

Con Amore School Handbook 2026-2027



325 E. Main St. Myton, UT 84052

435-725-4750

Website: <https://cas.dcsd.org/o/cas>

Welcome to Con Amore School!

I, along with the faculty and staff are excited to have you here and look forward to working with you and your children during this upcoming year. We ask that you read this handbook and become familiar with its contents. This handbook has been created to help you become familiar with the policies, procedures, and other important information that are used here at Con Amore to help create the best learning environment possible for our students.

The qualified teachers and staff here at Con Amore want to ensure that each student is receiving an appropriate individualized educational experience so that they are able to reach their greatest potential. In order to accomplish this goal, they work hard to meet the diverse needs in many ways both academically and socially in the classroom environment. We also work closely with related service providers and utilize speciality programs that have specific expertise in a variety of areas to also meet the needs of our students. The extensive efforts of these educators and these programs, along with the support of parents and the community help to ensure that students receive the best education possible here at Con Amore.

We are committed to building a positive and loving culture here at Con Amore School as we do our best to help our students, afterall “*Con Amore*” means “*with love*”. With that commitment we hope to improve the lives of our students and their families because of their experiences at our school. Please take the time to read through the rest of this handbook, it will be a valuable tool and resource.

Best Regards,

Rauni Guffey

Principal

Non-Discrimination

It is the policy of Duchesne County School District to provide all students with quality educational opportunities. We will not discriminate on the basis of race, color, national origin, language, sex, or disability in any educational program or activity. *In compliance with the Americans with Disabilities Act, individuals needing special accommodations should notify the school at least three working days prior to participating in school activities.

Information Needed for Registration:

Birth Certificate

- Required by Utah State Law
- A copy of your child's birth certificate must be on file at our school.
- We cannot accept the certificate you get from the hospital.
- We cannot accept the small wallet size.
- MUST BE an official birth certificate.

Immunizations

Before entering school you must provide to the school your child's immunization record.

As of July 1, 2008 the following immunizations are required

Diphtheria	Polio
Tetanus	Haemophilus Influenza type B
Pertussis	Hepatitis A
Measles	Hepatitis B
Mumps	Varicella (chickenpox)
Rubella	Meningococcal*

*7-12th grade requirement

Code of Conduct/Student Behavior Policy

State of Utah Safe Schools Law and the Duchesne County School District Safe Schools policy support the philosophy that *every student has the right to learn, and every teacher has the right to teach.*

Safe School Policy

Students and employees are entitled to a safe learning and working environment. State Law and District policy require that students whose actions threaten students' or staff members' health and/or safety be excluded from school. Behavior that threatens the safety, welfare, or morals of others, which threatens the operations of the school, or which unreasonably disrupts or interferes with education. Acts of intimidation, violence, use or possession of weapons, criminal behavior, or gang-related activity in school, on school property, or at or around school activities will not be tolerated.

Students may be suspended or expelled for the following reasons:

1. Possession, control, use, or threatened use of a real, look alike, or a pretend weapon, explosive, or noxious or flammable material on or around school property, or at school activities or functions.

2. Causing or attempting to cause damage to either personal or school property through vandalism, arson, burglary, stealing/larceny, or criminal mischief.
 3. Touching or striking another student or staff member with intent to cause bodily harm.
 4. The possession, control, or use of tobacco, alcohol, drugs or other controlled substances, imitation controlled substances, or drug paraphernalia on or within 1000 feet of school property is strictly prohibited by the laws of the State of Utah.
 5. Harassment consists of unwelcome verbal or physical conduct that is intimidating, hostile, or offensive. It is not acceptable in any form.
 6. Participation in any activity that violates a school rule or violates a law.
- Respect is the key: respect for self, respect for others, respect for property. Students, Parents, and Staff are expected to behave courteously and respectfully.
 - Fighting will not be tolerated. All fights will be investigated. The first offense may result in suspension, the second will be a suspension, and students will be referred to the court system after a third.
 - Appropriate behaviors are expected in all school areas and activities.
 - Disruptive or abusive behaviors that interfere with other students' learning and/or safety will not be allowed. Violations will be investigated and may result in suspension or expulsion from school.

DCSD Accountability Based Competency System

Duchesne County School District is seeking a return to old-school principles using modern-day tools to help students achieve at higher and higher levels. We use the word accountability because of our belief that each student will learn best when they take ownership of their learning and when the teachers and family work in harmony to support each child. Success for students will come as we all do our part and are accountable to each other.

