



535 East 300 South Kamas, Utah 84036 (435) 783-4318

2025-2026

PARENT AND STUDENT HANDBOOK

School Hours

Monday - Thursday 8:50 a.m. - 3:20 p.m.
Friday 8:50 a.m. - 2:20 p.m.

Office Hours

M - Th: 8:00 a.m. - 4:00 p.m.
Fri: 8:00 a.m. - 3 p.m.

School Office: (435)783-4318

School Nurse: (435) 783-4318 Ext. 1293

School Vision Statement...valuing students and preparing them for success.

School Mission Statement...At South Summit Elementary we **LEARN**

Love

Engage

Aspire

Respect

Never give up!

School Mascot: Whiskers the Wildcat

School Colors: Green, Black and White

School Website: <https://www.ssummit.org/o/elementary>

School Facebook: <https://www.facebook.com/southsummitelementary/>

School Instagram: <https://www.instagram.com/sselementaryschool/>

School Marquee: We regularly update our school marquee with important information and dates to remember



Principal's Welcome:

Welcome to the 2025-2026 school year, South Summit Elementary families!

We are so glad you are part of our school community. This handbook contains all the important information you'll need for a successful school year. Please take the time to read through it, and remember that my office is here to help with any questions you may have.

A key change for this year is our new parent drop-off and pick-up zone. **To keep our students safe, all parents will now enter our campus from Gristmill Road.** This is a one-way zone directly in front of the school. Please **do not use the old drop-off area near the middle school** to ensure student safety. A new map will be sent in the Parent Alert for your reference.

We are dedicated to upholding our core values: **Academics, Kindness, Dedicated staff, Respect, and a Happy School.** We believe in the success of every student and are committed to making this a great year for our entire community.

Sincerely,

Mrs. Lisa Flinders, Principal

SCHOOL INFORMATION

South Summit Elementary School

535 E 300 S Kamas, UT 84036

School Office (435) 783-4318

Nurse (435) 783-4318 EXT. 1293

Principal Office Ext. 1252

Assistant Principal Office Ext. 1255

SCHOOL HOURS

Monday - Thursday (K-4) 8:50 - 3:20 p.m.

Friday (Early out) (K-4) 8:50 - 2:20 p.m.

PREK:

3 year olds: Monday/Wednesday 9-11 a.m. and Tuesday/Thursday 9-11 a.m.

4 year olds: Monday/Wednesday 12-3:30 p.m. and Tuesday/Thursday 12-3:30 p.m.

GENERAL INFORMATION

Students will be marked tardy after 8:50 a.m. As a safety measure, PowerSchool will auto-call parents if their child is not in attendance after 9:30 a.m. It is imperative that parents call the school if their child is going to be absent.

School doors will not open until 8:30 a.m. each school day. Supervision is not provided for students who arrive before 8:30 a.m. nor for students remaining later than 3:30 p.m. Please acknowledge these hours for the safety and well being of your child.

Students who are dropped off in the morning may enter the front door of the school in order to access the cafeteria.

Parents are encouraged to make any changes to their child's pick-up or bus riding needs **before** 3 PM M-TH or 2 PM Friday to avoid any delays or problems.

SCHOOL FACULTY and STAFF

South Summit Elementary Staff			
<u>Administration</u>		<u>Teachers</u>	
Principal	Lisa Flinders	Third Grade:	
Assistant Principal	Kestin Wilkinson	Lady Castaneda	Rebecca Jensen
Counselor	Dean Evans	Megan Staples	Julie Reidhead
Social Worker	Kay Luther	Angela Scafaru	
Literacy/Math Specialist	Sammie Page	Fourth Grade:	
Secretary	Jill Hancock	Brittney Dalton	Angela Scafaru
Secretary	Shelby LaFay	Madison Rose	Courtney Thomas
Head Custodian	Tyrone Gortat	Lady Castaneda	David Taylor
<u>Teachers</u>		Content Specialists:	
Preschool:	Kim Woodard	Ronda Bristol	Hillary Burningham
Kindergarten:	Lindsey Kearney	Jay Griffin	Pat Jones
Nicole Eaglin	Kelli Woolstenhulme	Heather Swanson	Natalie Whitmore
Cheryl Pulver		Special Education:	Dawnell Anderson
First Grade:		Susan Barrett	Malynda Ivory
Jayden Rogers	Kate Morgan	Danielle Katterman	Marci Mitchell
Misty Blazzard	Carolyn Simkins	Chalise Provost	
Marta Vallverdu		Coaches:	
Second Grade:		Paula Carlson	Jennifer King
Shelly Bess	Karma Bonner	Amy Mahoney	Lorie Miner
Solveig Querry	Carolyn Simkins		
Marta Vallverdu		Technology/Assessment:	Cindy Butterfield
<u>Para Professionals/ Classroom Specialists</u>		<u>Custodians/Nurses/ Lunch</u>	
Angie Thomas	Chyanne Hancock	Custodians:	
Sandi Lott	Taryn Maughan	Andy Benitz	*Tyrone Gortat - Head
Sara Lynch	Sally Cevallos	Arisbeht Rodriguez	
Madison Hill	Tiffany Montgomery	Nurses:	
Shantai Anderson	Sarah Moser	Jolie Bonderant	Jorja Isakson
Joaquin Rodriguez	Mary Sennas	Amanda Kasza	*Amanda Monaco
Brooke Rohwer	MandyJo Keddington	School breakfast and lunch	
Mindi Maxfield	Natalie Whitmore	Sheila Davis	Ronda Mondragon
Louise Hardy	Isabelle Deffendol	* Shami Wolf - Manager	Jillian Tillett
Sue Robinson	Trinity Lindsey		
Shelbie Burton			

