301 GENERAL STATEMENT Relating to instruction, the Board of Education believes that they must provide the best educational program possible within the financial limits of the District. To fulfill this purpose, the Superintendent and his staff have been directed to conduct an educational program that meets and surpasses the legal requirements of the state.

RICH SCHOOL DISTRICT POLICY ACTION REVIEW

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<th>Action</th>
<th>Date</th>
<th>Status</th>
<th>Notes</th>
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<tr>
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<td>9/18/13</td>
<td>New</td>
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<td>Approved</td>
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<td>Ratified</td>
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302 ADMISSION AND PLACEMENT

302.1 Legal Status All children ages 6 through 18 who are residents of Rich County shall attend school unless excluded or excused under specific action by the Board of Education.

302.2 Initial Admission to School Students who are initially admitted to kindergarten in Rich County must provide the following:

302.2.1 Verification of Age Verification of age must be by a state-issued birth certificate.

302.2.2 Physical Examination A current, within the last six months, physical examination is necessary at the time of initial enrollment.

302.2.3 Immunization An up-to-date, completed immunization form or the proper exception as listed below:

302.2.3.1 Immunization Record Immunization forms listing the immunizations necessary are available from the school.

302.2.3.2 Medical Exception A written statement from a medical doctor indicating that immunizations would be hazardous to the child's health.

302.2.3.3 Personal Exception A written statement from the parent or guardian indicating that immunizations are against the family's personal or religious beliefs.

302.3 Admission to Kindergarten Except as provided in Section 53A-1-1001, a board may enroll children in school who are at least five years of age before September 2 of the year in which admission is sought. (Utah State Code 53A-3-402-(6))
302.4 Students Entering From Another School System  Students entering from another school system should provide as much information (school records) as possible to the school at the time of admittance.

302.4.1 Needed Documentation  Transferring students should provide the school with an official transcript, birth certificate, school records, and any other helpful information.

302.4.1.1 Immunization  An up-to-date, completed immunization form or the proper exception as listed above. Without an immunization form, a student may not start school as required by rules adopted under Section 53A-11-303.

302.4.2 Grade Placement  A new pupil enrolling in the Rich County Schools will be placed in the grade commensurate with his/her maturation and achievement based on the records of transfer, report cards, standardized test results, and grade placement in the previous school.

303 SCHOOL GRADE-LEVEL ORGANIZATION  Rich County Schools are organized on a 6-3-4 basis. Grades kindergarten through five are designated elementary; grades six through eight are designated junior high/middle school; and grades nine through twelve are designated as high school.

304 CLASS SIZE AND STAFFING GUIDELINES FOR ELEMENTARY SCHOOLS The following guidelines are established whereby elementary classrooms may be staffed according to enrollment figures. These are guidelines only and may be altered due to financial considerations.

304.1 Aides in the Classroom  If class sizes reach and maintain for at least one month the following standards, an additional aide may be hired.

304.1.1 Grades K-2  25 students - a half day aide will be hired. 32 students - a full day aide will be hired.

304.1.2 Grades 3-5  30 students - a half day aide will be hired. 34 students - a full day aide will be hired.

304.1.3 Status of Aides  Aides hired under these guidelines will be hourly workers and considered temporary employees.

304.2 Drop in Enrollment  If class enrollments drop below the above guidelines for one month, the aide time will be reduced accordingly.
304.3 Splitting Classes If a class reaches and maintains for one month an enrollment of 40 students, that class may be split after consultation between the principal, superintendent, and the Board.

305 ENROLLMENT

305.1 Establishment of Enrollment Area Boundaries Enrollment areas and the boundaries thereof for all schools will be established by the Board of Education.

305.2 Student Residency (Parent or Guardian Resides in Utah) The District of residence of a minor child whose custodial parent or legal guardian resides in Utah is:

305.2.1 The School District in which the custodial parent or guardian who has legal custody of the child resides; or

305.2.2 The District in which the child resides;

305.2.2.1 While in the custody or under the supervision of a Utah state agency;

305.2.2.2 While under the supervision of a private or public agency authorized to provide child placement services by the state of Utah;

305.2.2.3 If the child is married or has been determined to be an emancipated minor by a court of law or authorized administrative agency; or

305.2.2.4 The child resides in the District while living with a responsible adult resident of the District, if the Board has determined that the following conditions exist:

305.2.2.4.1 the child’s physical, mental, moral or emotional health is best served by considering the child to be a resident for school purposes;

305.2.2.4.2 exigent circumstances prevent the case from being considered under the procedures provided for in this policy for interdistrict transfer;

305.2.2.4.3 considering the child to be a resident of the District will not violate any other law or rule of the State Board of Education; and

305.2.2.4.4 the person with whom the child is living has been designated as the child’s custodian through a durable power of attorney as provided for in this policy.

A “responsible adult resident” is an individual who is 21 years of age or older who is a resident of this state and is willing and able to provide reasonably adequate food, clothing, shelter, and supervision for the child.

300 - 3
305.3 Student Residency (Parent or Guardian Does Not Reside in Utah) A minor child whose parent or legal guardian does not reside within Utah may be considered a resident of the District in which the child lives if it is established to the satisfaction of the local Board that:

305.3.1 The child is either married or has been determined to be an emancipated minor by a court of law or authorized state administrative agency;

305.3.2 The child was placed and is being supervised by a child placing agency which is authorized by the State of Utah to provide residential or child placement services and the agency is paying the child’s tuition and fees to the extent required by Utah Code Ann. § 62A-4a-606;

305.3.3 The child is in custody or under the care of a Utah state agency; Utah code Ann. § 62A-4a-606(3)

305.3.4 The child lives with a resident of the District who is responsible adult and whom the District agrees to designate as the child’s legal guardian as provided for below; or

305.3.5 The District, in its sole discretion may accept a non-emancipated student as a resident of the district if each of the following are demonstrated to the Board’s satisfaction:

305.3.5.1 The child lives with a responsible adult who resides in the District and is the student’s non-custodial parent, grandparent, brother, sister, uncle or aunt; and

305.3.5.2 The child’s physical, mental, moral, or emotional health would best be served by considering the child to be a resident for school purposes; and

305.3.5.3 The child is prepared to abide by the rules and polices of the school district; and

305.3.5.4 The person with whom the child resides in the district has been designated as the child’s custodian in a durable power of attorney which the District agreed in its sole discretion to accept.

NOTE: A document issued by other than a court of law that purports to ward guardianship to a person who is not a resident of the jurisdiction in which guardianship is awarded is not valid until reviewed by a court of law.

Durable Power of Attorney In certain circumstances identified above, a durable power of attorney must be obtained before a child can be admitted to attend school within the District. This durable power of attorney does not confer legal guardianship. In order to be sufficient, this durable power of attorney must be issued by the person who has legal custody of the child and must grant the custodian full authority to take any appropriate action in the interests of the child, including authorization for educational or medical services.
In addition, the person with legal custody of the child (the grantor of the power of attorney) and the person who the child is to reside with (the person empowered by the power of attorney) must both agree to:

1) Assume responsibility for any fees or other charges related to the child’s education in the District, and

2) Provide the District with all requested financial information needed to determine eligibility for fee waivers, if those are claimed.

Guardianship for Residency Purposes Subject to the District’s acceptance and approval, a responsible adult resident residing in the District may obtain guardianship of a child whose custodial parent or legal guardian does not reside in the District for the limited purpose of establishing school district residency of a minor child by:

1) Submitting to the Superintendent a signed and notarized statement by all persons recognized under the law as the child’s parent(s) or legal guardian(s) which states that:

   a) The child’s physical, mental, moral or emotional health would be best served by transfer of guardianship to a Utah resident;

   b) The affiant is aware that designation of a guardian is equivalent to a Court established guardianship and will suspend or terminate any existing parental or guardianship rights in the same manner as a court-established guardianship;

   c) The affiant consents and submits to suspension or termination of parental or guardianship rights;

   d) The affiant submits to jurisdiction of Utah State courts in which the District is located for any action related to guardianship or custody of the student;

   e) The affiant designates the responsible adult resident as agent to accept service of process and notice; and

   f) It is the affiant’s intent that the student become permanent resident of the District under the supervision of the responsible adult.

305.3.6 The responsible adult must also submit a signed and notarized affidavit stating that:

305.3.6.1 The affiant is a resident of the school district and desires to become the guardian of the student;
305.3.6.2 The affiant consents and submits to the jurisdiction of the state district court in which the school district is located in any action relating to the guardianship or custody of the child in question;

305.3.6.3 The affiant will accept responsibilities of guardianship to provide adequate supervision, discipline, food, shelter, educational and emotional support, medical care and pay all school fees;

305.3.6.4 The affiant accepts the parent or prior guardian’s appointment of agency; and

305.3.7 If the child’s custodial parent or legal guardian cannot be found in order to execute the statement required under subsection 305.3.6, then the responsible adult resident must submit a signed and notarized affidavit to that effect to the District. The District shall also submit a copy of the affidavit to the Criminal Investigations and Technical Service Division of the Department of Public Safety.

305.3.8 The student who lives with the responsible adult must submit a signed and notarized affidavit stating that:

305.3.8.1 The student desires to become a permanent resident of the State of Utah and reside in the District with and be responsible to the named responsible adult; and

305.3.8.2 The child will abide by rules and policies of the district and schools.

305.3.9 The District may require the responsible adult to also submit any other relevant documents that it reasonably believes to be necessary to substantiate any claim made in connection with the application.

305.3.10 Upon receipt of the required information and documentation, and a determination by the Board that the information is accurate, that the requirements have been met, and that the interests of the child would best be served by granting the guardianship, the Board or its authorized representative may designate the applicant as guardian of the child by issuing a designation of guardianship letter to the applicant.

305.3.11 The District shall deliver the original documents filed with the District, together with a copy of the designation of guardianship issued by the District, in person or by any form of mail requiring a signed receipt, to the clerk of the state district court in which the District is located.

305.3.12 Intentional submission to the District of fraudulent or misleading information under this policy is punishable under Utah Code Ann. § 76-8-504.

305.3.13 If the District has reason to believe that the party has intentionally submitted false or misleading information under this part, it may, after notice and opportunity for the party to respond to the allegation:
305.3.13.1 void any guardianship, authorization, or action which was based upon the false or misleading information; and

305.3.13.2 recover, from the party submitting the information, the full cost of any benefits received by the child on the basis of the false or misleading information, including tuition, fees, and other unpaid school charges, together with any related costs of recovery. *Utah Code Ann. 53A-2-202*

**Appeal of Guardianship Denial** If the Board denies the application for a guardianship designation, the applicant may either appeal the denial to the Utah district court where the District is located, or may file an original petition for guardianship with the court. *Utah Code Ann. 53A-2-202*

**Termination of Guardianship** A guardianship designation issued by the District may be terminated, and the authority and responsibility of the prior custodial parent or legal guardian may be restored, upon submission to the District of:

1) a signed and notarized statement by the person who consented to the guardianship which requests termination of the guardianship, or

2) a signed written request by the designated guardian requesting termination of the guardianship.

