

BASIN ONLINE



INTO THE STORM

**Parent / Student Handbook
2026-2027**

District Learning Center - Basin Online School
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Roosevelt, UT 84066
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<https://www.facebook.com/BasinOnlineSchool>
<https://bo.dcsd.org>

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Basin Online School

“Transforming the Way We Learn”

Mission:

To ensure student learning by fostering a collaborative environment, while utilizing online instruction with face to face support.

Vision:

To be a valuable, significant, and comprehensive educational alternative to a traditional in-school experience for a student. To allow and encourage students to excel in their educational interests and objectives at a pace that is commensurate with their talents and abilities.

Goals:

- *We will increase the pass/proficiency rate in all of our courses by at least 5% from 76% to 81%.*

Values:

At Basin Online we value:

- The opportunity for accelerated personalized learning which allows students to progress at a quicker pace anywhere and anytime with support as needed.
- Instruction in a flexible setting.
- The opportunity for students to accelerate their learning with a comprehensive catalog of courses.
- Curriculum aligned to state standards.
- Programs that are engaging and easy to use.
- Honesty and integrity in the completion of course work.
- The opportunity for students to complete meaningful projects and/or internships in the community to apply skills and enhance learning.

Enrollment Requirements:

Enrollment in Basin Online is open to all students in grades 6th through 12th currently enrolled in Duchesne County School District. Students who are taking a majority of their courses through Basin Online are required to complete the following two enrollment steps. Students who wish to take a minority of their courses through Basin Online, can register through the counselor at the DCSD school where they are currently attending.

Step One:

- Complete a DCSD open enrollment request. This can be completed at <https://www.dcsd.org/page/open-enrollment>

Step Two:

- Meet with Principal and complete the Parent/Student Expectation form
- Attend Parent/Student Orientation with Advocate Teacher
- Valid/Active parent AND learning coach (if different than parent) email and phone number
- Proof of Internet Access and a Device or signed contract.
- Technology Requirements:
 - ☐ Reliable computer or Chromebook per student (no cell phones or tablets)
 - ☐ Operating system Mac = OS X with Mac OS 10.7 or later; PC - Windows 10 or 8 (or later)
 - ☐ Chrome Browser
 - ☐ Provide and maintain High-Speed Internet Access
 - ☐ Web Camera (built in or external)
 - ☐ Microphone (built in or external)
 - ☐ Printer/Scanner highly recommended
- For Dual enrollment, meet with your current counselor to determine what best fits your graduation plan. Students may also take individual Basin Online courses while remaining enrolled at their current DCSD secondary school.

Portrait of a Graduate / DCSD Mission Statement

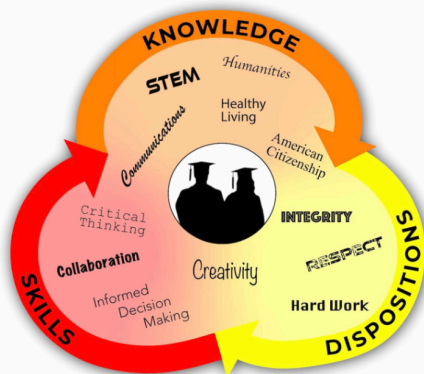


Duchesne County School District

Mission

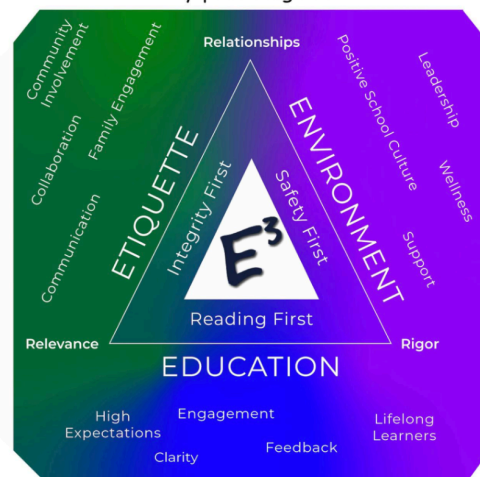
Educators persistently engage students in gaining the knowledge, skills, and dispositions to lead fulfilling lives.

Graduates of
Duchesne County School District
have the . . .