PARENT DROP OFF AND PICK UP ZONE

We have a new pick-up and drop-off pattern for students this year. The old drop-off zone is no longer accessible. Parents will enter the drop-off lane from Gristmill Road. There will be **NO** entrance through the main gate. The new drop-off lane is located directly in front of the main entrance of the school.

Please note: there is only one-way traffic to exit the main gate to access Foothill Drive. There is no parking in the drop-off/loading zone. If you need to park to bring your student into the school, parking is available in the new top lot directly south of the main parking lot.

Also, if you do not see your student, **please do not wait in the pick up/ drop off zone. This will hold up and slow down the process.** Please move through the line and circle back around to the Gristmill entrance.

Additionally, we have visitor and handicap parking available in the main parking lot. A map will be provided; if you have any questions, please call the school.

Please remember these rules:

- Entrance to the school is now located off Gristmill Road.
- The traffic pattern is "One Way" only.
- Do not block the gate(s) to drop off students.
- Do not park, for any reason, in the loading and unloading zone.
- If your child is not readily available for pickup, circle back in the queue to keep traffic moving.
- Please use the crosswalks.



SCHOOL COMMUNITY COUNCIL

School Community Council Members: Elections will be held each fall. Those listed below are in their second-term this year of serving on the Council. We will have several seats available. Please contact Mrs. Flinders or the front office if you're interested in serving on the Council.

<u>Name</u>	<u>Email</u>	<u>Role</u>
TBD		Parent
TBD		Parent
TBD		Parent
Nathan Quinn	quinns.nl@gmail.com	Parent
Natasha Pearce	nlpearce4@gmail.com	Parent
TBD		School employee
TBD		School employee
Lisa Flinders	lf@ssummit.org	Principal/Director

PARENT TEACHER ORGANIZATION

In a PTO, parents and teachers come together to support and enhance the experience children have during their education. The activities the members of a PTO participate in vary and include things like: Create and plan fundraising campaigns for the school, Spiritwear, Service Projects, Field Day, Teacher Appreciation, Parent information nights, Book Fairs, and Student Activities. Please contact the Office or Principal, if you'd like to participate.

2025-2026 DATES AT-A-GLANCE (subject to change)

August 20th- First Day of School (1st-4th) Kindergarten 8:50-11:20 a.m.

August 27th- First Day of PreK 3 & 4 year olds (Monday/Wednesday)

August 28th- First Day of PreK 3 year olds (Tuesday/Thursday)

September 1st- Labor Day

September 18th- Fall Picture Day

October 7th & 9th- Parent Teacher Conferences and Book Fair 4:00 - 8:00 p.m.

October 16th & 17th- Fall Break

October 23rd- Last day of Term 1

October 24th- Professional Learning for teachers (No School for Students)

November 5th- School Picture Retake Day

November 26th-28th- Thanksgiving Break

December 22nd - January 2nd- Holiday Break (No School for Students)

January 9th- Last Day of Term 2

January 16th- Professional Learning Day (No School for Students)

January 19th- Martin Luther King Jr. Day

February 10th & 12th- Parent Teacher Conferences and Book Fair from 4-8 p.m.

February 16th- Presidents' Day (No School for Students)

March 19th- Last Day of Term 3

March 20th- Professional Learning Day for teachers (No School for Students)

March 30th- April 3rd- Spring Break (No School for Staff and Students)

May 19th & 20th- Last Day of PreK 3 and 4

May 25th- Memorial Day (No School for Staff and Students)

May 27th-Last Day of Kindergarten

May 28th - New Kindergartener Testing Day

May 28th- Last Day of School 11:30 a.m./End of Term 4

May 29th- Professional Learning Day (No students)



POLICIES AND PROCEDURES: Below, you will find some of the main student policies that pertain to our school. There is not adequate room in this handbook to cite the entire text of every policy. A brief policy statement is given with additional information where it is applicable. A policy handbook, which includes all text, is available on the district webpage.