If the District determines that it would not be in the best interests of the child to terminate the guardianship, the District may refer the request for termination to the Utah district court where the original guardianship documents were submitted.

If the District determines, after giving notice and an opportunity to respond, that an individual has intentionally submitted false or misleading information to the District in connection with a guardianship designation, the District may

1) Void any guardianship, authorization, or action which was based on the false or misleading information, and

2) recover from the person submitting the false or misleading information the full cost of any benefits received by the child based on the false or misleading information, including tuition, fees, and other unpaid school charges, along with any related costs of recovery.

A student whose guardianship or enrollment has been terminated may, upon payment of all applicable tuition and fees, continue in enrollment until the end of the school year unless excluded from attendance for cause. *Utah Code Ann. 53A-2-202 (1998)*.

305.4 Tuition The Board shall charge the nonresident child tuition at least equal to the per capita cost of the school program in which the child enrolls unless the board, in open meeting, determines to waive the charge for that child in whole or in part. The official minutes of the meeting shall reflect the determination.
305.5 From Out of the State of Utah  The Board will refuse to admit students from out-of-state who are placed in Rich County with the intent for someone to make a profit. The Board may admit other out-of-state students on an individual basis.

305.6 Rich County Students Attending Other Districts  A parent or guardian who lives in Rich County may on their own account send their children to another district. If this is done, it will be at no cost to Rich County School District.
The undersigned Grantor(s) is (are) the custodial parent(s) or legal guardian(s) of ____________________________________________, a minor child (herein “Student”). Pursuant to Utah Code Annotated § 53A-2-201, Grantor(s) hereby designate(s) ______________________________________ who by relationship is (are) the Student’s _________________________________ and who reside(s) at ______________________________________ as the Custodian(s) of Student and grant(s) to Custodian(s) a Durable Power of Attorney with full authority to take any appropriate action, including authorization for educational or medical services, in the interests of the Student. Such action shall have the same force and effect and shall bind the undersigned Grantor(s), the Grantor(s)’ heirs and assigns, to the same degree as would have been the case had the action been taken by the Grantor(s).

Grantor(s) agree(s) to assume full responsibility for payment of any fees or other charges relating to the Student’s education in Rich School District. If eligibility for fee waivers is claimed under Utah Code Annotated § 53A-12-l03, Grantor(s) also agree(s) to provide all financial information requested by the school district in determining eligibility for fee waivers.

This Durable Power of Attorney shall not be affected by the disability of the Grantor(s) and shall remain in effect until the earliest of the following:

a. The Student reaches the age of 18, marries, or becomes emancipated;

b. The following expiration date: _________________; or

c. This Durable Power of Attorney is revoked or rendered inoperative by the Grantor(s), the Custodian(s), or by order of a court of competent jurisdiction.

Signature _________________ Signature _________________

Printed Name _________________ Printed Name _________________
THIS POWER OF ATTORNEY DOES NOT CONFER LEGAL GUARDIANSHIP

On this _____ day of ________, 20__, personally appeared before me ________________________________________________________, who is (are) personally known to me or proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is (are) signed, and acknowledged to me that the that (s)he (they) signed it voluntarily and for its stated purpose.

________________________________
NOTARY PUBLIC

ACCEPTANCE OF DESIGNATION AS CUSTODIAN

The undersigned accept(s) the designation as Custodian(s) of the Student and agree(s) to take appropriate action, including authorization for educational or medical services, in the interests of the Student. The undersigned also agree(s) to assume responsibility for payment of any fees or other charges relating to the Student’s education in Rich School District. If eligibility for fee waivers is claimed under Utah Code Annotated § 53A-12-103, Grantor(s) also agree(s) to provide all financial information requested by the school district in determining eligibility for fee waivers.

Signature____________________________________ Signature____________________________________

Printed Name_______________________________ Printed Name __________________________

On this _____ day of ____________ 20__, personally appeared before me ________________________________________, who is (are) personally known to me or proved to me on the basis of satisfactory evidence to be the person(s) whose name is (are) signed, and acknowledged to me that the that (s)he (they) signed it voluntarily and for its stated purpose.

________________________________
NOTARY PUBLIC
306 SCHEDULES

306.1 School Calendar  In April a tentative calendar for the following school year will be prepared using recommendations of District staff and citizens. A final calendar will be approved in May. It will be distributed to school personnel and to the public.

306.2 Normal School Day  The normal school day for each level of instruction and for each school is established annually by the Board upon recommendation of the principals and in accordance with state law. An effort will be made to have all school's daily schedules basically the same. State law requires at least 22 ½ hours of instruction per week in grades one and two and at least 27 ½ hours per week in grades three through twelve.

306.2.1 Elementary Planning  Elementary schools may be allowed to dismiss students early one day a week to allow teacher preparation and planning time.

306.3 Emergency Closures  The Superintendent has the authority to act in times of emergency and close schools. He may then notify the Board of Education as soon as possible regarding the emergency and the action taken.

306.3.1 The Board authorizes the Superintendent to close schools in event of hazardous weather or other emergencies which present threats to the safety of students, school staff members, or school property. This authorization is also given to the building principal in the event the Superintendent is unavailable.

307 REQUIRED AND PROHIBITED INSTRUCTION

307.1 Planned Instruction

307.1.1 Courses and Textbooks  The courses of study and textbooks prescribed by the State Board of Education and this Board shall be followed.

307.1.2 Textbook Adoption  All textbooks, both basic and supplemental, should have been approved by the State Textbook Commission and are subject to approval of the Rich County Board of Education. Procedures for the adoption and use of textbooks will be determined by the building principal and superintendent with final approval by the Board.

307.1.3 Teacher Planning  Each teacher should have definite, though flexible, long range and daily planned programs of instruction. These plans should meet the requirement of the course as established by the State Core, the District, the school, or the individual teacher.

307.2 Elementary Required Instruction  Instruction in the elementary school is planned to meet all state requirements and to be consistent with Board policy. Details of the instructional program may be found in the
State Core Curriculum, subject area curriculum guides, textbooks, and course outlines, all of which are to be on file in the principal's office.

**307.3 Secondary Required Instruction**  Instruction in the secondary schools is planned to meet all state requirements as described in the State High School Graduation Requirements and State Program of Studies in Secondary Schools, State Core Curriculum, 1987. It is also to be consistent with local board policy.

**308 STANDARDIZED TESTS**

**308.1 Administration**  Standardized aptitude and achievement tests may be given to all students annually as part of the District testing program. These tests are given under the direction of the superintendent and the building principal. They are responsible for determining who will be tested, for analyzing test data, and for reporting results to students, teachers, parents, and the Board. Additional testing may be requested as needed by the instructional staff.

**308.2 Use of Test Results**  Test results are basically used for two main purposes:

- **308.2.1 Individual Counseling**  Assistance in the individual counseling of parents and students.

- **308.2.2 Instruction**  Group test results will be used to improve the instructional program of the school or district.

**308.3 Release of Test Results**

- **308.3.1 To Parents**  Results of standardized aptitude and achievement tests should be reported to parents by teachers or other authorized certificated personnel. Results should only be shown to parents, legal guardians, or other authorized school personnel.

- **308.3.2 Interpretation of Testing Result**  Standardized achievement and aptitude tests are only one of several tools used in evaluating students. Care should be taken to insure parents understand the limitations of such tests. Interpretation of test results should be given to parents in writing and whenever possible, in personal conferences.

**309 RELEASE FROM REGULAR SCHOOL PROGRAM**

**309.1 For Religious Instruction**  Pupils may be released for one period per day for two trimesters for religious instruction provided safeguards maintain the separation of church and state.

- **309.1.1 Parents Permission**  Release time for religious instruction is given only upon the request and permission of the parent or guardian.
309.1.2 Use of Facilities  No school equipment, materials, personnel, or facilities may be used for this purpose.

309.1.3 School Responsibilities  The school shall have nothing to do with the religious program of instruction including attendance, supervision, instruction, and transportation.

309.2 Work Experience  Rich High School will not offer a work experience program for students. Students wishing to explore work related experience are encouraged to explore curriculum options offered through the Career and Technical Education curriculum provided at Rich High School.

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

309.3.1 A minor over age sixteen (16) may receive a partial release from school to enter employment, or to attend a trade school, if the minor has completed the eighth grade. Minors receiving this exemption must still attend school part-time as required by the Board or home school part time as permitted in 309.3.2 below.

309.3.1.1 On an annual basis, a school-age minor under eighteen (18) years of age may receive a full release from attending a public, regularly established private or part-time school or class if one of the following is established to the Board’s satisfaction:

309.3.1.1.1 The minor has already completed the work required for graduation from high school or has demonstrated mastery of the skills and competencies required for graduation from high school in accordance with Utah Code Ann. § 53A-15-102(1).

309.3.1.1.2 The minor is in a physical or mental condition, certified by a competent physician if required by the Board, which renders attendance inexpedient and impracticable.

309.3.1.1.3 Proper influences and adequate opportunities for education are provided in connection with the minor’s employment.

309.3.1.1.4 The Superintendent determines that the minor, if over age sixteen (16), is unable to profit from attendance at school because of inability or a continuing negative attitude toward school regulations and discipline.
309.3.2 The minor’s parent files a signed and notarized affidavit with the minor’s school district of residence that the minor will attend a home school and that the parent assumes sole responsibility for the education of the school-age minor except to the extent that the minor is dual-enrolled in a public school. A minor receiving a partial release in order to enter employment under item (1) above may be excused from attending required part-time school to attend home school part time.

309.3.2.1 A parent of a minor who attends a home school is solely responsible for:

309.3.2.1.1 the selection of instructional materials and textbooks;

309.3.2.1.2 the time, place, and method of instruction, and

309.3.2.1.3 the evaluation of the home school instruction.

309.3.2.2 A local school board may not:

309.3.2.2.1 require a parent of a minor who attends a home school to maintain records of instruction or attendance;

309.3.2.2.2 require credentials for individuals providing home school instruction;

309.3.2.2.3 inspect home school facilities; or

309.3.2.2.4 require standardized or other testing of home school students.

309.3.2.3 Upon request of a parent, the District shall identify the knowledge, skills, and competencies a student is recommended to achieve by grade level and subject area to assist the parent in achieving college and career readiness through home schooling. Utah Code § 53A-11-102 (2014)

309.3.3 When the Board excuses a minor from public school attendance pursuant to an exemption other than for home schooling, the Board shall issue a certificate stating that the minor is excused from attendance during the time specified on the certificate. When the Board excuses a minor from attendance under the home school exemption, the Board shall annually issue a certificate excusing the minor from attendance for the specified school year. The certificate shall be issued within 30 days after the initial receipt of the parent or guardian’s signed and notarized affidavit filed by the minor’s parent pursuant to Subsection 309.3.2. The Board shall issue additional certificates on or before August 1 of each year thereafter unless (1) the minor enrolls in a District school, (2) the parent or guardian notifies the District that the minor no longer attends a home school, or (3) the parent or guardian notifies the District that the minor’s district of residence has changed. Utah Code §53A-11-102 (2012)

309.3.4 Placement of a home school student who transfers to a public school. When a home school student transfers from a home school to Rich School District, the district shall place the student in the grade levels, classes, or courses that the student's parent or guardian and in consultation with the school
administrator determine are appropriate based on the parent's or guardian's assessment of the student's academic performance.