After conducting a thorough review of what is holding our students back, it was determined that there were 5 factors:

- 1) GAPS: Too many students with too many gaps in their learning move from grade to grade.
- 2) NASA: Too many top students who could go directly to work for NASA or win Pulitzer Prizes are not being pushed enough.
- 3) SETTLERS: Too many students who are capable of As and Bs, are settling for Ds.
- 4) ATTENDANCE: Too many students miss too much school.
- 5) ENGAGEMENT: Too many students don't engage enough with the lessons at school.

While each of these categories may not directly apply to the students at Con Amore, several of them do, and we recognize that and want to work to improve opportunities for our students along with the support and efforts of parents/guardians/caregivers.

The ABCs are designed to incrementally address each area over the next several years. Students are accountable to move from one grade level to the next by attending school, engaging in class, and demonstrating a basic level of understanding on each vital competency. If a student does not accomplish these requirements, the school will provide ample opportunities to re-learn and re-try. If a student still does not meet the requirements, they may need to repeat a grade so

they have the extra time they need to demonstrate competency. Progress will be reported in two areas: Academic Grades and Citizenship Grades.

Academic Grades

Students will be given a progress report based on their IEP goals and where they are at in their progress of reaching that goal. These goals meet the needs of the students and follow priority standards and vital competencies selected by the state and district. Each student will be provided with the time and resources they need in order to learn. If a student is struggling with a particular goal, teachers will partner with parents to develop a plan going forward to help the student gain the necessary skills.

Citizenship Grades

As the District begins to separate the reporting of academics and behaviors, we recognize that we need to make this more clear for parents. Therefore, families will be provided with a rubric of how the citizenship grade will be earned. While the ending product may look a little different for students at Con Amore, we still want to follow the direction the District is desiring to go. The proficiency scale that will guide this rubric is included below. The categories of citizenship will also be recorded on their progress report

The three areas of citizenship are:

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

BEHAVIOR: Each student will be on a specific behavior level in each class. Students can work to improve their level at any time. A copy of the behavior levels document and accompanying student contract is included below.

CLASSWORK: Work must be completed at acceptable levels to allow teachers to check their progress. This will be optional on a teacher-by-teacher basis.

Attendance Policy

Regular attendance is a key to successful academic progress. School begins at 8:30 a.m. and ends at 1:50 p.m. Students are expected to arrive on time and leave on the bus or be picked up by a parent/guardian/care-taker by vehicle at the end of the school day. Staff hours are from 7:50-3:20 and Teachers should be available to meet by appointment during the time before and after school hours. There is a direct and high correlation between school attendance and academic success, and there isn't really anything that can make up for the direct instruction and classroom interaction missed when a student is absent from school.

- Students should be allowed to miss school ***only*** when they are ill.
- Students may not leave the campus during school hours without being checked out through the office by a parent, legal guardian, or person designated by the legal guardian.
- Persons picking up students must complete the sign-out sheet in the office.
- Checking students out during the day should be limited to illnesses or emergencies.
- Students not attending scheduled classes or leaving the campus without being properly checked out are considered truant.

Duchesne County School District
Citizenship Proficiency Scale

- Attending class and engaging in class are fundamental to learning and being a responsible citizen.
- Expectation for students: Be where you are supposed to be and do what you are supposed to do.
- Beginning with the 2024-25 School Year:
 - Citizenship grades will be recorded on the report card.
 - Programs such as rewards and/or extracurricular eligibility are impacted.
 - Study Hall and/or other interventions will be required for those in yellow/red for attendance.
- Beginning with the 2025-26 School Year:
 - No academic credit is awarded if any of the citizenship 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.

Citizenship Grade	Attendance	Behavior	Classwork *
H (Honors)	☐ H (Blue) matrix	☐ On Level 0 or 1	☐ 90-100% of work is competently completed
S (Satisfactory)	☐ S (Green) matrix	☐ On Level 2	☐ 75-89.9% of work is competently completed
N (Needs Improvement)	☐ N (Yellow) matrix	☐ On Level 3 <i>(must include teacher intervention plan)</i>	☐ 60-74.9% of work is competently completed
U (Unsatisfactory)	☐ U (Red) matrix	☐ On Level 4 or Higher <i>(must include admin and a contract)</i>	☐ 0-59.9% of work is competently completed
Make Ups?	Yes. Get the Grade Up	Yes. Improve the Level	Yes, within teacher established deadlines.

* Classwork Citizenship is only for those teachers who use "collected" for the "assignments" in powerschool. Teachers establish the cut score for each assignment with modifications for those with an IEP.