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STUDENT ARRIVAL

We highly encourage students to arrive at school on time in order to have a consistent and positive experience starting their day. We are so happy to see all of our students each day and want them to feel the welcome and acknowledgement; as they are greeted by the teachers, staff, and schoolmates. When the bell rings at 8:50 a.m., students are to line up at their designated class spot and teachers will come out to greet and gather students. In an effort to keep all students safe, parents/guardians are not allowed on any blacktop surface before or after school. Students are not permitted in other areas of the school building prior to 8:50 a.m., unless they are participating in breakfast and should only be in the cafeteria.

Breakfast begins at 8:30 a.m. in the cafeteria. Students may enter through the front doors of the school. Outside supervision is provided fifteen minutes prior to the beginning of school. Students are not to arrive on the school grounds before 8:35 a.m. unless eating breakfast.

STUDENT ATTENDANCE

(Policy 6005 & 6005)

- A. The Board of Education of South Summit School District recognizes that while a student's parent is the primary person responsible for the student's education, under Utah's compulsory education laws parents are generally required to enroll their children in school unless an exemption is granted. The law outlines specific exemptions that may be granted by the Board, including for a student who will attend a home school.
- B. This policy sets forth the requirements and procedures to be followed by students, parents, and the District in order for a compulsory education exemption to be granted.

South Summit Elementary Procedure:

Daily attendance is crucial for academic success. Therefore, the following is in place:

1. After 3 tardies, the school will reach out to the parent/guardian regarding the number of tardies
1. After 5 tardies, the parent/guardian will be notified, provided a learning video and template for change. If tardies persist, the administration will contact the parent for a Student Growth Plan meeting.
2. After 3 unexcused absences, the school will notify the parent/guardian.
3. If unexcused absences exceed 5, parents will be contacted, A Notice of Compulsory Education Violation will be sent home and a meeting will be scheduled to meet with administration.
4. After 10 consecutive days of being absent and the school has not been notified by parent nor has the parent responded to a meeting with administration, A Notice of Compulsory Education Violation will be sent, DCFS notified, and the student will be unenrolled.

Compulsory Education

- A. Except as otherwise provided in this policy, the parent of a minor student is required to enroll and send the student to a public or regularly established private school. A public school may include a District school, a school in another district wherein the student may be legally enrolled, or a charter school. A student who is not attending a public school or a regularly established private

school must obtain an exemption certificate as provided herein.

- B. B. The District may issue a notice of compulsory education violation to a parent of a student in grade 1 through 6 in accordance with Policy 6009 – Student Absences and Excuses.
- C. In accordance with Procedure 6005-A – Student Attendance Procedures, the District may issue a notice of truancy to a student who is in grade 7 or above and who is at least 12 years old and who is truant, as well as to the student’s parent.
- D. The District shall report compulsory education violations to the appropriate city, county, or district attorney as required by law.

Exemptions

A. Board Release

- 1. Students who meet one or more of the following conditions to the satisfaction of the Board shall be exempt from the compulsory education requirements and shall be given a certificate stating that the student is excused from public school attendance during the time specified on the certificate.
 - a. A student over age sixteen (16) may receive a partial release from school to enter employment, or to attend a trade school, if the student has completed the eighth grade. Minors receiving this exemption must still attend school part-time as required by the Board.
- 2. On an annual basis, a 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:
 - a. The minor has already completed the work required for graduation from high school; 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.
 - b. Proper influences and adequate opportunities for education are provided in connection with the minor’s employment; or
 - c. 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.
- 3. The Board will excuse a student from attendance if the student’s parent files a signed and notarized Home School Application, as described in Policy 3031 Home School.

- a. The minor will attend a home school, and
- b. The parent assumes sole responsibility for the education of the student, except to the extent the student is dual enrolled as in section.
- c. A parent of a minor who attends a home school is solely responsible for:
 - i. The selection of instructional materials and textbooks;
 - ii. The time, place, and method of instruction; and
 - iii. The evaluation of the home school instruction.
- 4. The South Summit School Board may not:
 - a. Require a parent of a minor who attends a home school to maintain records of instruction or attendance;
 - b. Require credentials for individuals providing home school instruction;
 - c. Inspect home school facilities; or
 - d. Require standardized or other testing of home school students.

SCHOOL BREAKFAST & LUNCH INFORMATION (Policy 6023)

SSES provides nutritious and well-planned meals daily. All students will have the opportunity to enjoy lunch in the cafeteria for at least 15 minutes before going outside to play. Please enter through the front doors of the school for access to the cafeteria. If students are not finished eating after 15 minutes, he/she may stay and finish eating in the cafeteria.

Free and Reduced Lunch/Breakfast: If you feel that your family may qualify for assistance, please complete the application form found in the Parent Information Area of our front office and/or contact Tammy Clegg at the District Office.

Listed below is the student's schedule for lunch **Monday-Friday**

Kindergarten: 11:20-11:50 p.m.