309.3.4.1 Within 30 days of a home school student's placement in a public school grade level, class, or course, either the student's teacher or the student's parent or guardian may request a conference to consider changing the student's placement.

309.3.4.2 If the student's teacher and the student's parent or guardian agree on a placement change, the public school shall place the student in the agreed upon grade level, class, or course.

309.3.4.3 If the student's teacher and the student's parent or guardian do not agree on a placement change, the public school shall evaluate the student's subject matter mastery. Rich School District will use the Woodcock Johnson III test of Achievement to evaluate a student’s subject matter mastery.

309.3.4.4 The student's parent or guardian has the option of:

309.3.4.4.1 allowing the public school to administer, the Woodcock Johnson III; or

309.3.4.4.2 having a private entity or individual administer the Woodcock Johnson III.

309.3.4.5 After an evaluation of a student's subject matter mastery, Rich School District may change a student's placement in a grade level, class, or course.
AFFIDAVIT FOR HOME SCHOOL INSTRUCTION

Student Name(s)

Address:  City:  Zip:

Parent/Guardian Address (if different than student):

The undersigned parent or guardian certifies by this affidavit that the student named above will receive instruction in the subjects the State Board of Education requires to be taught in public schools in accordance with the law, and will be instructed for the same length of time as minors are required by law to receive instruction in public schools.

State Prescribed Branches of Learning

**Elementary Schools:** Language Arts (reading, writing, speaking, listening), the arts, mathematics, science, social studies, physical education, health education, educational technology, and responsible healthy lifestyles. See Rule 277-700-4.

**Middle Schools:** Language arts, social studies, mathematics, physical education, health education, science, applied technology education (technology, life and careers), the arts, and library media skills. See Rule 277-700-5.

**High Schools:** Language arts, social studies, mathematics, science (biological and physical), the arts, physical and health education, educational technology, general financial literacy, applied technology education (occupational preparation), and library media skills. See Rule 277-700-6.

State Board of Education Time Requirements for School Attendance

The State Board of Education requires school to be held 180 days each year (990 hours per year, 810 hours during first grade). See Rule 277-419-1.

The undersigned expressly prohibit the release of any and all information contained in this document, including directory information as defined in 20 U.S.C. § 1232g (a)(5)(A), without prior written consent by the undersigned. See 20 U.S.C.§ 1232g (a)(5)(B). In Addition, the above information shall be classified as PRIVATE under Utah State law.

To be signed before a Notary:

Parent or Guardian  Date  Signature of

Sworn before me on the ______ day of ______________________, 20_____.

[Seal]

Notary
My commission expires: ____________________________
DISTRICT CERTIFICATE OF EXEMPTION

The following students are exempt from compulsory attendance for the __________ school year based upon the parent’s guardian’s signed affidavit.

__________________________________________

This exemption expires _______________________

District Signature: _________________________ Date: _________________________

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310 STUDENT EDUCATION PLAN A student education plan will be developed cooperatively by the student, designated school personnel, and parents. This plan will reflect the general school and district requirements as well as individual student interests and goals.

310.1 Formulation The SEP should be formulated in its earliest stages at the beginning of the student's educational experience.

310.2 Review The SEP will be reviewed at the end of grades three and six and annually thereafter.

310.3 Decisions Any major decisions which alter the SEP will be made by the student, parent, and designated school personnel.

310.4 Area of Concentration Each student's high school plan will identify an area of concentration (perhaps as much as four or five units of credit) in a cluster area related to his/her post-secondary goal.

310.5 Records All SEPs and related records will be kept in the student's cumulative record.

311 SPECIAL EDUCATION
(Under Section 1100)

312 HOMEBOUND INSTRUCTION Homebound instruction may be provided to students who, for a medical reason, are unable to attend school.

312.1 Admission to the Program Students who will be out of school for five or more consecutive days due to illness or injury may petition the school principal for homebound instruction.

312.1.1 Parent's Responsibility It is the responsibility of the parent or guardian to request homebound instruction for a student unable to attend school.

312.2 Doctor's Statement A Doctor's statement, indicating need for homebound instruction, shall accompany any request for homebound instruction.

312.3 Hospitalization Outside the Area Students who will be hospitalized outside Rich County may apply for homebound instruction in the District in which they are hospitalized. Rich County School District will facilitate the enrollment of hospitalized students in other districts but cannot be responsible for the education of students who are hospitalized outside Rich County.

312.4 Homebound Teacher The homebound teacher will be a teacher currently under contract with the district or another qualified adult.

312.4.1 Hours A homebound teacher will be assigned to work with the student a maximum of six (6) hours per week.
312.4.2 **Pay** The homebound teacher will be paid the hourly rate of a teacher on the BA Lane, Step 1. 
(Annual Salary divided by 1365)

312.4.3 **Mileage** Teachers assigned to teach homebound students will be reimbursed at the currently adopted rate for miles actually traveled to provide the instruction.

312.5 **Assignments** The homebound teacher will contact the regular classroom teacher for assignments and will work in close cooperation with the regular teacher on grades, work expectations, and all matters pertaining to the student's progress.

312.6 **Return to Regular School Program** When a student is able to return to school, he/she will be removed from the Homebound Program. Work complete while away from the regular classroom will receive credit in the regular class based on the same criteria as used for regular work.

313 **REPORTING STUDENT PROGRESS** The Board of Education believes that giving grades is only a part of an effective student evaluation program. It recognizes the giving of grades as a means of periodically reporting to students and parents pupil achievement and progress, assessing mastery of core materials, and maintaining a record. Grading practices shall reflect the educational goals of the different levels of schooling.

313.1 **Continual Assessment** Teachers shall have an ongoing program of assessment so that students and parents may know the student's approximate grade status and level of achievement at all times.

313.1.1 **Parent Notification** Teachers shall notify a student's parent or guardian at any time a student is in jeopardy of failing a class and before it is too late for the student to reverse the failure.

313.2 **Report Cards** Report Cards shall be developed at the different levels (Elementary, Junior High/Middle School, and High School) to reflect the curriculum and provide the best information on student performance to parents.

313.2.1 **Academic Achievement** The report card shall reflect the student's current academic achievement.

313.2.2 **Citizenship** Citizenship is an important part of school and citizenship grades shall be a part of the report card.

313.2.3 **Modified Report Cards** Students in Special Education may have their report cards, and the grading system, modified to better meet their needs and the goals of their IEP.

313.3 **Parent Teacher Conferences** Principals shall be responsible for arranging periodic Parent-Teacher conferences where parents will be invited to school to individually discuss with teachers their student's progress.
314 PROMOTION AND GRADUATION REQUIREMENTS

314.1 Standards and Procedures  Promotion and graduation standards and procedures, consistent with criteria of what is best for the students, shall be uniform throughout the District. It is the policy of the Board of Education to conduct continuous analysis and study of promotion practices so as to up-grade the educational opportunities for students.

314.2 Elementary Promotion/Retention  The normal procedure for promotion in the elementary grades is for students to progress from one grade to another annually. Exceptions occur when it is believed a student can profit from an accelerated program or from an additional year at the same grade level. Such exceptions will be made on the merits of each individual case and shall consider the student's academic ability, achievement, rate of progress, needs, social and physical development, and effort.

314.2.1 Early Identification  Every attempt will be made to identify possible retention/promotion children as early as possible. This will be done by pre-school testing, strict adherence to kindergarten age restrictions, post-school testing, and teacher observations.

314.2.2 Team Decisions  Decisions on student retention/promotion will be handled by a team approach similar to the IEP's as described in 310 above. The team shall consist of the teacher, the parents, the principal, the school psychologist, and any other person designated by the principal. Minutes of all such meetings will be recorded and retained in the student's file. Decisions of this team will be final, subject to future team review.

314.3 High School Graduation Requirements  The District will award a diploma to students upon successful completion of: (1) the core curriculum (2) all state course requirements, and (3) total credits required by Rich School District. The diploma will specify if the student acquired a passing score on all subtests of the Utah Basic Skills Competency Test.

314.3.1 Students who meet all curriculum, state, and district credit requirements, but do not achieve passing scores or higher on all subtests of the Utah Basic Skills Competency may receive a diploma that indicates the Utah Basic Skills Competency Test was not passed. In order to receive this diploma, there must be documentation of at least three attempts to take and pass all subtests of the UBSCT with participation in UBSCT remediation. A student can be exempted from the mandatory three attempts to take and pass the UBSCT if any of the following apply: (1) The student took all subtests of the UBSCT offered while the student was enrolled in Utah schools; or (2) the student has been out of the secondary school system at least five years or more beginning June 1, 2006; or (3) the student qualifies for special education and the student’s IEP team has determined that the student’s participation in statewide assessment will be through the Utah Alternative Assessment.

314.3.2 Any students not meeting state and district graduation requirements may participate in graduation ceremonies, at the school’s discretion, and may receive a certificate of completion at the completion of the senior year and exiting the school system.

314.3.3 All graduation requirements must be met during the 9th through 12th grade years.
314.3.4 Rich School District recognizes the following methods of obtaining credits:

314.3.4.1 Successful completion of courses in the high schools of the district.

314.3.4.2 Successful completion of concurrent-enrollment college courses.

314.3.4.3 Evaluation of student work or projects consistent with District or school work release procedures and criteria.

314.3.4.4 Transfer credits for successfully completed courses from the Utah Electronic High School and from any school accredited by the State Board of Education, the Northwest Association of Accredited Schools, or Board approved independent accrediting institution, which credits shall be accepted as issued by the school, without alteration.

314.3.4.5 Credit for home schooling work as per district Home School Policy.

<table>
<thead>
<tr>
<th>Trimester Schedule</th>
<th>Semester Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>4.5</td>
</tr>
<tr>
<td>Math</td>
<td>2.0</td>
</tr>
<tr>
<td>Science</td>
<td>2.0</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.0</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1.5</td>
</tr>
<tr>
<td>Healthy Lifestyles</td>
<td>2.0</td>
</tr>
<tr>
<td>Applied Tech. Ed.</td>
<td>1.0</td>
</tr>
<tr>
<td>Computers</td>
<td>1.0</td>
</tr>
<tr>
<td>Electives</td>
<td>14.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>31.5</strong></td>
</tr>
</tbody>
</table>

314.3.5 Graduation Policy For Foreign Students On Educational Visas Rich School District recognizes that a student’s graduation is a culmination of years of planning and successful completion of state and district graduation requirements. Participation in the awarding of the diploma ceremony should be reserved for students who have met those requirements.