Duchesne County School District Attendance / Grades Consequence Matrix

Elementary

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

- Honors:** Great Attendance, Keep up the good work.
- Satisfactory:** Warning, you are on watch and need to increase your attendance to keep from dropping any further.
- Needs Improvement:** Coordination with parents/guardians to come up with an improvement plan.
- Unsatisfactory:** An attendance contract will be created, conditions must be met, possible alternative services arranged.

Behavior *(The student's abilities, IEP, behavior plans, and circumstances will be considered when decisions are made in regards to this chart and levels). It is a hope to use this model as more of a help to understand behaviors, than solely as a consequence chart.

DCSD Behavior Intervention Levels

Description	Possible Intervention(s)
Level 0 - Classroom Exemplary behavior in every school setting.	- Positive relationships - Fulfilling life - Behavior Grade: H
Level 1 - Classroom Not following class or school rules	- Behavior is corrected in class - Informal Documentation - Parents Notified By Teacher - Behavior Grade: H
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 - Informal Documentation - Parents Notified By Teacher/Admin - Behavior Grade: S
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 - Action Plan Created - Formal Documentation - Behavior Grade: N
Level 4 - School - Repeated level 1-3 behaviors - Destroying, Degrading, Dangerous - Examples: vaping, drugs, harassing, fighting, threats, etc.	- In-School Suspension - Out-of-School Suspension - Refocus Lesson - Academic Probation - Parents Notified - Contract Created - Formal Documentation - Behavior 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 - New Contract Created - Formal Documentation
Level 6 - District - Repeated level 1-5 behaviors, Weapon - Failed School Contract	- Expulsion / Home Placement - Alternate Location of Instruction - Individualized Plan - Parents Notified - New Contract Created - Formal Documentation
Level 7 - District / Juvenile System Failed District Contract	- Expulsion - Entry into Juvenile System

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

(Updated: Mar 1, 2024)

Behavior Level # ____

School:

Date:

Student:

Your own resolution to succeed is more important than any other. - Abraham Lincoln

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

The most important single ingredient in the formula of success is knowing how to get along with people. - Theodore Roosevelt

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

Bullying

Bullying is defined as a mean or hurtful behavior that *keeps happening* and is *unfair and one-sided*. Bullying has three primary characteristics:

- It is aggressive behavior that is **repeated** over time
- Occurs in a relationship where there is an **imbalance of power**
- Intends to cause harm or distress and/or has a serious, harmful, or distressing impact on the target

Acceptable Responses to a Bully:

- Ask the person to stop
- Walk away
- Tell a trusted adult
- Ignore & avoid the bully
- Stay calm- don't react
- Don't bully back

Incidents of bullying are not acceptable. They will be dealt with consequences given on an individual basis, and the parents/guardians of both parties will be notified.

Suspension/Expulsion of Students with Disabilities

Students with a disability as defined 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 their disability may constitute discrimination.

1. Short-term suspension. The school district may suspend students with a disability 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 student who is not disabled.

A student with disabilities may be expelled for engaging in conduct that would warrant such action for a student without a disability only if the IEP Team 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 IEP team 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.

Long-term suspension. Any expulsion/suspension of a disabled student 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 IEP team must first determine whether the alleged behavior is related to a disability. 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.

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 any student with a disability. Any suspension should consider the least restrictive environment.

Reporting Student Progress

Progress Reports, parent and teacher conferences, IEP meetings and Powerschool are tools for monitoring student performance. The DCSD Proficiency Scales specify grading criteria, procedures, and expectations for academics.

- Progress Reports are sent home following each quarter as a summary of student achievement.
- Parent/Teacher/Student Conferences will be scheduled. Parents and students are invited to participate jointly in this process.
- IEP Meetings will be held at least annually for students and will look at student progress and needs.
- Power School offers online access to student attendance and lunch accounts. Parent access codes for individual students are available through the school office.
- Teachers or parents/guardians may request other conferences as needed.
- An appointment to confer with a teacher should be made in advance.

Computer Use Policy

DCSD students, with parental permission, may be permitted computer internet access under supervision by school staff. Any use of the computer for illegal or inappropriate purposes or to access materials that are objectionable in a public school environment is prohibited. Violations of the district Acceptable Use Policy will result in suspension or revocation of network privileges.

Electronic Device Policy

The Duchesne County School District School Board adopted a policy regarding using electronic devices and cell phones at school. Unapproved student use of any electronic device during instructional time is prohibited.

