDARDS-BASED GRADING?

- Provides specific mastery scores connected to the standards of each course.
- It shows specific strengths and areas for growth for individual students.
- Clearly documents every students' progress, using the success criteria, on each standard.
- Allows and encourages multiple opportunities to demonstrate progress throughout the school year.
- Students who require extra time to master a skill are not penalized.
- It is designed for teachers to utilize more pre-tests and formative assessments to guide instruction.
- It demonstrates a student's readiness for summative assessments.
- It shows specifically what students have learned and has a strong correlation to positive standardized testing results.

ASSESSMENTS FOR LEARNING OUTCOMES

Grading Policy

A – The student has demonstrated mastery of the standard.

B – The student has mastered all of the simple learning goals "C" and partially mastered the standard "A"

C – The Student has mastered all of the simple learning goals of the standard.

D – The student has partially mastered the simple learning goals of the standard.

F – The student has provided evidence, but has not attained the simple learning goals.

M – Missing. Student has not provided evidence on which to base a grade.

PROFICIENCY SCALES

- Specific scoring guides are created for each standard.
- The success criteria for each standard is clearly defined.
- The needs of students, at all learning levels, are addressed.
- Students learn to evaluate their own skill levels.
- Feedback on the success criteria of each standard is specific and it is done collaboratively.
- Students learn to evaluate their own skill levels using the success criteria.

"Reflective teaching must be based on evidence of student learning, and reflection is most powerful when it is collaborative." –John Hattie



Duchesne County
School District



ACADEMIC SYSTEM



Reading, writing, and arithmetic are the subjects school is known for. However, our teachers provide excellent instruction in many other areas as well so that students are prepared to succeed in any of their life's pursuits. Some students have no idea what career to choose. Others have a plan. Either way, a large portion of young people end up changing fields - often more than once. Our objective is to provide a solid foundation of knowledge, skills, and dispositions so that any future endeavor is a valid option. Going to the military? You will be ready. Directly to the work force? You will be ready. Is college or university your path? You will be ready.



In order to help fill the "gaps" in each student's understanding, our educators have prioritized the state standards in each subject and place a high emphasis on them. Some concepts are even more important and we have titled them "vital competencies." Every student is required to have at least a competent level of understanding on each of these vital concepts in order to move on to the next grade or the next course.



Part of our ABCs
(Accountability Based Competency System)

Graduation Requirements



Duchesne County School District
High School Graduation Check Sheet



DCSD requires 36 credits for graduation
Each box equals 0.25 credit / 1.0 credit is equal to 1 year

Student Name: _____
Graduation Year: _____

English Language Arts (6.0)

English 9				
English 9 Lab				
English 10				
English 10 Lab				
English 11				
4th Year English				

Mathematics (6.0)

Secondary Math 1				
Math 1 Lab				
Secondary Math 2				
Math 2 Lab				
Secondary Math 3				
4th Year of Math				

Science (3.0)

Life (Biology)				
Physical (Chem, Physics, Earth)				
3rd Year Science				

Social Studies (3.0)

World Geography				
World History				
U.S. History II				
U.S. Government				
Social St. Elective				

Fine Arts (1.5)

CTE (1.0)

Financial Lit. (0.5)

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Computer Lit. (0.5)

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Health & PE (2.0)

Health II				
Fit For Life				
PE Elective				

Electives (12.5)

Notes:

Credits Earned

	Q1	Q2	Q3	Q4	Total
9th Grade					
10th Grade					
11th Grade					
12th Grade					
Total:					

Civics Test Passed: ☐

* Transfer students will have their credits prorated into our system by a counselor.
** Special thanks to Amanda Jenks of the Ute Tribe for inspiring this document!

Athletic Participation Credit

{E3}

Students must have a minimum 2.0 GPA with no Fs from the previous grading period. A student who is declared eligible (or ineligible) shall be eligible (or ineligible) for the entire term insofar as academic grades are concerned.

A student may not have any Us from the previous grading period. A student restores eligibility by completing all requirements set forth by the Principal to make up the U.

Summer school make-up grades will be accepted for first-term eligibility. For all other terms, once a grade has been entered on the report card, it cannot be made up. The grade can only be changed in case of teacher error with regard to the grade.

A student who is suspended is not eligible to participate in or attend extra-curricular activities during their suspension. This includes practices, team meetings, and competitions at all DCSD campuses. However, if the suspension is completed, the student becomes eligible again and can continue as a full participant.

Demonstrated Competency Assessment (DCA)

{E3}

Demonstrated Competency Assessment (DCA) gives students the opportunity to test out of a course to earn high school graduation credit. Students can take a DCA in an identified subject area and receive .5 or 1.0 credit (plus Lab credit as applicable). DCAs are available in ELA, Math, Health, and PE to all high school students. Tests are taken at scheduled times for assessment-only DCAs or by appointment prior to April 15th for project-based DCAs. DCAs are completed at the District Learning Center (DLC). Students and their parents should meet with a counselor to review previous coursework, standardized test scores or other relevant experience to decide if they are sufficiently prepared to be successful on a DCA.

National Honor Society

The National Honor Society chapter at Union High is a nationally chartered organization, and procedures for admittance follow national guidelines. Students must have a 3.5 cumulative GPA to join. The application procedure takes place in the spring. Students must also pass a nomination process by the faculty and administration. Students are rated in areas of service, citizenship, leadership and scholarship.

Once inducted, a student must maintain a 3.5 GPA and must commit to 20 hours of community service per quarter. Should the GPA drop below the standard, or should a student fail to complete service hours, he/she may be put on probation or expelled from the National Honor Society. Students may also be expelled for any citizenship violation.