The intent of the foreign exchange program is to provide a cultural and educational experience in an American high school. The following standards are only for foreign students, as designated by U.S. Immigration. Until an authorized school counselor has assessed the English translation of the student’s transcripts and materials for graduation eligibility, students from foreign countries should have no expectation of graduation from Rich High School. Sponsoring programs, host families and other individuals may not advertise graduation from high school as an expectation for foreign exchange students.

The following are district standards concerning participation in graduation ceremonies and the receipt of a high school diploma, including foreign students on visas in Rich School District:
314.3.5.1 Foreign students on visas, who have previously graduated from high school, will not be eligible to receive a high school diploma from Rich District.

314.3.5.2 Foreign students on visas, who enroll in Rich High School shall be given copies of graduation standards during the enrollment process and shall be given any necessary information or explanation needed to assist them in understanding the graduation requirements.

314.3.5.3 Agency and school district policies require foreign students on visas to provide transcripts or materials in English. Foreign students on visas, desiring to graduate, must bear the responsibility and cost for any translation and evaluation of transcripts and materials. Transcripts must include course titles, course descriptions, grades and credit issued, course length or duration, date credits were issued, grade levels completed and credit equivalencies. Utah State Office of Education staff may act as a resource to district personnel in monitoring the adequacy of evaluations. The high school is responsible for evaluating the adequacy of the translation of the student’s transcript or materials and the final assessment of the student’s graduation requirement status.

314.3.5.4 Foreign students on educational visas, who meet district and state graduation requirements will be eligible for graduation and related ceremonies as are all other eligible students.

It is the intent of these guidelines to provide a fair, consistent, and uniform procedure for dealing with all district students.

314.6 Other Types of Diplomas Rich County School District offers additional types of diplomas.

314.6.1 Special Education Students Special education students shall satisfy high school completion or graduation criteria, consistent with state and federal law and the student’s IEP. Such students may be awarded a certificate of completion or a differentiated diploma, consistent with state and federal law and the student’s IEP or Section 504 plan.

314.6.2 Adult High School Diploma An Adult High School Diploma will be issued to persons meeting the following requirements:

314.6.2.1 Be 18 years of age or older.

314.6.2.2 Not have received a regular high school diploma.

314.6.2.3 His or her class must have graduated.

314.6.2.4 He or she must register with the District and its Adult Education program.
314.6.2.5 He or she must have earned enough units and in the right subject areas to qualify for a regular diploma. These units may be earned through regular high schoolwork, correspondence courses, adult education classes, or G.E.D. testing.

314.6.2.6 The student may use G.E.D. test results to earn an adult high school units of credit. An average score of 45 is required in all five areas in order for any credit to be awarded. The five G.E.D. subject areas must be matched with specific subject requirements as outlined in 314.3 above.

314.5 Middle School Requirements Middle School credit requirements are outlined in the State Middle School Graduation Requirements (R227-700-5). These requirements call for a minimum of twelve (12) total credits, in the outlined core educational course, over a 2-year period (grades 7 and 8). Rich Middle School consists of grades 6 through 8 and is run on a trimester schedule. Each trimester the students are enrolled in 7 course periods, and each of these courses is a .5 academic credit. This equates to ten and a half (10.5) credit each year for a total of thirty-one and a half (31.5) credits.

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Trimesters per Year</th>
<th>Credit per Trimester</th>
<th>Total Number of Credits per Year</th>
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<tbody>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Reading Comp.</td>
<td>3</td>
<td>.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Language Arts</td>
<td>3</td>
<td>.5</td>
<td>1.5</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
<td>.5</td>
<td>1.0</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>.5</td>
<td>1.0</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>Technology</td>
<td>1</td>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>Academic Development</td>
<td>3</td>
<td>.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td>.5</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td><strong>10.5</strong></td>
</tr>
</tbody>
</table>

## Elective Offerings for 6th Grade

- Beginning Band
- Intermediate Band
- Choir
- Drama
- Production
- Current History
- Physical Education
- Art History (one time)
- Multi-cultural Art (one time)
- Crafts I
- Crafts II
- Manufacturing
- Internet Research & Presentation

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Trimesters per Year</th>
<th>Credit per Trimester</th>
<th>Total Number of Credits per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Number of Trimesters per Year</td>
<td>Credit per Trimester</td>
<td>Total Number of Credits per Year</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------------</td>
<td>----------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Language Arts</td>
<td>3</td>
<td>.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>.5</td>
<td>1.0</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
<td>.5</td>
<td>1.5</td>
</tr>
<tr>
<td>TLC</td>
<td>3</td>
<td>.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Technology</td>
<td>1</td>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>Academic Development</td>
<td>3</td>
<td>.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Electives</td>
<td>5</td>
<td>.5</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td><strong>10.5</strong></td>
</tr>
</tbody>
</table>

### Elective Offerings for 7th Grade

- Beginning Band
- Intermediate Band
- Choir
- Drama
- Production
- Physical Education
- Art History (one time)
- Multi-cultural Art (one time)
- Crafts I
- Crafts II
- Manufacturing
- Internet Research & Presentation
- Athletics

### Proposed Credit for 8th Grade Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Trimesters per Year</th>
<th>Credit per Trimester</th>
<th>Total Number of Credits per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Language Arts</td>
<td>3</td>
<td>.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>.5</td>
<td>1.0</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
<td>.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Technology</td>
<td>1</td>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>Academic Development</td>
<td>3</td>
<td>.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Electives</td>
<td>5</td>
<td>.5</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td><strong>10.5</strong></td>
</tr>
</tbody>
</table>
Elective Offerings for 8th Grade

<table>
<thead>
<tr>
<th>Beginning Band</th>
<th>Art History (one time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Band</td>
<td>Multi-cultural Art (one time)</td>
</tr>
<tr>
<td>Choir</td>
<td>Crafts I</td>
</tr>
<tr>
<td>Drama</td>
<td>Crafts II</td>
</tr>
<tr>
<td>Production</td>
<td>Manufacturing</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Internet Research &amp; Presentation</td>
</tr>
<tr>
<td>Athletics</td>
<td>Web Page Creation</td>
</tr>
<tr>
<td>Math Applications for Science</td>
<td>Media Aide</td>
</tr>
<tr>
<td>Life Skills</td>
<td>Outdoor Science</td>
</tr>
</tbody>
</table>

314.5.1 Middle School Credit Requirements Each student must pass each .5 credit course with a minimum of 70%. The middle school grading scale has a 70% at a "C-" grade, which equates to a 1.67 GPA. The grading scale shown below will be utilized in all Rich Middle School courses listed above.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 - 94</td>
</tr>
<tr>
<td>A-</td>
<td>93.9 - 90</td>
</tr>
<tr>
<td>B+</td>
<td>89.9 - 86</td>
</tr>
<tr>
<td>B</td>
<td>85.9 - 83</td>
</tr>
<tr>
<td>B-</td>
<td>82.9 - 80</td>
</tr>
<tr>
<td>C+</td>
<td>79.9 - 76</td>
</tr>
<tr>
<td>C</td>
<td>75.9 - 73</td>
</tr>
<tr>
<td>C-</td>
<td>72.9 - 70</td>
</tr>
<tr>
<td>I</td>
<td>In progress</td>
</tr>
</tbody>
</table>

314.5.2 Middle School Minimum Competency Students attaining a minimum of 70% in each of the required courses will have demonstrated the adequate competency required to progress to the next course level. If a student does not attain this level of academic achievement, then he/she has not demonstrated adequate understanding of the core standards for that course, and, therefore, will not be allowed to progress to the next course without a required remediation period.

314.5.3 Special Needs Students identified with special needs will be required to meet the 70% benchmark and/or meet the goals of their Individual Education Plan (IEP) or their 504 plan. Each special needs student will be assessed on an individual basis by their course teachers and the special education director to determine their level of academic proficiency.

314.5.4 Middle School Remediation As students progress throughout the school year, it will be the teacher's responsibility to identify any students who fall below the minimum 70% benchmark. At the time a student falls below this mark, the teacher will notify the student and his/her parents via the SIS system, phone contact, or written notice. The student will then be required to attend academic enhancement sessions until the grade is at or above 70%.
314.5.4.1 **Summer Remediation** Students who fail to reach the minimum 70% mark for each of the trimesters a course is offered will not be given credit for the course. These students will be required to re-enroll in that course the following year and/or attend a summer session to demonstrate adequate understanding of the core standards for that course.

314.5.4.2 **Alternative Remediation** Students who choose an alternative form of remediation outside the school district will do so at their own expense. These students will be required to demonstrate the minimum 70% benchmark as defined by the middle school staff and administration.

314.5.5 **Transfer Students** Students transferring from an accredited educational entity outside Rich School District will be held to the admissions and placement policy as stated in section 302 of the Rich School Board Policy Handbook.

315 **STUDENT CUMULATIVE RECORDS** Cumulative records, using the state adopted folder, shall be kept on all students registered in Rich County School District.

315.1 **Principal's Responsibilities** It is the building principal's responsibility to initiate and maintain cumulative records on all students. The principal is responsible for the security, maintenance, completeness, and transmittal of cumulative records.

315.2 **Housing of Records** All cumulative records should be kept together in a secure place in the school office.

315.2.1 **Special Education Records** Special Education records may be kept by the Special Education teacher in a separate place.

315.3 **Transfer of Records** Whenever a student transfers to another school or district, the cumulative record will be sent to that school or district only after a written request for such cumulative record is received from the new school or district.

315.3.1 "Hand Carry" Records Parents of students who are leaving the district may "hand carry" a copy of the cumulative record to the new school. The original will then be sent when a request is received.

315.3.2 **Condition of Records** The building principal should certify that all records are updated and complete prior to transferring them to another school or district.
315.4 Inspection of Student Records  Parents or guardians may, by appointment with the building principal, inspect the content of their student(s)' cumulative records.

315.4.1 Removal of Information  Parents or guardians who wish to have specific information removed from their student(s)' records will be granted a hearing to challenge the contents of the record if they so request in writing. If anything is removed from the cumulative record it should be offered to the parents or legal guardian before it is destroyed and if they wish to have the material, it should be given to them.

315.5 Permanent Storage  All cumulative records of students no longer in the Rich County school system may be forwarded to the District Office for permanent filing.

316 EXTRACURRICULAR ACTIVITIES AND FIELD TRIPS  Students from the Rich County School District participate in a number of activities away from the home school buildings. These activities can generally be classified into one of two categories: (1) interscholastic athletics, and (2) educational field trips.

316.1 Purpose  It is the philosophy of the Board of Education that special bus trips, when wisely planned and administered, can be a valuable part of the learning process. The purpose of such trips should be to enrich and augment the regular school program.

316.2 Planning  For maximum educational results, all trips should be carefully planned. This planning should include the teacher, the principal, the transportation supervisor, and be approved by the Superintendent. Planning is necessary, not only to guarantee goal satisfaction, but to ensure safety of the participants. In all cases, trips should be planned to ensure as little interference with classroom activities as possible.