School Activities Policy

Assemblies, field trips, field days, and other similar school activities are privileges.

- Each student must have written permission from their parent/guardian for off-campus activities sponsored by the school. Students who are struggling behaviorally and not able to attend the activity for the safety of themselves or others may be excluded from activities.

Transportation Policy

Students being transported on Duchesne County School District buses are expected to behave appropriately as if they are in the classroom.

A few things specific for our buses:

- Our buses are on a schedule. Please have your **child ready and waiting** 5 minutes before his/her scheduled time for the bus. Our buses cannot honk and/or wait for your child, if they are not outside waiting for the bus.
- If you miss the bus, feel free to bring your child to school and they will be able to ride the bus home. School begins at 8:30 and ends at 1:50 pm.
- Please be home to pick up your child after school. Our bus drivers **cannot** leave a child unattended. If no one is home the child will remain on the bus until the end of the route. If we have not heard from you, our only option will be to take your child to the bus garage.
- If an emergency comes up please make other arrangements for your child's pickup and call and let the school know. (435-725-4750)
- Please be flexible due to unforeseen circumstances that may happen on the bus.

Medication at School Policy

Utah Law dictates that school personnel may only administer prescription and nonprescription medications under the following conditions:

- The student's physician must fill out the "Authorization to Administer Prescribed Medication" form on file in the school office.
- If medication is to be administered at school, the medication must be in its original container with the original label attached, be prescribed for the student, and brought to the school by a parent/guardian/caretaker.
- Students are not allowed to bring medication to school, so please do not send any with them. If at all possible please try to administer medication at home, before or after school.

Reasons to keep your child home from school

Because of the population in our school, it is extremely important to keep our students in a healthy environment. Please keep your child home if they are experiencing the following symptoms:

- | | |
|---------------------------------|---------------------------------|
| ➤ FEVER | ➤ NOSE DISCHARGE (yellow/green) |
| ➤ VOMITING | ➤ PINK EYE |
| ➤ "HACKY" cough (deep sounding) | ➤ MATTED EYELASHES |

** It is also helpful if you can teach your child to cough/sneeze in their elbow or use a tissue.

Hygiene Needs

- Please send a set of extra clothes for your child, labeled with their name in case of an accident.
- If your child wears pull-ups or disposable undergarments, please provide and maintain an adequate supply at the school.

Dress Code Policy

Proper dress and grooming are directly related to student achievement and student comfort and confidence while they are at school. Student attire and grooming are expected to be neat, clean, and modest.

- **Clothing** - All students are to wear clean, properly fitted clothing that does not expose the abdomen or chest and shall be of sufficient size to conceal undergarments. This includes no spaghetti straps or short shorts. Skirts, dresses, and shorts must be no more than 4 inches above the knee in length.
- **Hair** - must be clean and styled to not interfere with the student's vision, provide a safety hazard, or create a situation that distracts from the educational process.
- **Body** - should be clean and neat.
- **Safe Footwear** - will be worn at all times for hygiene and safety.
 - All students have a physical education class and recess. Please consider footwear that is appropriate for these activities.
 - Shoes with wheels are not allowed at school.
- **Unacceptable clothing** includes:
 - Clothing that advertises drugs or alcohol or displays inappropriate, vulgar, or demeaning language or design.
 - Hats, Sunglasses, or chains.
 - Gang symbols of any kind that signify affiliation with, participation in, or approval of a gang.

*Please label any clothing or other items you send to school with your child with their name so it can be identified (ex. coat, backpack, etc.)

Food and Drink at School Policy

Duchesne County School District offers a nutritious breakfast and lunch.

- Meals may be purchased by day, week, month, or year. Payment envelopes available in the office must be filled in completely and accurately for each student. A check or the correct amount of money is then enclosed, and the envelope is turned in at the office, preferably before school begins.
- Lunch payments may also be paid online. Visit www.dcsd.org for details.
- Confidential reduced and free food services applications are available anytime during the school year for those who request them.
- Students bringing lunches from home will eat in the school cafeteria with classmates.
- Food or drinks are not allowed in the gym, classroom, or media center, with the exception of water in the classroom.

***If your student has a food allergy please notify the office and complete the essential paperwork to ensure the safety of your child.**

****Lunch balances are the parent's responsibility and can be checked on Powerschool.**

Birthday Treats

If you choose to bring a birthday treat for your child's birthday, please bring "store bought" treats that are wrapped (health dept. guidelines). We are a peanut/tree nut free school. Please read the label to make sure it is peanut free and not processed in a factory that processes peanuts. We will be celebrating birthdays during lunch time this year, so please make sure your treats are brought to the office before 11:00 am and make sure your child's name is on them.