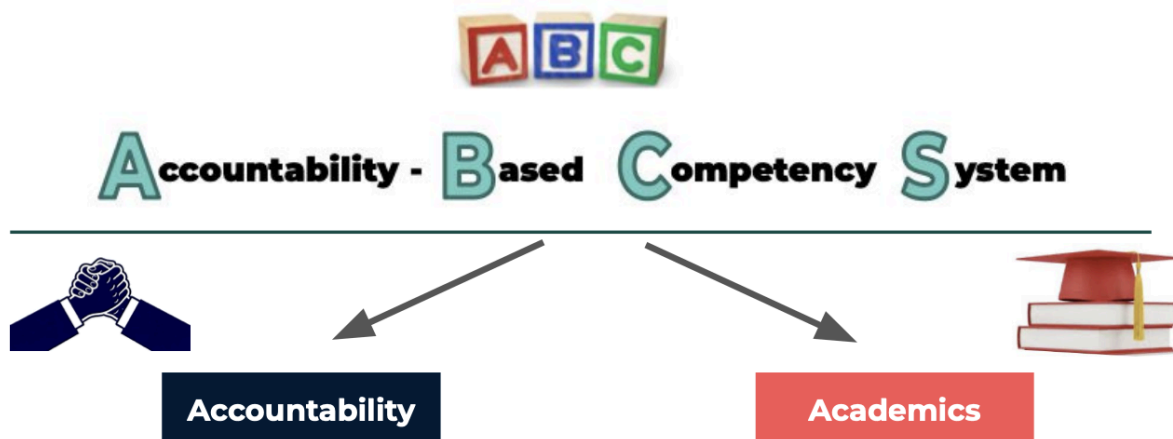


. . . to lead fulfilling lives.

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



Accountability-Based Competency System



(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.

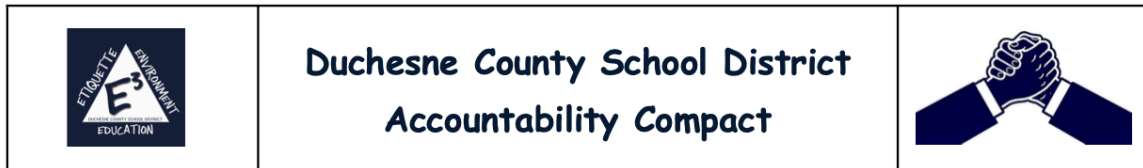
We challenge our families and staff to support students in their efforts.

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)

Accountability Compact



Students: Be Present! Be Engaged! Behave!

When you ... are Present in classes 95% of the time or more

Engage in class every day

Behave in school so all can learn

And . . .

Parents:

When you ... Ensure your child is present in class 95% of the time or more

Encourage them to engage in class every day

Expect them to behave in school so all can learn

And . . .

Staff:

We will ... Engage students in meaningful and relevant learning activities every day

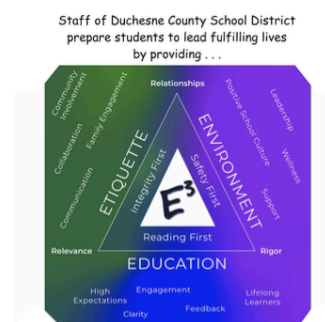
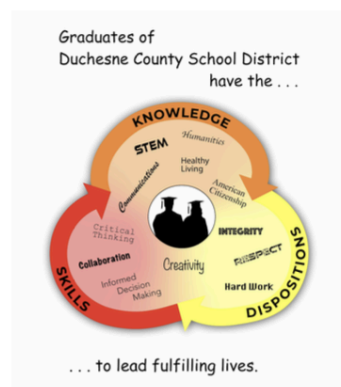
Expect and reinforce good behavior

Do all in our power to keep students safe

Treat each other, each student, and families with dignity and respect

Then . . .

Each student will acquire the knowledge, skills, and dispositions to lead fulfilling lives.