316.3 Criteria  A trip that meets the criteria for a worthwhile educational experience should:

316.3.1 Scheduling  Be scheduled far enough in advance to show evidence of careful planning.

316.3.2 Goals and Objectives  Show evidence of close relationship with District and classroom goals and objectives.

316.3.3 Related to Immediate Projects  Be related to immediate curriculum projects being fostered in the classroom.

316.3.4 Non-Discriminatory  Be non-discriminatory in that all deserving class members have an equal opportunity to participate.
316.3.5 Distance  Carefully consider the matter of distance. Where it is possible to offer students the same experiences without the hazards and expense of additional travel, this should be a prime consideration.

316.3.6 Repetition  Take care that field trips to the same area or type of area are not repeated year after year with the same classes.

316.3.7 Frequency  Consider time away from other classwork in planning field trips. Too many trips during the year can be counter-productive.

316.4 Scheduling

316.4.1 Tentative Schedules  Principals shall submit tentative schedules for bus trips by Semester, with exact dates if possible, to the Superintendent and the Transportation Director. A principal has authority to schedule these trips as he deems proper using the criteria mentioned above. However, he should remember the financial limitations of the District. These trips will be periodically reviewed by the Superintendent to insure that the criteria are being satisfied.

316.4.2 Notification Slips  When a change in scheduling is required, bus trip notification slips will be sent in advance by the principal.

316.4.3 Coordination Between Principals  It is essential that there be close coordination between the high school and elementary school principals. This is necessary to insure there is no disruption of the regular bus schedules. The sponsoring principal has the responsibility to arrange adequate bus transportation of regular students to their homes. If this cannot be done, the Superintendent should be notified to assist in solving the problem.

316.4.4 Unusually Long or Overnight trips  Trips of unusual distance or overnight duration must be approved by the Board of Education. Planning should be done well enough in advance to enable the Board to consider a trip request at its regularly scheduled monthly meeting.

316.4.5 Consent Slips  Parents should be included in the early planning stages of all field trips. Consent slips should be part of this process.

316.4.6 Private Cars  When travel in private cars is necessary, advanced notification shall be given to the Superintendent. Parents should also be notified as to this means of travel.

316.5 General Rules
316.5.1 Conduct  Students who go on activity or field trips are under the same rules and regulations as described in Sections 403.5, 403.6, and 403.7 of this Handbook.

316.5.2 Returning With The Bus  Students who ride the bus to an activity must return on the bus. The only exception to this is if the student's parent or guardian personally takes charge of the student or make arrangements prior to the bus leaving the school of origin for the student to be transported by grandparent, brother, sister, uncle or aunt. The responsible party must be at least 19 years of age.

316.6 Consent Slips

316.6.1 Notification of Parents  It is advisable that each school notify parents in writing of expected field trips and other away-from-school activities. This notice may be of a general nature (covering the entire year) or may be for a specific trip.

316.6.2 Written Permission  This consent slip should ask for written permission from the parent for his or her child to participate.

316.6.3 Specific Details  Parents should be kept apprised of specific details of all trips. Departure time, return times, and other pertinent information should be sent home to insure school-home coordination.

316.6.4 Responsibilities  It is understood that consent slips do not relieve the advisor or the District from legal or moral responsibility to the students. Close supervision is a must.

316.7 Origin and Termination Points

316.7.1 Return Routes  Buses returning students after an away-from-school trip will proceed by the most direct and most economical route which will return the most students home the fastest.

316.7.1.1 Termination Point  The termination point for the bus and driver will be considered in determining the most direct and fastest route.

316.7.1.2 When returning from extra-curricular activities, a bus will make four stops. These stops are the Garden City Store, Laketown School, Randolph School, and the Woodruff Church. Intermediate stops between Garden City and Woodruff on the direct route can be made.

316.7.2 Transportation Home  It is the responsibility of the students and their parents to arrange transportation home from these drop points. However, this does not release the principal and activity advisor from seeing that no student is left without a way home after an activity trip.
316.8 Supervision

316.8.1 Advisor and Bus Driver Responsibilities  In cases where advisors are over groups of students, these advisors must accompany their group on bus trips. This individual shall be responsible for maintaining good order and respectable conduct on the part of all the students in his/her charge. The bus driver has ultimate responsibility for assuring reasonable conduct on his/her bus. "Should the advisor fail to maintain good conduct, the driver should take the necessary steps to correct the situation and report to the principal at the end of the trip." In matters of safety such as road and bus conditions, the bus driver has final authority.

316.8.1.1 Bus Drivers as Advisors With prior approval of the building principal, bus drivers may be advisors to small groups (i.e. Cheerleaders) as long as there is another advisor (i.e. Coach) on the trip for the main group of students.

316.8.2 Arrangements in Advance  Activities should be planned far enough in advance so that arrangements for transportation beyond the drop points can be made. Principals and the teacher in charge of the activity should encourage students to arrange for their rides home. Parents should be apprised of expected arrival times of returning home.

316.8.3 Transportation Home  The teacher or coach who is in charge of the activity is responsible to see no students are left at the school without a ride home. This is not the responsibility of the bus driver. The teacher or coach should provide the students access to a telephone and remain until the last student has left for home. He should then make sure the building is locked for the night.

316.8.4 Remaining With The Bus  In cases when students are transported to their homes after an activity trip, it is the duty of the advisor in charge of the trip to remain on the bus until the bus has returned to the school from which the trip originated. At that time, the responsibility for the students remaining on the bus may be shifted, with their consent, to the bus driver. The bus driver would then be responsible for the remaining students' arrival home.

317 ACCIDENTS

317.1 First Aid and Emergency Care  First aid by qualified personnel should be given to a student who is a victim of an accident or a sudden illness until the services of a physician can be obtained and/or parents are contacted.

317.2 Accident Reports  Teachers shall report all accidents as soon as possible to the building principal.
317.3 Accident Reports-District  The principal will report to the superintendent all accidents where an injury is sustained to a student or employee. A District report form is provided for this purpose.

317.4 E.M.T.  Emergency Medical Technicians should be called in the case of suspected serious injury to a student.

317.5 Contact Parents  Every effort should be made to contact a parent on any student who is seriously injured before medical remedies are administered beyond emergency first aid.

317.6 Pupil Accident Insurance  At the beginning of each school year, an opportunity shall be afforded each parent to purchase student accident insurance. This insurance shall be underwritten by a reputable company as selected by the Board. Some considerations in selecting the company shall be amount of premium, benefits, and ease of handling applications and claims. Policies shall be between the parent and the insurance company. However, for parent's convenience, a supply of claim forms will be maintained in each school. Parents are encouraged to participate in this or a similar private insurance program.

318 MEDICATION

318.1 Prescribed Medications  It is suggested that medications prescribed by a private physician for individual students be given only if the following requirements are met:

   318.1.1 The parents should bring only enough medication for one week at a time.

   318.1.2 A written dated and signed request stating specific instructions should be on file at the school.

   318.1.3 The parents should review instructions with the person who will give the medication.

   318.1.4 The school should know where the parent can be reached if needed.

   318.1.5 The school should have a telephone number of a physician to be notified if necessary.

318.2 Other Medications  No medications, including aspirin, will be given by a school employee, except as described in 318.1 above.

318.3 Student Self-Administration of Asthma Medication

   318.3.1 Under policy FDAC, elementary and middle school students are prohibited from carrying or self-administering medication on school premises except in certain limited circumstances. However,
elementary and middle school students may carry and self-administer prescription or nonprescription asthma medications provided that the student’s parent or guardian has previously provided the school with a written request and written health care provider approval.

318.3.2 The written request must state that the parent or guardian authorizes the student to have and use the asthma medication while acknowledging that the student is responsible for, and capable of, self-administering the asthma medication.

318.3.3 The health care provider approval must specifically identify the asthma medication prescribed or authorized for the student’s use and must state that (1) the provider is authorized to prescribe or qualified to authorize the use of the asthma medication, (2) the student is capable of appropriately self-administering the medication, and (3) the provider finds that it is medically appropriate for the student to keep the medication with or readily available to him or her at all times.

318.3.4 If the medication is to be stored other than on the student’s person, the student or parent/guardian shall inform the school nurse or administration where the medication will be kept to enable access for emergency use.

318.3.5 The student shall only use prescription asthma medication as directed by a health care provider’s written orders, and shall use non-prescription asthma medication in accordance with the manufacturer’s instructions.

318.4 Medication Sharing Prohibited No student is permitted to sell, share, or otherwise give to others any prescription medication. Violations of this policy are subject to disciplinary action under the school’s drug policies.

319 SERIOUS COMMUNICABLE DISEASE The Board of Education acknowledges the importance of developing within the Rich School District, guidelines for the education of students concerning serious communicable diseases including Acquired Immune Deficiency Syndrome (AIDS). The Board of Education will cooperate with other agencies in educating its residents, patrons, and students about these diseases and the risks or lack of risks of transmission. The following guidelines shall apply to all students and employees of Rich County School District in reporting cases of serious communicable diseases:

319.1 DEFINITIONS

319.1.1 DIRECTOR means the executive director of the Utah Department of Health.
319.1.2 **EMPLOYEE** means anyone employed by a school or serving as a volunteer with the permission of a school.

319.1.3 **HIV** means human immunodeficiency virus.

319.1.4 **HIV INFECTION** is defined as an indication of the presence of human immunodeficiency virus (HIV) as detected by any of the following:

319.1.4.1 Presence of antibodies to HIV, verified by appropriate confirmatory tests.

319.1.4.2 Presence of HIV antigen.

319.1.4.3 Isolation of HIV.

319.1.4.4 Demonstration of HIV proviral DNA.

319.1.5 **REVIEW COMMITTEE** or **COMMITTEE** means a group consisting of a school administrator, a representative from the local health department, the subject's physician, the subject or, in the case of a minor, the subject's parents or guardian. The committee is appointed and chaired by the school administrator.

319.1.6 **SCHOOL** means a licensed or unlicensed public or private nursery school, preschool, elementary or secondary school, day-care center, child-care facility, family-care facility, or head-start program.

319.1.7 **SCHOOL ADMINISTRATOR** means the person designated by the superintendent to implement this rule.

319.1.8 **SCHOOL BOARD** means the board of education of an affected public school district or the governing body of an affected facility or program which is not part of the public school district.

319.1.9 **STUDENT** means anyone enrolled in a school.

319.1.10 **SUBJECT** means a person who is the focus of deliberations by a review committee.

319.1.11 **SUPERINTENDENT** means the superintendent of an affected school district or the chief administrative officer of an affected school which is not part of a public school district.

### 319.2 Confidentiality
319.2.1 The identities or other case details of HIV-infected subjects shall not be disclosed to any person other than the members of the review committee and the pertinent superintendent.

319.2.2 Any person or entity entitled to receive confidential information under this chapter, other than the individual identified in the information, who violates this section by releasing or making public confidential information, is guilty of a class A misdemeanor.

319.3 Anti-discrimination In the school setting, no person shall be discriminated against, or denied activities or associations, based solely upon a diagnosis of HIV infection except as permitted under this rule.