Role of Basin Online

{E3}

The mission of Basin Online is to provide Uintah Basin Students with a high-quality and effective way of learning online which will prepare the student for advancement into college, career, or preparation for life experiences.

Basin Online serves students in grades 6-12 and offers all of the courses necessary for a student to receive a Duchesne County School District diploma. Students can enroll full or part time in Basin Online courses. Basin Online offers a hybrid learning environment where students can receive in person and/or online tutoring/support while completing their courses in an online setting. Each student has an assigned advocate teacher who provides mentoring through their digital learning journey.

Students may also enroll in Basin Online courses while still attending other district secondary schools. This can be done through Jr and High School counselors.

Concurrent Enrollment Courses

{E3}

Concurrent Enrollment (CE) courses are college courses. A student wishing to sign up for CE courses must sign the USU Parent and Student agreement (see your school counselor). This agreement includes, in part, the following:

- Course content may include controversial cultural, religious, political, aesthetic, and human sexuality issues. Students must have the maturity to engage with the material in an academically appropriate manner. Students must also meet all college/university prerequisite requirements before enrolling in a CE course, including having a 3.0 high school GPA.
- Students may attempt up to 30 CE credits per year and may not repeat a CE course.
- CE course registrations and grades are recorded on permanent high school and college transcripts. The final grade posted on the high school transcript and the college transcript must be the same.
- Withdrawing from or failing a CE course may impact a student's ability to receive financial aid in the future, as well as a student's ability to enroll in additional CE courses or desired programs.
- The student is responsible for completing the admission and enrollment process, as well as paying for tuition and books. Students who qualify for Free and Reduced Lunch may have these fees waived.
- CE students must abide by the DCSD and the Utah State University Student Code of Conduct.

UBTECH Courses

UBTech offers several classes and certifications to Union High students. Coursework is designed to help complete a Certificate Program, earn a CTE pathway and/or prepare for an apprenticeship.

A GPA of 3.0 is required for medical courses. Pharmacy Technician and Medical Assistant require to complete an application in May. All UBTech

classes now require registration through them as well as fees and material costs.(UBtech fee schedule for more information.

Programs include: Pharmacy Technician, Medical Assistant, Nursing Assistant (CNA), Office technician (business related), IT support technician, Welding, Construction, Electrician, Automotive and Diesel (must be 18)

UBtech reserves the right to refuse classes for inappropriate behavior and lack of attendance. Taking classes at UBTech is a privilege plus grades are stored on an official college transcript. This transcript can be sent to other college for credit after high school.

Released Time

{E3}

Released Time is for a student to attend a specific approved activity such as seminary. There is no credit awarded for Released Time. Students must go to the designated area in which the Released Time activity is taking place.

Integrity with Artificial Intelligence

{E3}

Artificial Intelligence (AI) refers to technologies that perform tasks typically requiring human intelligence, including but not limited to:

- Generative tools (e.g., ChatGPT, DALL-E, Google Gemini)
- Predictive analytics
- Automated grading systems
- Adaptive learning platforms
- Chatbots and voice assistants

DCSD-approved AI tools may be used for educational purposes with teacher approval. Students must not use AI to cheat, plagiarize, or misrepresent their own work.

The following uses of AI are prohibited:

- AI-generated content submitted as original student work without disclosure
- Use of AI to impersonate staff, students, or district communications
- Use of AI to generate inappropriate, harmful, or discriminatory content

- Use of AI for surveillance without explicit district authorization

AI use must support, rather than undermine, academic honesty.

Teachers may establish

classroom-specific rules regarding AI usage, and students are expected to disclose the use of AI tools when required.

Violations of this policy may result in disciplinary action in accordance with existing district policies for students, staff, or contractors.

Valedictorian/Salutatorian

{E3}

The designation of Valedictorian will be based on a student's GPA, with the highest GPA being awarded Valedictorian and the second highest GPA being awarded Salutatorian. If more than one student earns the highest GPA, then no Salutatorian shall be awarded (but may be honored in other ways). Only students who completed at least 50% of their total senior year in the DCSD high school from which they are graduating will be considered for this honor. Early graduates may be considered as long as they meet the 50% requirement. Grades must be submitted for this honor no later than the Monday before graduation (or sooner if the school requires). Grades submitted after this date will not be considered for this honor, but may impact student rankings. Note: Typically, 3rd Trimester CE courses do not finalize until after this date and should not be considered in Valedictorian determination if they are not finalized.

Graduation speakers shall be chosen from the pool of Valedictorians and/or Salutatorians. Students wishing to speak will audition by submitting their speech. The administrative team and/or designees will review speeches and choose the winning candidate(s). If no speech passes analysis, no honors speaker is required.

Participation in Graduation Exercises

{E3}

For seniors to be eligible to participate in graduation exercises, the following conditions must be met:

1. The student must complete his/her last semester at the High School.
2. The student must be on-track to graduate by mid-term of the fourth quarter. Grades will be stored the Friday before graduation for seniors, and all credits must be earned.
3. All seniors must meet with their counselor upon exit to review his/her grades and transcript information.
4. The student must be enrolled in over 50% of their classes from the school (or Concurrent Enrollment or UB Tech) during their time enrolled with the school.
5. Students must complete all graduation requirements to participate in graduation exercises.

Senior Trips

{E3}

Senior Trips will be limited to one day, and there will be no overnight trips. Trips must meet all Risk Management criteria.