Accountability Grading

3.0

	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	<i>Compact Matrix (Absences & Grade)</i>	<i>Conduct Level Chart</i>	<i>"Assignments" in Powerschool</i>
Make Ups?	<i>Yes. Get the Grade Up</i>	<i>Yes. Improve the Level</i>	<i>Yes. Get the work done at competent levels.</i>

* 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, 2026)

Compact Grading Matrix

	Duchesne County School District Compact Grading Matrix	
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3.0



Secondary

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

(3.0 Updated: June 1, 2026)

Conduct Levels/Contracts

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 <i>Examples: pushing, talking out, inappropriate language, etc.</i>	- 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 <i>Examples: insults, obstinance, bullying, damaging, etc.</i>	- 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 <i>Examples: vaping, drugs, harassing, fighting, threats, etc.</i>	- 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)


Level # _____

School:		Date:		Student:	
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<u>WHY?</u> What conduct has caused you to be at this level?	<u>ACTION PLAN</u> What actions will improve your conduct in the future?
	Follow-Up Timeline:
<u>CONSEQUENCES</u> Natural or Imposed. Personal or Relationships.	<u>NEEDS</u> What do you need in order to succeed in the action plan?

Student: _____ Parent: _____
School: _____ Date: _____

Academic Grading / Graduation Checklist

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)

Health & PE (2.0)

Health II				
Fit For Life				
PE Elective				

Financial Lit. (0.5)

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Computer Lit. (0.5)

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Electives (12.5)

Notes:

Credits Earned

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

Civics Test Passed: ☐

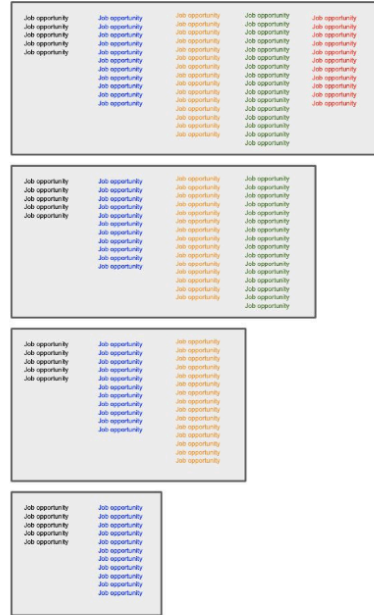
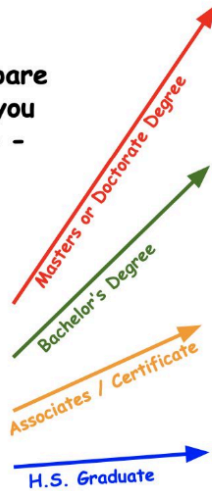
* Transfer students will have their credits prorated into our system by a counselor.
** Special thanks to Amanda Jenks of the Ute Tribe for inspiring this document!

Credits That Should Be Earned At Each Quarter

	Q1	Q2	Q3	Q4
9th Grade	2.25	4.5	6.75	9
10th Grade	11.25	13.5	15.75	18
11th Grade	20.25	22.5	24.75	27
12th Grade	29.25	31.5	33.75	36

The school's job is not merely to get you to graduate.

Our job is to prepare you for anything you ever choose to do - so you can lead a fulfilling life.



Career Planning

Top Career Choice: _____
Courses that would help: _____

Plan:

2nd Career Choice: _____
Courses that would help: _____

Plan:

3rd Career Choice: _____
Courses that would help: _____

Plan:

Demonstrated Competency Assessment (DCA)

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.

Eligibility for extra-curricular (2.0/No Fs/No Us)

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.

Graduation Requirements:

A. Grades 9-12 Core Curriculum credits from courses approved by the Board, as specified:

- **English/Language Arts (4 Credits)**
- **Mathematics (4 Credits):**
 - **Successful completion of Secondary Mathematics I, II, and III or higher.**
 - **Parents may request that students replace Secondary III with a course from the Applied or Advanced approved course list.**
 - **Students who successfully complete Calculus have met graduation requirements regardless of the number of credits they have taken.**
- **Science (3 Credits):**
 - **2 Credits (from the four science foundation areas; Earth Systems, Biological Science, Chemistry, AP Computer Science, or Physics).**
 - **1 Credit (from the foundation courses or the applied or advanced science core list).**
- **Social Studies (3 Credits):**
 - **1 Credit (United States History)**
 - **0.5 Credit (Geography)**
 - **0.5 Credit (World Civilization)**
 - **0.5 Credit (United States Government and Citizenship)**
 - **0.5 Credit (Local Education Agency (LEA) Discretion)**
- **Directed Coursework (3.5 Credits):**
 - **1.5 Credit (Fine Arts)**
 - **1 Credit (Career and Technical Education (CTE))**
 - **0.5 Credit (Digital Studies)**
 - **0.5 General Financial Literacy**
- **Physical Education Health (2 Credits):**