319.4 Requirements for determining if a student or employee infected with HIV should remain in the regular classroom or job assignment.

319.4.1 Upon notification that a student or employee has been diagnosed with HIV infection, the school administrator shall convene a review committee.

319.4.2 A student or employee infected with HIV shall continue in his regular classroom or job assignment until such time as a review committee can meet and formulate recommendations.

319.4.3 The committee shall review all pertinent information including current findings and recommendations of the United States Public Health Service, the American Academy of Pediatrics, and the Utah Health Service; apply that information to the subject and the nature of activities and associations in which the subject is involved with the school; and establish written findings of fact and recommendations based upon reasonable medical judgments and other information concerning the following:

319.4.3.1 The nature of the risk of transmission of HIV relevant to the activities of the subject in the school setting;

319.4.3.2 The probability of the risk, particularly the reasonable likelihood that HIV could be transmitted to other persons by the subject in the school setting;

319.4.3.3 The nature and the probability of any health related risks to the subject;

319.4.3.4 If restrictions are determined to be necessary, what accommodations could be made by the school to avoid excessive limitations on activities and associations of the subject.

319.4.4 The review committee shall forward its findings and recommendations to the superintendent.
319.4.5 The school administrator will implement the recommendations without delay.

319.4.6 The school administrator shall immediately advise the subject or, in the case of a minor, the subject's parents or guardian, in writing, of the decision of the review committee and that continued participation in the school setting may result in exposure to other communicable diseases.

319.4.7 The school administrator shall review the committee's decision on a regular basis and may reconvene the committee if, in his opinion, the facts of the case have changed.

319.5 Liability Responsibility for continued participation in the classroom or job assignment, despite potential personal risk, shall be left to the discretion of the subject or, in case of a minor, the subject's parents or guardian.

319.6 Appeal Process

319.6.1 The superintendent or any member of the review committee may appeal the recommendation of the committee by submitting a written appeal within ten (10) school days for students or ten (10) working days for employees, after receiving notice of the committee's recommendations. If the appellant's concerns relate to medical issues, the appeal shall be submitted to the director, and the director (or designee) may order restrictions on the school-related activities or associations of the subject or may stay implementation of the committee's recommendations. If the concerns relate to the school's ability to provide an accommodation, the appeal shall be directed to the school board.

319.6.2 The appellant shall submit copies of any appeal to the director, the superintendent, and all other members of the review committee.

319.6.3 The director of the school board shall review the findings and recommendations of the committee and any additional information that the director or board finds to be pertinent to the question raised in the appeal, and shall render a final decision in writing within ten (10) school days for students or ten (10) working days for employees.

319.6.4 Copies of the decision shall be sent to the appellant, members of the review committee, and the superintendent.

319.6.5 The superintendent shall implement the decision without delay.

319.6.6 Judicial review of any decision rendered under this section by the director or the school board may be secured by persons adversely affected thereby by filing an action for review in the appropriate court of law.
319.7 Special Procedures

319.7.1 A superintendent may suspend a subject from school or school employment for a period not to exceed ten (10) school days for students or ten (10) working days for employees, prior to receiving the recommendation of a review committee if the superintendent determines that there are emergency conditions which present a reasonable likelihood that suspension is medically necessary to protect the subject or other persons.

319.7.2 If the subject is unable to obtain the services of a physician to serve on the review committee, the local health officer may appoint a licensed physician to provide consultation.

319.8 Procedures for Handling Blood or Body Fluids Routine procedures for handling blood or body fluids, including sanitary napkins, regardless of whether students or employees with HIV infections are known to be present are as listed:

319.8.1 Gloves Disposable gloves should be a standard component of emergency response equipment and should be donned by all personnel prior to initiating any emergency patient care tasks involving exposure to blood or other body fluids to which universal precautions apply. Extra pairs should always be available. Considerations in the choice of disposable gloves should include dexterity, durability, fit, and the task being performed. Thus, there is no single type or thickness of glove appropriate for protection in all situations. For situations where large amounts of blood are likely to be encountered, it is important that gloves fit tightly at the wrist to prevent blood contamination of hands around the cuff. For multiple trauma victims, gloves should be changed between patient contacts, if the emergency situation allows.

319.8.2 Hand washing Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood, other body fluids to which universal precautions apply, or potentially contaminated articles. Hands should always be washed after gloves are removed, even if the gloves appear to be intact. Hand washing should be completed using the appropriate facilities, such as utility or restroom sinks. Waterless antiseptic hand cleanser should be provided on responding units to use when hand-washing facilities are not available. When hand-washing facilities are available, wash hands with warm water and soap. When hand-washing facilities are not available, use a waterless antiseptic hand cleanser. The manufacturer's recommendations for the product should be followed.

319.8.3 Cleaning and decontaminating spills of blood All spills of blood and blood-contaminated fluids should be promptly cleaned up using an EPA-approved germicide or a 1:100 solution of household bleach in the following manner while wearing gloves. Visible material should first be removed with disposable towels or other appropriate means that will ensure against direct contact with blood. If splashing is anticipated, protective eyewear should be worn along with an impervious gown or apron.
which provides an effective barrier to splashes. The area should then be decontaminated with an appropriate germicide. Hands should be washed following removal of gloves. Soiled cleaning equipment should be cleaned and decontaminated or placed in an appropriate container and disposed of according to agency policy. Plastic bags should be available for removal of contaminated items from the site of the spill.

319.8.4 Decontamination and laundering of protective clothing Protective work clothing contaminated with blood or other body fluids to which universal precautions apply should be placed and transported in bags or containers that prevent leakage. Personnel involved in the bagging, transport, and laundering of contaminated clothing should wear gloves. Protective clothing and station and work uniforms should be washed and dried according to the manufacturer's instructions. Boots and leather goods may be brush-scrubbed with soap and hot water to remove contamination.

319.8.5 Infective waste The selection of procedures for disposal of infective waste is determined by the relative risk of disease transmission and application of local regulations, which vary widely. In all cases, local regulations should be consulted prior to disposal procedures and followed. Infective waste, in general, should either be incinerated or should be decontaminated before disposal in a sanitary landfill. Bulk blood, suctioned fluids, excretions, and secretions may be carefully poured down a drain connected to a sanitary sewer, where permitted. Sanitary sewers may also be used to dispose of other infectious wastes capable of being ground and flushed into the sewer, where permitted. Sharp items should be placed in puncture-proof containers and other blood-contaminated items should be placed in leak-proof plastic bags for transport to an appropriate disposal location. Prior to the removal of protective equipment, personnel remaining on the scene after the patient has been cared for should carefully search for and remove contaminated materials. Debris should be disposed of as noted above.

320 SAFETY

320.1 Fire Drills The principal of each school shall conduct at least eight fire drills per school year in which all students, teachers, and other employees shall leave the building. The principal shall keep a record of the date and hour of each drill, and the exact time in minutes and seconds as to how long it took during each drill to vacate the building.

320.2 Bomb Threat Plan Because of the inherent danger involved with this kind of threat, the students must be removed immediately from the school. The following steps should be taken:

320.2.1 Students under the direction of the teachers should leave the building immediately.

320.2.2 The teacher should be the last person out of the room securing the door and windows.
320.2.3  The teacher should take their roll book and take students out to the football field.

320.2.4  Teachers should call roll and account for every student.

320.2.5  The building principal or supervisor will make arrangements to have students transported home. Town students may be excused to go home after roll is taken. If buses are not immediately available, the principal or building supervisor will make arrangements to go to local church house or hall to get students out of inclement weather or danger. Under no circumstance is anyone to return to the building until it has been cleared by the sheriff.

320.2.6  All staff are to follow the same procedure as above.

321 DRIVER EDUCATION

321.1 Definitions

321.1.1 Automobile Driver Education refers to all those learning experiences provided by the school for the purpose of developing knowledge, attitudes, habits, and skills necessary for the safe operation of motor vehicles, including a proper acceptance of personal responsibility in traffic, and a true appreciation of the causes, seriousness, and consequences of traffic accidents.

321.1.2 Classroom Instruction refers to those learning experiences centered in the classroom which not only utilize effective teaching methods such as lecture, small and large group discussion, audio-visual aids, etc., but also make ample use of laboratory exercises and field studies in traffic, covering such content areas as traffic citizenship, laws and regulations, characteristics of drivers, role of government, automobile use, and traffic problems.

321.1.3 Behind the Wheel (Laboratory) Instruction refers to those learning experiences centered in an automobile atmosphere which provides students with opportunities for learning the proper operation of an automobile under real or simulated traffic conditions.

321.1.4 Observation Time refers to student time spent in a motor vehicle other than at the controls and involves group discussion and assessment of the driving task.

321.1.5 Dual-Control Automobile refers to automobiles equipped with auxiliary controls...clutch and brake pedals in standard shift cars and brake only in automatic transmission cars...which enable the instructor to assume control of the automobile when necessary.
321.1.6 **Instruction Permit** is a permit issued by the Utah State Driver License Division to students enrolled in an approved high school driver education program. The student permittee may drive on the road when in a dual-controlled automobile accompanied in the front seat only by a certified high school instructor or an authorized intern (student teacher) from an approved school of higher education. In the case of an authorized intern (student teacher) the certificated high school instructor shall occupy the rear seat. A maximum of three observers may occupy the rear seat.

321.1.7 **Learner's Permit** is a permit issued by the Utah State Driver License Division to a person who has reached 16 years of age, has satisfactorily completed an approved driver education course, and has passed a written and visual test. (The permittee may drive only when accompanied in the front seat by a licensed driver and when there are no other occupants in the car.

321.1.8 **Compliance Requirement** A school district maintaining driver education classes shall allow pupils enrolled in private schools located within the school district to enroll in driver education classes under the same terms and conditions as applied to students in public schools.

321.2 **Automobile Driver Education (Classroom Instruction)** A course of classroom instruction shall include a program of not less than thirty clock hours of instruction by a qualified instructor. Automobile driver education instruction shall be given as a separate course or as a clearly identified unit within another course. Automobile driver education shall be offered to pupils enrolled in grades ten to twelve, inclusive, or who have attained their sixteenth birthday, provided that each pupil will not complete his driver education training before his sixteenth birthday. Pupils shall have reached the age of 15 years 9 months before they are permitted to enroll in behind-the-wheel driving. However, school districts involved with the three and/or four phase driver education program (range and/or simulation) on a semester basis only, may submit at the beginning of the semester program the names of all students enrolled, providing said students will have reached the age of sixteen by the completion of the semester program. Credit should be given for instruction in automobile driver education as in other courses in the curriculum. When a unit in driver education is included in another course, the title of the course shall so indicate. Classroom instruction shall not be given fewer than two hours per week and shall be completed within one school year. Most specialists and instructors of driver education suggest that the best educational results are achieved when the classroom and the behind-the-wheel phases of the program are taught concurrently. If this is not possible, the less time lapse between the classroom instruction and the behind-the-wheel experience the better the program. It is recommended that the behind-the-wheel instruction be completed within a period, not to exceed, three months following completion of the classroom instruction. However, completion of the behind-the-wheel instruction shall not exceed four months following completion of the classroom instruction.