1st Grade: 11:35 - 12:05 p.m.

2nd Grade: 11:10-11:40 a.m.

3rd Grade: 11:50-12:20 p.m.

4th Grade: 12:00 - 12:30 p.m.

Please note if a child brings a home lunch, they will need to pay for milk, if they choose to drink milk with their lunch.

Student Breakfast: \$1.50

Student Lunch: \$2.50

Adult Breakfast: \$3.00

Adult Lunch: \$5.00

BIRTHDAY/CLASSROOM PARTIES/TREATS

Birthdays are an important milestone for children. With that being said, educational instruction is critical to student growth and is our primary purpose. Classroom interruptions should be minimal. Birthday parties and/or celebrations are NOT allowed at school. Store bought (NO HOMEMADE) treats may be delivered to the front office. The administration will ensure that the birthday treats are delivered to the appropriate classroom. Teachers will celebrate with their students at the end of the day. In consideration for all students' feelings, it is not appropriate to have a student hand-out invitations to a birthday party or any type of party at school. Balloons, flowers, gifts, or excessive gestures are not permitted at school.

Instructional time is limited and extremely valuable. Therefore, any holiday/seasonal/classroom parties must be approved by administration.

BULLYING PREVENTION PLAN AND PROTOCOL

(Policy 6065)

I. Policy Statement:

- A. Bullying, cyber-bullying, and hazing of students and employees are against federal, state and local policy, and are not tolerated by South Summit School District. The district is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, South Summit School District has in place policies, procedures, and practices that are designed to reduce and eliminate bullying, cyber-bullying, and hazing including but not limited to civil rights violations as well as processes and procedures to deal with such incidents.
- B. School officials have the authority to discipline students for off-campus speech that causes or threatens a substantial disruption on campus or school activities, including violent altercations, or a significant interference with a student's educational performance and involvement in school activities. If after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion, pursuant to Utah Code Ann. and in accordance with the U.S. Department of Education Office for Civil Rights, loss of participation in extracurricular activities, and/or probation.

South Summit Elementary School has an established bullying protocol and will implement this protocol should bullying occur. Administration will conduct appropriate investigation and will implement corrective consequences on a case-by-case basis. We adhere to the Utah State Code for Safe Schools and Bullying. What is Bullying? Bullying is a conscious, willful, deliberate, hostile, and repeated behavior by one or more people, which is intended to harm others and/or gain power or control.

School-wide Bully Prevention Plan

1. How does our school-wide expectations/rules relate to teaching bully prevention? (e.g., Respect, Kindness, Thoughtful)

•South Summit School Mission and Expectations:

Mission Statement: LEARN- Love, Engage, Aspire, Respect self and others, Never give up

Our Core Values focus on being a happy school with kindness, and respectful for one another

Rules and Expectations:

1. Follow directions from all adults
2. Speak kind words to each other
3. Keep hands, feet, and objects to self
4. Show respect to people, places and things
5. Give my best effort every day

THE DIFFERENCE BETWEEN BULLYING AND CONFLICT	
Imbalance of power, not friends	Equal power or friends
Repeated negative actions	Happens occasionally
Purposeful	Accidental
Serious with threat of physical or emotional harm	Equal emotional reaction
Strong emotional reaction from victim and little to no emotional reaction from the individual(s) doing bullying	Not seeking power or attention
Attempt to gain material things or power	Not trying to get something
No remorse – blames victim	Remorse – will take responsibility
No effort to solve problem	Effort to solve problem

2. How do we incorporate bully prevention in teaching your school-wide expectations to students and staff?

Safe UT App

Social-emotional Learning curriculum: (Merrell's Strong Start and Strong Kids)Addressing Bullying specifically

Monthly lessons with counselor and social worker in Specialists classes

Monthly Community Assemblies

Student Leadership Team skits, modeling, verbal praise, and positive reinforcement

3. Which curriculum do we use to explicitly teach bully prevention to all students and staff? When is this taught (timeline)?

Curriculum: Merrell's Strong Start (K-2nd) and Merrell's Strong Kids (3-4th)

Timeline: Monthly advisory lessons taught by Counselor and Social Worker during Specialist classes

4. What are some examples of the procedures for providing support to targeted students?

	Procedures (i.e. student support form)	Interventions/ongoing support
Victims	Witness Statements Parent Contact Behavior Contract Teacher Notification Seat/Class change	Access to Administration Counseling Services Check-ins with teachers
Offenders	Witness Statements Parent Contact Behavior Contract Teacher Notification Seat/Class change	Structured Lunch & Recess Behavioral Contract Referral to the SST Team Check-in/check-out Daily Behavior Tracker Student Growth Plan

5. Our school's reporting system if administrators, teachers, or staff encounter bullying:

Staff members complete Office Referral in a timely manner and report to administration and details entered in PowerSchool.