- 0.5 Credit (Health)
- 0.5 Credit (Participation Skills)
- 0.5 Credit (Fitness for Life)
- 0.5 Credit (Individualized Lifetime Activities)
- Optional: 1.0 Credit Maximum (Team Sport/Athletic Participation)
 - Can be used in place of Participation Skills or Individualized Lifetime Activities only.
- Required Electives (17.5 Credits), this includes labs for core courses.
- Total Credit Hours (36)

 BOL Graduation Check Sheet.pdf

B. Students with disabilities served by special education programs may have changes made to graduation requirements through the individual's Individualized Education Plans (IEPs) to meet unique educational needs. A student's IEP shall document the nature and extent of modifications and substitutions or exemptions made to accommodate a student with disabilities.

C. The Board and Utah State Board of Education may review LEA boards' lists of approved courses for compliance with this rule.

D. Graduation requirements may be modified for individual students to achieve an appropriate route to student success when such modifications:

- are consistent with the student's IEP or Student Education Occupation Plan (SEOP) or both;
- are maintained in the student's file and include the parent's/guardian's signature; and
- maintain the integrity and rigor expected for high school graduation, as determined by the Board.

E. Courses required for graduation can be retaken in accordance with the Utah Office of Administrative Rule [R277-717: High School Course Grading Requirements](#)

Valedictorian

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 the 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 by the Monday before graduation. 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 ceremonies

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.

Safe Schools Policy

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, drug paraphernalia, tobacco products including vapes
 - 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
-

Visitors

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.

Cell phones

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.

Concurrent enrollment - grades count for both

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.

Medication

Medication

- 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 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.

Search & Seizure

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.

Bullying/Cyber-bullying/Abusive Conduct/Hazing

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

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

5.0100.02 TITLE IX

Issue Date: 5/8/97

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

Released Time

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.

Dress code (Gang affiliated/disruption to learning)

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:

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 are evidence of membership in a gang is prohibited.
-

Standard Response Protocols

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.

Senior Trips

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

Basin Online Staff Expectations:

Staff are expected to conduct themselves in a professional manner and adhere to district guidelines and policies.

Basin Online Staff will:

- Attend PLC meetings weekly
- Correct assignments and provide feedback to students in a timely manner
- Collaborate with Advocate teachers to improve student learning and engagement
- Provide high-quality learning and interventions
- Respect the school, students, staff and families
- Consistently provide a warm, safe, and caring learning environment for students and families.
- Have high expectations and encourage students to meet their educational goals
- Provide a variety of meaningful interventions to support student learning
- Provide rigorous curriculum
- Communicate regularly with families about student progress
- Participate in professional development opportunities to increase effectiveness

Student Expectations:

Be Self-Disciplined and Motivated: A self-disciplined and motivated student finds the time each day and week to complete courses. They are able to work independently without constant supervision from a classroom teacher. They find the time to read, watch instructional videos, and study

the content. They should avoid distractions like TV, phones, and video games. Online learning may be challenging and requires self-discipline and motivation however it also provides the advantage of flexibility. Give your best effort.

Be Responsible: Students are expected to check in with Basin Online School Staff a minimum of once a month if on track (scheduled through [PickTime](#)). During these check-ins, students will set goals and have time to ask questions or receive additional support from Basin Online School Staff with current courses. Students are expected to meet their goals. If monthly appointments are not met and progress is not made then students and Active Learning Coach will be required to meet with Basin Online School Staff in person and work on courses with staff supervision for a minimum of two hours per week until it is determined that adequate progress is being made.

Be Academically Honest:

Course Integrity: Basin Online School expects students to follow the Student Code of Conduct and DCSD Acceptable Use policies. Students are expected to complete and submit their own work and provide appropriate citations when necessary. We have software that allows us to track plagiarism and AI generated work. If a student is caught plagiarizing, they will be warned and the assignment will require a resubmission. This is a one-shot deal! Any plagiarized work turned in after that may receive a zero and a referral to the principal for cheating.