321.3 **Automobile Driver Education (Behind-the-Wheel)** A course of behind-the-wheel driving instruction shall include teacher demonstrations, observations and student practice in using vehicle controls to start, shift gears, make right and left turns, stop, back, park, etc. This instruction should begin under relatively simple conditions and progress until the student has acquired reasonable skill in operating the vehicle under varying conditions.
in traffic. Each student should have experience in driving on urban streets and open highways. Practice driving should being under varying conditions where the learner will have an opportunity to develop sound driving practices, including instruction in hazardous conditions which may be present at different times of the year, such as snow and ice. Special emphasis should be given to the matter of developing desirable attitudes so that each student indicates a sincere desire to show courteous consideration for other users of the road and other occupants of their vehicle. A course of behind-the-wheel driving shall include a minimum of six clock hours of instruction in a dual-control automobile under the direction and supervision of a qualified instructor.

321.4 Requirements regulating Adult Driver Education Programs

321.4.1 Classroom instruction shall include a minimum of eighteen clock hours. Behind-the-wheel instruction shall include a minimum of six clock hours of actual practice driving. Observation shall include an additional six clock hours.

321.4.2 All instruction is to be given by a qualified driver education instructor. Teachers must meet the same standards as those required for regular high school instructors.

321.4.3 All school sponsored driver education classes for adults should be administered through the district's adult education division.

322 VIDEO TAPES

322.1 Video tapes may be used in the school only if they meet the following conditions:

322.1.1 They are approved for school use. Only videos films which are part of media center collections, films ordered from the NU Center, or another recognized distributor of educational films to schools will be used in the district’s schools or at school functions.

322.1.2 They must be approved by the school principal and screened before use to ensure that they do not contain objectionable material.

322.1.3 They must be an integral part of the curriculum.

322.1.4 If a video is to be shown, it must be rated “PG” or higher. “G” is the highest rating - a lower rating would be PG, PG 13, R, or X.

322.1.5 Personal purchased or rented home videos are illegal to use because of copyright laws.
322.1.6 If the educational institution purchases a copy of the videotape, it may be used for face-to-face instruction if the tape is an integral part of the curriculum. Programs must be used for educational purposes and not for entertainment without a public performance contract. Most rental stores do not have the right to convey performance rights to you.

322.1.7 Media center directors will make certain that all video films in their collections have clear copyright title to be used by the district staff for educational purposes.

323 BASIC SKILLS COMPETENCY TEST POLICY

323.1 Opportunities to Take/Retake

323.1.1 No student may take any part of the Basic Skills Competency Test before the 10th grade year. The majority of 10th graders should take the test in the spring of their 10th grade year. A 10th grade student may be allowed to take the test before the spring of the 10th grade year only in instances where scheduling issues make it particularly advantageous to the student to take the test early. Students requesting to take the test early must submit a request to the School Site Coordinator with documentation showing the reasons the student should be given special consideration. Decisions regarding whether the student is allowed to take the test early will be made according to specifications in State Board Rule.

323.1.2 Students who reach the established cut score for any subtest in any administration of the assessment have satisfied the requirement for that subtest. Once all subtests have been passed, the student has satisfied this graduation requirement. At the completion of all the other requirements for graduation specified by the state and/or district the student may receive a basic diploma.

323.1.3 Students who do not reach the established cut score for any subtest will have multiple additional opportunities to retake that subtest. Retake opportunities will occur in the fall and spring of each year. Students who have not passed a portion of the test by the end of their senior year will receive a “certificate of completion” or “alternative completion diploma.” However, this certificate can be converted to a diploma at whatever point in time the student achieves a passing score on all parts of the BSCT, or satisfies the requirements through other acceptable means as specified in board rule. The Adult Education Board Rule and Adult Education practices will need to be reviewed to determine what changes, if any, will be required to accommodate students who have not passed the BSCT but have left high school.

323.1.4 Students who transfer to a Utah high school after their 10th grade year may be granted reciprocity for high school graduation exams taken and passed in other states as recommended by the State BSCT Advisory Board and approved by the Utah State Board of Education (USBE). Students
for whom reciprocity is not granted and students from states that do not have a high school graduation exam will be required to pass the Utah BSCT before receiving a diploma, regardless of when they enter the system. *Granting reciprocity will require that graduation exams from all other states be reviewed and evaluated for the extent to which they parallel what is on the Utah exam, and result of the review submitted to the BSCT Advisory Board for recommendations to the USBE.*

### 323.2 Test Administration

**323.2.1** The spring administration of the test will take place each year in late February or early March. Specific testing dates for the various subtests will be calendared two years in advance and the dates communicated annually to districts. Although the test will not be timed, students and teachers should plan on each subtest taking approximately two 45-minute periods. The testing will be spread across several days to minimize fatigue on the part of students. The BSCT School Site Coordinator should make the arrangements for the time and location of test administration, as well as for teachers or others to administer/proctor the test. Students may be tested in their regular classrooms by their regular teachers (e.g., 10th grade English class for the reading and language subtests) or collectively in a single location.

**323.2.2** The fall administration of the test will take place in late October to early November. Specific testing dates will be calendared two years in advance, where possible, by the Utah State Office of Education and then communicated annually to districts. Because the number of students taking the test in the fall is likely to be far fewer than for the spring administration, students who will be participating in the fall administration of the test may be excused from their regular classes and assemble in a single site for test administration. The School Site Coordinator will make the arrangements for the testing, including finding a location, choosing the time of day, and administering the test with the assistance of proctors as needed.

**323.2.3** It will also be the responsibility of the School Site Coordinator to administer make-up tests for students who, for allowable reasons as specified in Board Rule, missed the regularly-scheduled administration of the test.

### 323.3 Registration for Testing

**323.3.1** Registration of students to take the Basic Skills Competency Test will allow school personnel to ensure that only students who are supposed to be taking the test are allowed into the testing room. In addition, school personnel can ensure that all students who need to take the test have been notified and informed of the pertinent information regarding test preparation and administration.

**323.3.2** Students will be required to be registered for the test. Information gathered in the registration process will be specified by the Utah State Office of Education. Registration must be completed no
later than two weeks before the testing is to take place. Procedures for registering students will be
established at the district level and applied in all high schools for the district. The School Site
Coordinator will be responsible for ensuring that students are registered according to district policy.
Students will receive notification of the dates, time, and locations of testing each year no later that 6
weeks before the testing is to take place. All 10th grade students are expected to take the test in the
spring of their 10th grade year. Students who wish, for any reason, to be excused from testing at this
time must notify the School Site Coordinator, provide documentation of the request and reasons for
wishing to be excused, and provide a signed form from their parents(s) or guardian indicating that both
the parent(s)/guardian and student are fully aware of the consequences of skipping an opportunity to
take and pass the test. Any issues that cannot be resolved at the district level regarding whether a
student may be excused will be the responsibility of the State BSCT Advisory Board and/or the Utah
State Board of Education, and will be decided on a case-by-case basis.

323.3.3 Students wishing to take the test, but who were not able to register, must show, previous to
being admitted for testing:

323.3.3.1 Proof that they qualify to take the test (e.g., enrollment as a 10th grader or above in
a Utah school or adult education program, documentation of previous arrangements to take the
test at an alternate site),

323.3.3.2 Evidence that they have not previously passed the portion of the test they wish to take,

323.3.3.3 Documentation for any accommodations, assistive devices, or other special conditions
needed during testing. In addition, the School Site Coordinator must ensure that all information
fields in the student’s registration file are completed for these students.

323.3.3.1 NOTE: Students who are in private or home school situations are only
allowed to take the test at the regularly-approved sites and on the designated dates with
students who attend public schools. They must also register with the School Site
Coordinator and show that they have the same qualifications as public school students
to take the test, and they may be asked to pay a fee.

323.4 Return and Maintenance of Results

323.4.1 The School Site Coordinator will return the completed test forms for each subtest for scoring
within three school days of the completion of the subtest. In most cases, results from all subtests will
be returned no later than six weeks after the final subtest has been administered. Sufficient copies of
the results will be returned to the School Site Coordinator so that copies can be retained at the school
as well as distributed to students and their parents. In addition, data will be returned to the district and
the Utah State Office of Education electronically to allow for inclusion of the scores on the students’
transcripts, as required by statute, and for statewide reporting of results. The School Site Coordinator will be responsible for distributing results to students. (Consideration should be given to any data that may need to be included in the registration information required from students to facilitate distribution of the results, e.g., home room class and teacher, home address so that reports can be distributed to students homes.)

323.5 Consequences of Not Passing

323.5.1 Students are expected to take every opportunity available to them to pass the Basic Skills Competency Test prior to the completion of their senior year. If, after the student has completed all other graduation requirements, she/he has failed to reach the required cut score on one or more of the subtests after the last administration of the test in the student’s senior year, he/she will receive a “certificate of completion” or “alternative completion diploma.” This certificate can be converted to a basic high school diploma at whatever point in time the individual achieves a passing score on all parts of the BSCT, or satisfies the requirements through other acceptable means as specified in Utah State Board of Education rule. See information on “Showing Alternative Evidence of Basic Skills Competency.”

323.6 Appealing Results

323.6.1 Students who have reason to believe that there has been a mistake in scoring, or that for some other reason their results are inaccurate, may appeal their scores. Appeals must be made no later than one month after the release of the score. Initially, the appeal should go to the BSCT School Site Coordinator. If the School Site Coordinator cannot resolve the problem, it will be forwarded to the State BSCT Advisory Board or other designated group for review and research by the contractor who completed the scoring. After a review of the scoring process, the State BSCT Advisory Board will make a decision that will be submitted to the State Board of Education for approval.

323.7 Showing Alternative Evidence of Basic Skills Competency

323.7.1 Students who, after repeated attempts to pass any or all subtest, can document that they are unable to demonstrate their mastery of basic skills on the BSCT may apply to submit alternative evidence of basic skills competency under the following circumstances:

323.7.1.1 the students can produce documentation of having made at least three attempts (at least one attempt per year for students on an IEP) to pass the test before completing his/her high school education.

323.7.1.2 the student has completed all other graduation requirements from the state or the district.
323.7.2 Alternative evidence tailored to the needs of the students will be considered by the State BSCT Advisory Board or other designated body on a case-by-case basis. (The alternative evidence to be accepted for this purpose will have to be determined very specifically based on the content of the Basic Skills Curriculum. Such evidence should consist of multiple measures, including such things as scores from other tests (e.g., Core Assessment CRT results, college entrance exam results, Stanford Achievement test results), completed class assignments (e.g., writing portfolio, projects) or other work (e.g., on-demand performance tasks, individually administered tests) that are indicative of the student’s skills in the basic skills areas.)