6. How do students, parents, or other patrons report bullying or other anti-social behaviors?

- IMMEDIATELY contact school administration via phone, in-person, and/or email

- Safe UT App

7. How are these reporting channels communicated clearly to parents?

- Parent and Student Handbook, Back-to-School Night, SSE APP, and Text Alerts

8. How does our school respond to reports of bullying or other antisocial behaviors?

Administrative Response Investigation Protocol

9. Do we report behavior issues that are significant or persistent in PowerSchool, Safe Schools and to School Resource Officers? Yes

10. Definitions

- A. Abusive Conduct means verbal, nonverbal, or physical conduct of a parent or student directed toward a school employee or student that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress.**
- B. Bullying means intentionally committing a written, physical, or verbal act against a student that a reasonable person under the circumstances should know or reasonably foresee will have one of the following effects:**
 - a. causing physical or emotional harm to the student;**
 - b. causing damage to the student's property;**
 - c. placing the student in reasonable fear of:**
 - a. harm to the student's physical or emotional well-being; or**
 - b. damage to the student's property.**
 - d. creating a hostile, threatening, humiliating, or abusive educational environment due to:**
 - a. the pervasiveness, persistence, or severity of the actions; or**
 - b. a power differential between the bully and the target; or**
 - e. substantially interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities, or benefits.**
 - f. The foregoing conduct constitutes bullying regardless of whether the person against whom the conduct is committed, directed, consented to, or acquiesced in the conduct.**
- C. Cyber-bullying means:**

- a. Using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.
 - b. In addition, any communication of this form that is generated off-campus but causes or threatens to cause a material and substantial disruption at school or interference with the rights of students to be secure may also be considered cyber-bullying.
- D. **Hazing** means a student intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act toward a school employee or student that:
- a. meets one of the following:
 - a. endangers the mental or physical health or safety of a school employee or student; or
 - b. involves any brutality of a physical nature, including whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
 - c. involves consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a school employee or student; or
 - d. involves any activity that would subject a school employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a school employee or student to extreme embarrassment, shame, or humiliation; and either
 - i. is committed for the purpose of initiation into, admission into, affiliation with, holding office in, or as a condition for membership in a school or school sponsored team, organization, program, club or event; or
 - ii. is directed toward a school employee or student whom the student knows, at the time the act is committed, is a member of, or candidate for membership in, a school or school sponsored team, organization, program, club, or event in which the student also participates.
 - b. The conduct described above constitutes hazing, regardless of whether the school employee or student against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.

Utah Admin. Rules R277-613-2 (May 24, 2022)

[Utah Code § 76-5-107.5 \(2022\)](#)

[Utah Code § 53G-9-601\(1\) to \(5\) \(2019\)](#)

- E. **Incident** means one or more infractions committed by a student or a group of students acting in concert, at the same time and place.

Utah Admin. Rules R277-613-2 (May 24, 2022)

- F. **Infraction** means an act of prohibited behavior.

G. Retaliate means an act or communication intended:

- a. as retribution against a person for reporting bullying, cyberbullying, abusive conduct, or hazing; or
- b. to improperly influence the investigation of, or the response to, a report of bullying, cyberbullying, abusive conduct, or hazing.

[Utah Code § 53G-9-601\(8\) \(2019\)](#)

H. School Employee means:

- a. school administrators, teachers, and staff members, as well as others employed or authorized as volunteers, directly or indirectly, by the school, school board, or school district and who works on a school campus.

[Utah Code § 53G-9-601\(10\) \(2019\)](#)

I. Volunteer means a non-employee with significant, unsupervised access to students in connection with a school assignment.

Utah Admin. Rules R277-613-2 (May 24, 2022)

II. Bullying and Abusive Conduct Prohibited

- A. No student may engage in bullying of a student or school employee on school property, at a school related or sponsored event, on a school bus, at a school bus stop, or while the student is traveling to or from a school location or school related or sponsored event. No student may engage in abusive conduct.
- B. Students who engage in bullying or abusive conduct are in violation of this policy and verified infractions shall result in disciplinary action up to and including expulsion, consistent with the District's Safe Schools policy (FHA).
- C. Anonymous reports of bullying or abusive conduct alone cannot constitute the basis for formal disciplinary action.
- D. The school or District may also report infractions to law enforcement if that is permitted by [Utah Code §53G-8-211](#).

[Utah Code § 53G-9-605 \(2019\)](#)

Utah Admin. Rules R277-613-4(1)(a) (May 24, 2022)

Utah Admin. Rules R277-613-7 (May 24, 2022)

III. Hazing and Cyber-bullying Prohibited

- A. No student may engage in hazing or cyber-bullying of a student or employee at any time or at any location.
- B. Students who engage in hazing or cyber-bullying are in violation of this policy and verified infractions shall result in disciplinary action up to and including expulsion, as well as suspension or removal from a school-sponsored team or activity, including school sponsored transportation, consistent with the District's [Safe and Orderly Schools policy](#).
- C. The school may also determine to break up or dissolve a team, organization, or other school-sponsored group for hazing violations by its members.