Testing Integrity: All tests will be taken in the Basin Online School testing lab with a proctor unless prior arrangements are made with their teacher to be proctored online. Students must be logged into their district google accounts when testing either in the building or online. **In building tests**, students will be required to check in their phones and any other electronics to the test proctor, students must have completed notes. **Online tests**, students must send notes to teachers a minimum of 2 hours prior to

scheduled test, students must have a second camera that shows desk area and share their computer screen, students must test in a quiet location. Any Student caught cheating on any test may receive a failing grade on that assignment, as well as a formal report to the Principal. Students will be required to redo the section of the course they cheated on. ****See Code of Conduct**** **Online testing can be revoked at any time.**

Be Respectful: Basin Online embraces diversity and expects students to help create a culture of acceptance, safety, and respect for everyone. All students are accepted and respected.

Part of being respectful includes being on time for Zoom meetings, and following procedures while on Zoom meetings, live classes, or in the building. Be on time for Picktime appointments, turn in work by the due date, and respond to emails in a timely manner.

Student Code of Conduct:

Basin Online Students are expected to:

- Complete all course work with academic integrity promoting hard work and honest effort.
- Keep passwords and usernames confidential.
- Conduct themselves in a manner that contributes to a productive learning atmosphere for themselves and their classmates.
- Participate in weekly check-ins and actively work toward goals.
- Use various technologies and software appropriately as outlined in the DCSD Acceptable Use policy (included in the registration packet)
- Basin Online is a closed campus. Parents must excuse students if they leave campus.

Conduct considered unacceptable:

- Completing coursework for another student
- Allowing coursework to be completed by another person
- Plagiarizing coursework and submitting it as your own

- Using the internet to search for answers on tests or quizzes
- Disrespectful communication with other students or Basin Online staff members.

Parent/Guardian Expectations:

- Support student efforts in their schoolwork by providing mental, emotional, environmental, technological, and other material needs.
- Communicate with Basin Online staff in a timely manner during office hours including checking emails and responding to Basin Online staff.
- Encourage two-way communication between students and teachers.
- Keep Basin Online aware of address, telephone, and email address changes to ensure uninterrupted communication.
- Monitor student progress and actively seek intervention for their child when any questions or concerns arise.
- Providing necessary learning materials
- Providing transportation for students, to the District Learning Center for testing and interventions
- Attend school events when possible such as Monthly Advocate Meetings (mandatory), Thursday Night Live, Art/Literacy Night, etc.
- Helping their student(s) to be aware of learning needs and how to appropriately advocate for those needs.
- Basin Online must be contacted with phone numbers or email changes within 48 hours.

All Parents will be required to be their child's **Active Learning Coach** or designate a responsible adult with adequate technology skills to fill this role. Active Learning Coaches must meet with advocate teachers. Parents/Guardians are still ultimately responsible for ensuring active participation and progress in all coursework from home. Current contact information for the Active Learning Coach must be provided to Basin Online and be updated in the event of a change.

Active Learning Coach Requirements:

- Establishing a safe and designated learning environment
- Ensure your child is on track with assignments and coursework

- Check the Attendance Log for your student at the end of each day, and make a plan with the student for the next day
- Read and respond to weekly emails sent by your advocate teacher
- Collaborate with your advocate teacher and student in a monthly meeting to set goals, monitor progress, etc.
- Provide side-by-side support as needed
- Attend in-person interventions as needed
- Basin Online must be contacted within 48 hours with any changes in the active learning coach including emails and phone numbers.

It is the responsibility of the Active Learning Coach to help prepare their child for online learning success and to provide motivation and guidance throughout the school year. Basin Online staff will provide the curriculum and academic support for students.

Student Engagement / Attendance Requirements:

- Students will complete 10%-15% in each course, each week**.
 - Students and Parents will meet with the Advocate teacher once a month. This communication can be in person or video conference. Parents and students cannot miss more than 1 meeting with their advocate teacher during the year.
 - Students will be required to attend all scheduled LIVE classes including their weekly executive skills live course given by their advocate teacher. Students will miss no more than 2 live classes per quarter.
- ❖ **Students not meeting the requirements above** will result in a mandatory intervention meeting with the advocate and Principal, and an Academic Success Plan will be implemented. Students may be dropped from the program if the Academic Success Plan is not followed. After being dropped from the program the student and parent/guardian will be shown how to re-enroll at Basin Online or in an appropriate boundary school.