323.8 Allowable Test Preparation Activities

323.8.1 Primary preparation for the Basic Skills Competency Test should be done as part of students’ regular education program throughout their years in public education. In addition to the students’ regular education, the Utah State Office of Education will provide materials to be used by students in preparation for this test. These materials will include a copy of the “Basic Skills Curriculum” for each subject tested, samples of the types of questions the student will encounter in each subject, and basic test-taking strategies that students can practice before taking the test. The USOE reserves copyright to any materials developed under contract or by USOE employees for this program. Under copyright law, USOE prohibits the use of any actual or parallel test questions (e.g., questions that are substantially the same as the actual test questions, with only a few minor changes to the content) or other materials associated with this test in the preparation of any commercial or other test preparation materials.

323.8.2 Following each administration of the test, every student who did not pass one or more of the subtests should be identified and counselors assigned to work with these students should be alerted. As part of the Comprehensive Guidance process and the Student Education Occupation Plan (SEOP) program, students, parent(s) or guardian(s), counselors, and teachers should review the Student’s Education Occupation Plan (SEOP) and/or IEP transition process, paying special attention to the student’s course-taking plans, to ensure that the student will get assistance targeted to his/her areas of weakness as indicated by the BSCT results. The student and his/her parents should develop a plan for how the student will get the necessary instruction and assistance with preparation to be successful in passing the test(s) the next time it is administered.

323.9 District/School Responsibilities

323.9.1 Management of the BSCT program in the high schools of Utah will require dedication of staff time for school site coordination. In addition, districts/schools will be responsible to provide space in the district high schools for the test to be administered to all 10th graders as well as 11th and 12th graders and others who need to retake portions of the test each spring, and to any students needing to retake portions of the test in the fall.
323.9.2 School Site Coordination Responsibilities

323.9.2.1 Attend in-person training session(s)

323.9.2.2 Make arrangements for facilities in which to conduct the assessment for both the spring and fall administrations

323.9.2.3 Determine what time of day on the designated dates will best fit the school’s schedule for test administration

323.9.2.4 Manage the student registration process, ensuring that all students who need to be included in testing have received notification of the test administration dates and assistance in completing registration requirements

323.9.2.5 Conduct on-site registration, receiving from these students:

323.9.2.5.1 proof that they qualify to take the test (e.g., enrollment as a 10th, grader or above in a Utah school or adult education program, documentation previous arrangements to take the test at an alternate site)

323.9.2.5.2 evidence that they have not previously passed the portion of the test they wish to take

323.9.2.5.3 documentation for any accommodations, assistive devices, or other special conditions needed during testing, and ensuring that all information fields on the answer sheet are completed and bubbled in for these students

323.9.2.6 Receive and secure assessment materials

323.9.2.7 Verify receipt of materials

323.9.2.8 Arrange for accommodations/modifications for students who require them

323.9.2.9 Prepare the room

323.9.2.10 Prepare the booklets and answer sheets

323.9.2.11 Recruit sufficient personnel to assist in test administration so that there is one administrator/proctor for every 50 students participating in the assessment.
323.9.2.12 Administer the assessment and/or train designated assessment administrators – give directions, supervise test administration and activities of proctors

323.9.2.13 Collect, assemble, pack and ship assessment materials to the contractor for scoring

323.9.2.14 Receive score reports and distribute them to students and parents

323.9.2.15 Receive scoring appeals and arrange for them to be processed according to State Board Rule

323.9.2.16 Receive appeals for students wishing to be excused from taking the test during their 10th grade year and arrange for them to be processed according to State Board Rule.

323.10 Responsibilities of the State Basic Skills Competency Test Advisory Board

323.10.1 In order to monitor proper compliance with the policies in board rule relative to this program, and to decide issues that are to be decided on a case-by-case basis, the State Board of Education will establish a State Basic Skills Competency Test Advisory Board. Membership on the board will be by appointment and approval of the State Board. Following are some of the specific duties of this board.

323.10.2 Students who transfer to a Utah high school after their 10th grade year may be granted reciprocity for high school graduation exams taken and passed in other states as recommended by the State BSCT Advisory Board and approved by the Utah State Board of Education (USBE).

323.10.3 Any issues that cannot be resolved at the district level regarding whether a student may be excused will be the responsibility of the State BSCT Advisory Board and/or the Utah State Board of Education, and will be decided on a case-by-case basis.

323.10.4 Appeals regarding scoring irregularities must be made no later than one month after the release of the scores. Initially, the appeal should go to the BSCT School Site Coordinator. If the School Site Coordinator cannot resolve the problem, it will be forwarded to the Sate BSCT Advisory Board or other designated group for review and research by the contractor who completed the scoring. After a review of the scoring process, the State BSCT Advisory Board will make a decision that will be submitted to the State Board of Education for approval.

323.10.5 For students who, according to board rule, have submitted evidence that they cannot demonstrate their basic skills through the BSCT, alternative evidence of basic skill attainment may be provided. Alternative evidence tailored to the needs of the students will be considered by the State BSCT Advisory Board or other designated body on a case-by-case basis.
SUPPLEMENTARY MATERIALS AND RECONSIDERATION POLICY

Rich County Board of Education (Rich County School District, hereafter “District”) believes that the availability of a carefully selected and widely varied collection of supplementary materials and books enhances students’ repertoire for learning strategies. Supplementary materials include any instructional materials other than textbooks, including, but not limited to, books, periodicals, newspapers, pictures, library books, maps, charts, photocopies, filmstrips, films, audio tapes, and computer programs.

324.1 Selection Criteria All selections shall:

324.1.1 Enrich and support the district curricula, taking into consideration the maturity levels, abilities, and varied interests of students.

324.1.2 Meet an appropriate instructional objective.

324.1.3 Demonstrate literacy or curricular value.

324.1.4 Promote knowledge, intellectual growth, literary appreciation, aesthetic values, community standards, and lifelong learning.

324.1.5 Provide information to help students become powerful learners and to help them acquire higher order thinking skills and use them appropriately in diverse situations.

324.1.6 Incorporate materials on opposing sides of controversial issues so students may develop, under guidance, critical skills to allow creative problem solving, reliable decision making, and innovative thinking skills.

324.1.7 Provide materials representative of the many religious, ethnic, and cultural groups that have contributed to American heritage and to the worldwide community.

324.1.8 Promote democratic principles of freedom, justice, equality, and the responsibilities of good citizenship through better understanding of self and others.

324.2 Reconsideration of Selection Freedom of inquiry is essential to education in a democracy. Therefore, the District respects the right of parents and/or guardians to protect their children from selections which they personally consider offensive. No child/student shall be forced to use any instructional selections which parents object to unless such selections are required by state law or district policy. Works of equal value in content, reading level, genre and literacy technics may be offered as a substitute. A selections value and impact must be judged as a whole, taking into account the teaching objectives and the author’s intent, rather than individual words, phrases, or incidents taken out of context. Parents or patrons who have concerns about specific supplementary selections must follow the “Appeals Procedure.”
324.3 Appeals Procedure  Any district patron has the right to file a complaint regarding selections to which he or she objects. The procedure for processing such complaints is as follows:

324.3.1 The complainant shall meet with the teacher to discuss the use of the selection. Every effort should be made to resolve the issue at this level.

324.3.2 If the complainant is not satisfied, he/she may file in writing the Citizen’s Request for Reconsideration of a Work. The Reconsideration form will be filed with the principal who will review the complaint and render a decision. If the complainant is not satisfied a School Reconsideration Committee shall be appointed by the principal after receipt of the “Citizen’s Request for Reconsideration Form.” The Committee shall consist of an administration from the respective school, the department chair, one (1) teacher from that department or grade level, one (1) teacher from outside the school in which the selection in question is used or proposed for use, two (2) parents, and the school PTA/PTO president. During the course of review, the Committee may solicit and/or accept information, evidence, or testimony from other persons as the Committee deems advisable.

324.3.3 The Committee reviewing complaints shall consider the completed “Citizen’s Request for Reconsideration of a Work” and invite the complainant and the teacher involved for conference. Members of the school committee shall have evaluated the work in advance of the meeting, and shall formulate a decision and respond to the complainant.

324.3.4 If the complainant is not satisfied with the decision of the School Reconsideration Committee, he/she may request a review of the complaint by a District Reconsideration Committee. The superintendent shall appoint a committee after receipt of the request. The Committee shall consist of (2) two board members, two (2) parents, the principal, department head or grade level representative, and one (1) teacher outside the school in which the selection in question is used or proposed for use. The Committee shall review the complaint and make a recommendation to the superintendent. During the course of review, the complainant shall have the opportunity to appear in support of the complaint; the teacher in whose school the selection is used or proposed for use shall have the opportunity to present the rational for inclusion; and the Committee may solicit and/or accept information, evidence, or testimony from other persons as the Committee deems advisable. The committee’s recommendation shall be presented to the Board.

324.3.5 The Board shall review the recommendation of the Committee after the recommendation is received and the Board’s decision shall be final.
Citizen’s Request for Reconsideration Form

Indicate type of supplementary materials under question.

________________________________________________________________________

________________________________________________________________________

Author/Creator__________________________________________________________

Title ________________________________________________________________

Publisher ______________________________________________________________

Request initiated by ____________________________________________________________________________

Telephone _______________ Address ________________________________

City ___________________ State __________________________ Zip Code _________________

Complainant represents:

_____ Himself/Herself

_____ Organization (Name) _____________________________________________

_____ Group (Name) ___________________________________________________

1. Have you been able to discuss this selection with the teacher who ordered it or who used it?
   Yes _____  No _____

2. What do you understand to be the general purpose for using this selection?
   a. Provide support for a unit in the curriculum? Yes_____ No _____

   b. Provide a learning experience for the reader in one kind of literature? Yes_____ No _____

   c. Other ________________________________________________________________

3. Did the general purpose for the use of the selection, as described by the teacher, seem a suitable one to you?
   Yes _____  No _____

   If not, please explain ______________________________________________________________________

_________________________________________________________________________________________

4. What do you think the general purpose of the author/creator is in this selection? __________________

_________________________________________________________________________________________

_________________________________________________________________________________________

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5. In what ways do you think a selection of this nature is not suitable? __________________________________________________________

____________________________________________________________________

____________________________________________________________________

6. Have you been able to learn what the students’ response is to this selection? Yes ____ No ____

7. What response did the students make? ____________________________ ____________________________

____________________________________________________________________

____________________________________________________________________

8. Have you been able to learn what reviewers have written about this selection? Yes ____ No ____

9. Do you have negative reviews of the selection? Yes ____ No ____

10. Where were they published? ______________________________________________________________________________________

____________________________________________________________________

____________________________________________________________________

11. Would you be willing to provide copies of the reviews you have collected? Yes ____ No ____

12. What would you like your school to do about this selection?

____ Do not assign/lend it to my child.

____ Return it to the department for reevaluation.

____ Other, please explain ________________________________ ________________________________ ________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

13. In its place, what selection would you recommend that would convey as valuable a picture and perspective of the subject treated? ____________________________ ____________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Signed ________________________________

Date ________________________________

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