- D. Anonymous reports of hazing or cyber-bullying alone cannot constitute the basis for formal disciplinary action.
- E. The school or District may also report infractions to law enforcement if that is permitted by [Utah Code § 53G-8-211](#).

[Utah Code § 53G-9-605 \(2019\)](#)

Utah Admin. Rules R277-613-4(1)(a) (May 24, 2022)

IV. Retaliation Prohibited

- A. No student may engage in retaliation against a school employee, a student, or an investigator for, or witness of, an alleged incident of bullying, cyber-bullying, hazing, or retaliation against a school employee or student, or an alleged incident of abusive conduct.
- B. Students who engage in such retaliation are in violation of this policy and for verified infractions are subject to disciplinary action up to and including expulsion, consistent with the District's [Safe and Orderly Schools policy](#).
- C. Anonymous reports of retaliation alone cannot constitute the basis for formal disciplinary action.
- D. The school shall inform students who have reported being subject to bullying, cyber-bullying, or hazing and these students' parents that retaliation is prohibited and shall encourage the students and parents to be aware of and to report any subsequent problems or new incidents.

[Utah Code § 53G-9-605 \(2019\)](#)

Utah Admin. Rules R277-613-4(1)(a), (5) (May 24, 2022)

V. Making a False Report Prohibited

- A. No student may make a false allegation of bullying, abusive conduct, cyber-bullying, hazing, or retaliation against a school employee or student.
- B. Students who engage in making such false allegations are in violation of this policy and for verified infractions are subject to disciplinary action up to and including expulsion, consistent with the District's [Safe and Orderly Schools policy](#).
[Utah Code § 53G-9-605\(3\)\(d\) \(2019\)](#)
Utah Admin. Rules R277-613-4(1)(a) (May 24, 2022)

BUS PROTOCOL (Policy 7005)

Children should not arrive at a bus stop more than five minutes before the bus arrives. Pupils being transported are under the authority of the bus driver. The bus drivers share the mutual interest of parents and staff for the safety of the child and should be given due respect by all students.

BUS RULES include:

- ☐ Speak kind words to each other
- ☐ Keep hands, feet, and objects to self
- ☐ Be on time for the bus, but no earlier than five minutes prior to bus time.
- ☐ Keep hands, arms, head and objects inside bus windows.
- ☐ Talk in quiet tones so the driver can hear.

- ☐ Eating and drinking on the bus is not allowed.

BUS SAFETY protocol include:

- ☐ If you miss the bus, go directly home. Have a family plan for this possibility.
- ☐ Stand a safe distance from the curb.
- ☐ Get in line when the school bus is approaching, ready to board the bus.
- ☐ Remain seated when the bus is in motion.
- ☐ Leave the bus only at your regular bus stop.
- ☐ Always have a plan of where to go if parents are not home after school.

Bus Discipline - Students are expected to follow proper safety guidelines and bus traveling rules. If a violation of the rules occurs, parents will be notified by the bus garage personnel. An investigation will be conducted. Severe misconduct or consistent negative behaviors will lead to a loss of bus privileges for a specific number of days. Parents are encouraged to immediately **call the bus garage directly** to report any misconduct or bullying reported by their child.

Please note that all corrective action and consequences will be implemented on a case-by-case basis.

CELL PHONE, APPLE WATCHES, OTHER STUDENT WATCHES AND ALL ELECTRONIC DEVICES

In order to avoid disruption of the educational environment and protect students' right of privacy, student possession of cellular or smart phones, smart watches or other digital, electronic devices are not allowed for use in the classroom. **Senate Bill 178 (SB 178)**, which went into effect on July 1, 2025 which states that students are **prohibited from using cell phones or other smart devices like watches, during classroom hours.**

1. Students are expected to store their phone in their assigned school locker during school hours. Phones **must** be turned off. Students are **ONLY** to call a guardian from the front office telephone. They can not use a teacher's cell phone, teacher's classroom phone or their personal electronic device.
2. Students may use cell phones/electronic devices after school has been dismissed.

Violation of the cell phone/electronic device policy will result in:

First offense...Phone or electronic communication device may be confiscated and returned at the end of the day.

Second Offense... Students' phones/electronic communication devices may be confiscated and turned into the office where they can be retrieved at the end of the school day by the student. The student will receive an office referral and lose a recess.

Third Offense.... Students' phones/electronic communication devices may be confiscated and turned into the front office. Parents will be required to come and retrieve the phone/electronic communication device, and an intervention conference will take place among the parent, student, and administration to

create an appropriate intervention plan for the student. In addition, students will be required to turn in their phones/electronic communication devices to the office at the beginning of the school day for a determined number of days, and retrieved at the conclusion of each school day.