****Meeting the minimum requirements will not guarantee passing grades**

Re-enrollment after a 10-day drop:

- Meet with the Principal to complete an academic success plan.
- Proof of internet access, working email, working phone, and device (no smartphones or tablets) of parent and learning coach (if different from parent).
- Pay a \$25 re-enrollment fee.

Failure to follow Basin Online Attendance Policies and Re-enrollment steps when necessary will be considered a voluntary withdrawal from the Basin Online School. After a voluntary withdrawal, the student and parent/guardian will be shown how to re-enroll or enroll in an appropriate brick and mortar school.

Basin Online Courses:

Students will be taking courses through Edgenuity and Canvas. Students who want to be on an advanced track must consult with the school counselor and principal to develop a plan. Students must complete all courses on their current schedule and credit recovery courses before additional courses will be offered.

Core Courses Available in Grades 6th:

- ELA/Reading
- Math
- Social Studies
- Science

Courses Available in Grades 7-8:

- ELA
- Math
- Science
- Social Studies

- Digital Literacy
- Career and College Readiness
- PE
- Health

Courses Available for Grades 9-12:

- ELA (Canvas only)
- Intro to Communication and Speech (ED only)
- Math 1 (Canvas only), 2, 3
- Math of Personal Finance (ED)
- World Geography (ED)
- US History (ED)
- World History (ED)
- US Government (ED)
- Sociology (ED)
- Psychology (ED)
- Earth Science (Canvas)
- Biology (Canvas)
- Chemistry (ED)
- Environmental Science (ED)
- Physics (ED)
- Fitness for Life (ED)
- Health (ED)
- Participation Skills (Canvas)
- Financial Literacy (Canvas)
- Spanish (ED)
- French (ED)
- Intro to Art (ED)
- Drawing (Canvas)
- Art History (ED)
- Business Office Specialist (Canvas)
- Strategies for Academic Success (ED)
- ACT Prep (Canvas)
- Basic Reading Course (Canvas)
- Basic Math Course (ED)

Courses at Boundary Schools:

Elective courses at boundary schools may allow Basin Online enrolled students a variety of elective options not available with Basin Online including extracurricular programs. Students may take up to 4 courses from their boundary high school. Junior High students must make arrangements

with both schools to determine if dual enrollment is a possibility (50% or more of their day must be online). Elective courses at boundary school are **NOT** an option if the student has failed a course in the last quarter or is credit deficient.

Students at boundary schools may take online, Edgenuity based courses developed by Basin Online teachers while maintaining enrollment at their boundary school.

Testing:

The testing center is available Monday-Thursday 8:00 am-3:00 pm and Friday 8:00 am-12:00 pm. Please schedule in advance to ensure you have time to complete your tests. The Testing Center is not available during school holidays or weekends. **Scheduling can be done through the online scheduling system or by calling the school.**

Proctored Test Location and Test Information:

Tests must be taken at the DLC in the Basin Online testing lab which is located in the DLC in Roosevelt across the street from Union High School and UBtech. Teachers will determine which tests **MUST** be completed at the DLC to determine authenticity of student work and if online testing is an option.

No Phones or other handheld electronic devices may be used during testing or in the classrooms. All handheld devices must be turned into the test proctor or locked up with Koufax when entering the building.

Students will not be allowed to take the same test twice in a 24-hour period unless prior arrangements have been made with the course instructor.

Notes are required for all tests. These notes must be:

- Guided Notes when available
- Teacher-created Guided Notes
- Previewed by the proctor prior to testing, when guided notes are not available for the course
- Guided notes should be emailed to the teacher no less than 2 hours prior to testing, or brought in for inspection in person.

Students with Special Needs / IEP and 504 plans:

Basin Online understands that some students come to Basin Online School with IEP and 504 plans. Please contact Basin Online to set up an appointment to discuss and review the IEP or 504 plans prior to enrollment. Due to the nature of online courses, many accommodations listed on a student's IEP and 504 plans either naturally happen or don't specifically apply to online courses.

Basin Online Activities/Events:

- College and Career Day (jr. high, high school)
- Quarterly Family Celebrations
- End of Year Activity
- Sterling Scholar
- Thursday Live

Help Lines:

Students or parents that are needing any crisis intervention may download the Safe UT App at the following website or call any of the hotlines listed.