Safe School Policy

No guns or weapons (which include knives) may be brought to school, on the bus, or anywhere on school property (real, toy, or look alike).

Emergency Evacuation

All people in the building must respond to all Emergency Alarm signals. Leave the building immediately. Teaching staff will inform students of primary and secondary routes from the rooms. Students will meet in a designated place a safe distance from the building. Teachers will account for students.

Personal Property

The school is not responsible for any personal property which is lost, stolen, or vandalized, or which may have been entrusted for storage or safekeeping by school personnel. There is no provision which allows payment for any personal item taken from the school. Personal items which distract from the educational atmosphere may be confiscated by school personnel.

***Reminder** - Please do not send toys with your child on the bus or to school unless the teacher has specified a “show and tell day”. The school and/or staff will not be responsible for lost or broken toys.

Lockers

Each student will be assigned a locker while they are at school. Lockers are the property of the school, and issued to students for convenience by providing a place for personal items. They are subject to inspection at any time, and thus should be treated with respect. Students are responsible for the locker issued at registration and are to be left clean at the end of the school year. (Fines can be assessed for locker damage.)

Visitors Policy

- Parents, guardians, grandparents, and other persons interested in the education of our children are encouraged to visit the school. All visitors must check in with the office and receive a visitor’s badge before entering the rest of the school.
- All doors into the building will be locked while school is in session.
- Classroom interruptions by parents and other individuals will be strictly limited.
- Appointments need to be made through individual Teachers to meet with them before or after school hours and through the office to meet with the Principal.

Volunteer Policy

Parents and other community members are encouraged to volunteer to assist students and staff.

- Volunteers work under the direct supervision of school staff and are held to the same standards of conduct and dress as students and staff. Confidentiality is essential.
- Volunteers report directly to the school office, receive an identification badge, and sign the volunteer log.

Lost and Found Policy

Lost or misplaced items are placed in the office. Items left for an extended period are donated to charity.

Important Dates 2026-27

Back to School Night	Mon. Aug. 17th 5:00 - 6:30 p.m.
First Day of School	Thur. Aug. 20th
Labor Day (No School)	Mon. Sept. 7th
Fishing Day	Wed. Sept. TBA
Fall Break (No School)	Thur. Oct. 15th & Fri. Oct. 16th
Training Day (No School for Students)	Fri. Oct. 23rd
End of QTR 1	Thur. Oct. 22nd
Parent Teachers Conference	Thur. Oct. 29th
Halloween Carnival	Fri. Oct. 30th
Daylight Savings Time Ends	Sun. Nov. 1st
Veterans Day	Wed. Nov. 11th (Program?)
Parent Teachers Conference	Wed. Nov. 18th
Thanksgiving Feast	Thur. Nov 19th
Thanksgiving Break (No School)	Wed. Nov. 25th - Fri. Nov. 27th
Santa's Visit	Fri. Dec. 18th
Christmas Break (No School)	Mon. Dec. 21st - Fri. Jan. 1st 2027
Teacher Training Days (No Students)	Mon. Jan. 4th, 2027
End of QTR 2	Fri. Jan. 15th
MLK Day (No School)	Mon. Jan. 18th
QTR 3 Begins	Tues. Jan. 19th
Valentines Party	Fri. Feb. 12th
Presidents Day (No School)	Mon. Feb. 15th
Dr. Seuss Week	Mon. Mar. 1st– Fri. Mar. 5th
Family FUN Night/PTC	Wed. Mar. 3rd
End of QTR 3	Fri. Mar. 19th
Teacher Training Days (No Students)	Mon. Mar. 22nd
QTR 4 Begins	Tues. Mar. 23rd
Spring Break (No School)	Mon. Apr. 5th - Fri. Apr. 9th
Track & Field Day	Apr. TBA
Parent Teachers Conference	Tues. April 20th
Spring Program	Wed. Apr. 21st
Special Olympics	May TBA
Graduation & Awards Ceremonies	Thur. May 27th
Last Day of School	Thur. May 27th, 2027

Important Dates to Be Announced:

Fishing Day: September/October
 Dare Graduation: January
 P-K Gymnastics Program: January
 Miracle Rodeo: March
 Special Olympics: May

* 2nd Tues. of each Month Whole School Swimming in Roosevelt