Severe Offenses include, but are not limited to:

- Text messaging that contains inappropriate content, profanity, pornographic images, intimidation, threats or other actions that could be classified as cyber-bullying.
- Cheating on any school assignment, test, or state assessment.
- Taking or showing inappropriate pictures or photographs.
- Taking pictures of other students or staff.
- Calling outside groups or individuals to participate in inappropriate activities.
- Refusal to relinquish a cell phone to a person of authority.
- Students are not allowed to use cell phone/electronic devices on school buses.
- Any incident is considered severe when it threatens, humiliates, harasses, intimidates or violates any federal, state, or local laws.

Note: All violations to school policies are considered an office referral. It is recorded in PowerSchool and tracked from year to year, including cell phone and electronic device violations. Cell phone and electronic device violations are cumulative and roll over from year to year. Each violation will be considered and consequences will be implemented on a case-by-case basis.

STUDENT CHECK OUT AND RELEASE

Due to heightened security measures, students will not be released to anyone other than their parent/legal guardian listed on the school emergency form in PowerSchool, unless prior written notice has been given to the school. Children must be signed out at the school office. Parents are NOT allowed to retrieve students from any part of the building or playground. Students will be called to the office where parents may then pick up their student.

In order for a student to be released to a parent/guardian, he or she must be designated as a first or second contacted person prior to pick-up as identified in PowerSchool. This documentation is provided when online registration has been completed by the legal parent and/or guardian. As a safety measure for your child, please ensure that your information is accurate and up-to-date as we are unable to violate this policy.

If circumstances in your family are such that student safety is a concern, proper and notarized court documentation must be on file in the office at the elementary school. School officials will comply with up-to-date court documentation and legal designation of child custody.

PLEASE NOTE: Parents are encouraged to make any changes to their child's pick-up or bus riding needs before 3 PM M-TH or 2 PM Friday to avoid any delays or problems.

CHILD ABUSE and REPORTING

I. Policy Statement

- A. The South Summit School District is committed to protecting students from abuse and neglect and will follow the state mandates regarding reporting and handling of abuse as outlined in Utah Code annotated.

II. Handling and Reporting of Suspected Child Abuse and Neglect

- A. The Administration recognizes that in order to fully implement the law on reporting of child abuse and neglect, school personnel must be fully informed and made aware of their responsibilities in this area. Therefore, the Administration shall cause that any school employee who knows or reasonably suspects that a child's health or welfare has been or appears to have been harmed as a result of abuse and neglect shall report and cause reports to be made in accordance with the procedures in this policy.
- B. The Administration shall provide school employees with annual training on the subject of identifying and reporting children suspected of being abused or neglected.
- C. If a school employee knows or reasonably suspects that a child is being abused or neglected, the employee shall immediately make an oral report to the school principal or his/her designee. Together, the principal or his/her designee and the employee must make immediate contact with the nearest peace officer, local law enforcement agency, or Division of Child and Family Services (DCFS) to report the suspected abuse or neglect.
- D. Within 24 hours after making the oral report to the school principal and reporting the suspected abuse or neglect to local law enforcement agency, the school employee initiating the report shall complete and give to the principal or his/her designee the District's Report of Child Abuse Neglect Form.
- E. Upon receiving the District's Report of Child Abuse Neglect Form, the principal or his/her designee shall:
 - 1. Forward a copy within 24 hours to the local law enforcement agency receiving the oral report.
 - 2. Place one copy of the Child Abuse-Neglect Form in a confidential file to be maintained by the principal or his/her designee. The Child Abuse-Neglect Form shall not be placed in the child's personal file.
- F. It is not the responsibility of the school employee to:
 - 1. prove that the child has been abused or neglected, or
 - 2. determine whether the child is in need of protection.
- G. School employees shall not make contact with the child's family or other persons (relatives, friends, neighbors, etc.) for the purpose of determining the cause of the injury

and/or possible neglect.

- H. School employees are immune from any civil and/or criminal liability when reporting in good faith suspected child abuse or neglect.
- I. District policies shall ensure that the anonymity of those reporting or participating in the investigation of the alleged child abuse or neglect is preserved in a manner required by Utah Code.
- J. Any school employee who willfully fails to report a case of suspected child abuse or neglect, may face legal and/or disciplinary action.

CHILD FIND/IDEA & REFERRAL STUDY STUDY TEAM

The [Individuals with Disabilities Education Act](#) includes the Child Find mandate. Child Find requires all school districts to identify, locate and evaluate all children with possible disabilities, regardless of the severity of their disabilities. This obligation to identify all children who may need special education services exists even if the school is not providing special education services to the child.

After a teacher has attempted several specific, targeted interventions in the classroom, progress-monitored and collected data if the child isn't making adequate progress, the teacher will make an appropriate referral to the Student Study Team. Communication with parents as partners is vital during this process.