Basin Online has an administrator available during regular school hours.

Safe UT - <https://safeut.med.ut.edu/> - The SafeUT Crisis Chat and Tip Line is a statewide service that provides real-time crisis intervention to youth through live chat right from their smartphone. This service is staffed by licensed clinicians 24/7 providing supportive or crisis counseling, suicide prevention, and referral services.

Suicide Prevention Hotline- When you or someone else is having thoughts of suicide call- 24/7 availability- 1-800- 273-8255

Northeastern Counseling - 1-435-725-6300

In case of emergencies call - 911

COVID- 19 Information Please Contact Tri County Health Department - <https://tricountyhealth.com/> or 1(435)722-6300

Basin Online Student Computer and Internet Use Agreement

Recognizing the fundamental role technology plays in today's society, Basin Online supports and encourages the appropriate and responsible use of technology in student learning. Basin Online will take reasonable measures to protect students and ensure that technology use aligns with educational objectives.

Acceptable network use by Basin Online students includes:

- Creation of files, projects, videos, web pages and podcasts using network resources in support of educational research.
- Participation in blogs, wikis, bulletin boards, social networking sites and groups and the creation of content for podcasts, e-mail and web pages that support educational research.
- With parental permission, the online publication of original educational material, curriculum related materials and student work. Sources outside the classroom or school must be cited appropriately.

Unacceptable network use by Basin Online students includes, but is not limited to:

- Personal gain, commercial solicitation and compensation of any kind.
- Liability or cost incurred by Basin Online.
- Downloading, installation and use of games, audio files video files or other applications (including shareware or freeware) without permission or approval from a (insert title of person).
- Hacking, cracking, vandalizing, the introduction of viruses, worms, Trojan horses, time bombs and changes to hardware, software, and monitoring tools.
- Unauthorized access to other Basin Online computers, networks and information systems.
- Cyberbullying, hate mail, defamation, harassment of any kind, discriminatory jokes and remarks.
- Information posted, sent or stored online that could endanger others (e.g., bomb construction, drug manufacture).
- Accessing, uploading, downloading, storage and distribution of obscene, pornographic or sexually explicit material.
- Attaching unauthorized equipment to Basin Online network. Any such equipment will be confiscated and destroyed

Basin Online Internet Safety: Personal Information and Inappropriate Content

- Students should not reveal personal information, including a home address and phone number, email addresses on websites, blogs, podcasts, videos, wikis, email or as content on any other electronic medium.
- Students should not reveal personal information about another individual on any electronic medium.
- No student pictures or names can be published on any class, or on Basin Online web site unless the appropriate permission has been verified.
- If students encounter dangerous or inappropriate information or messages, they should notify the appropriate school authority.

Expectation of Privacy

Students have no expectation of privacy in files, disks, documents, etc. that have been created in, entered in, stored in, downloaded from, or used on school equipment.

Integrity with Artificial Intelligence

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.

Contact Information:

Basin Online School

Main Office: 1091 East Lagoon Street Roosevelt, UT 84066

Business Hours: Monday – Thursday 8:00 am – 3:00 pm, Friday 8:00 am – 12:00 pm (Testing Only)

Appointments need to be made with teachers for specific content support.

Have questions or comments for Basin Online? Feel free to contact us.

Teachers are available via email or phone during school hours. Messages received outside of school hours will be responded to by the end of day the next school day. Some staff only have specific times that they can respond to emails and messages. Please follow staff schedules. All appointments with teachers and testing need to be scheduled through our online scheduling system.

Staff:

Guymon	Bruce	Principal	jtuckett@dcasd.org	435-725-4495
Cloward	Koufax	Secretary	clgreen@dcasd.org	435-725-4491
Richens	Donna	Counselor	drichens901386@dcasd.org	435-725-4498
Young	Brook	SpEd Teacher	javerett@dcasd.org	435-725-4640
Baier	Laura	Teacher	lbaier@dcasd.org	435-725-4640
Christensen	Stephen	Teacher	schristensen@dcasd.org	435-725-4474
Miller	Tim	Teacher	tmiller902123@dcasd.org	435-738-1202
Jenkins	Chelsi	Aide		
Wall	McKenzie	Aide	mwall901721@dcasd.org	