As a parent, if you feel your student is not making adequate progress, please immediately notify your student's teacher and a member of the administration. Any parental written requests for additional student testing are considered via consultation from the Student Study Team. The RTI (Response to Intervention) process is still required to complete.

CLASSROOM MANAGEMENT/BEHAVIOR

South Summit Elementary school respects and values each student. If students decide to behave or participate in behavior that is not in agreement with school rules and expectations, choice and consequences is the method of addressing such issues. We have a learning place. It is okay to make mistakes in our building. It is not okay to not be accountable or responsible for choices made. When less than desirable choices are made, most times, the teacher or paraeducator will work directly with the student to help resolve the issue. If a student chooses to chronically not follow the expectations, hurt others, bully, and/or other, severe infractions, an office referral will be made by the staff member. The administration will then be notified to conduct an investigation and determine a proper course of action including consequences. Parents are typically notified in such matters.

COMMUNICATION

This year will include, but is not limited to, the following:

1. Back to School Open House
2. Written communication from the teacher/school (Weekly take home folders, Student Progress Notes with Proficiencies Notes in Grade Level Essentials, State End of Level Test Scores, etc.)
3. Site Council Meetings (Monthly site council meetings consisting of parents and school staff members)
4. Newsletters
5. Posting events on the outside marquee
6. School performance, Semester 1 & 2 Plans, and proficiency level expectations openly discussed and made available to parents
7. Positive phone calls to parents by administration and staff
8. Comment/Suggestion box in the main foyer
9. Weekly Informative Alerts and SSSE App info blasts sent to all parents
10. Parent Hub- to communicate daily and weekly between parents and teachers and the school

COUNSELORS and SOCIAL WORKERS

We are fortunate to have wonderful counselors and social workers to assist students and families. They work with students to encourage, to guide and to instruct. They also conduct friendship groups and teach once a month in the specialists rotation. They will be teaching coping skills, friendship, character building, resilience, kindness and other subjects as needed. If you feel your child is in need of counseling or social worker services, please contact Mrs. Flinders or Mrs. Wilkinson. They will direct your calls and your questions.

DISCIPLINARY ACTION

(Policy 6030)

School administrators, teachers, and staff should balance disciplinary action with meaningful reinforcement of appropriate behaviors.

Rules of discipline are developed to help ensure the learning, safety and well being of our students and faculty, and we will not accept behavior that interferes with these goals. Each student will be considered individually. The administrator will consider past history or violations, severity, and circumstances. Based on the administrator's findings, the student's behavior may lead to one or more disciplinary actions. Proper protocols have been established and will be followed.

Minor problems are handled by the classroom teacher who will use various interventions to help improve student behavior before issuing a disciplinary office referral. Repeated, chronic disruptive incidents will be referred to the principal or assistant principal.

DISCIPLINE PLAN AND PROCEDURE

In order for over 500 students to learn, live and work together in a productive, safe, and a comfortable environment, appropriate behavior is necessary. South Summit Elementary and each class has established realistic and reasonable guidelines for all students to follow; allowing learning to take place without disruption. Minor problems are handled by the classroom teacher, through discussions with the student and the use of a think-time procedure. Repeated disruptive incidents will be referred to the principal or assistant principal.



Schools are established for the benefit of all students. Learning to exhibit appropriate behavior is a major benefit of the school experience, which helps prepare individuals to function successfully in other social contexts outside of school. It is an essential learning in a democratic society. The educational purposes of the schools are accomplished best in a climate of student behavior, which is socially acceptable and conducive to the learning and teaching process. Student behavior which disrupts this process or which infringes upon the rights of other individuals will not be tolerated.

When a student is referred to the principal or assistant principal the following course of action will be taken and an Office Referral Form will be completed and documented:

- ✓ **1st visit – discussion with student about problem and verbal warning**
- ✓ **2nd visit – discussion with student, contact parents, loss of recess**
- ✓ **3rd visit – discussion with student, lunch detention and/or loss of recess (contact parents)**
- ✓ **4th visit – discussion with student, partial day in-school suspension (conference with parents)**
- ✓ **5th visit – discussion with student, full day in-school suspension (conference with parents)**
- ✓ **6th visit – discussion with student, out-of-school suspension (conference with parents)**

***** Depending on the severity and chronic nature of the offense(s), the consequence process could be accelerated.**

***** Please note that all corrective action and consequences will be implemented on a case-by-case basis.**

POTENTIAL CAUSES FOR SUSPENSION and/or EXPULSION (In and Out-of-School)

1. Steals or attempts to steal school or private property
2. Causes, attempts to cause, or threatens damage or harm to school, school property, or another person
3. Threatens or possesses the use of any real, look-alike, or pretend weapon(s), incendiary devices or dangerous objects
4. Possesses, uses, sells or otherwise furnishes or is under the influence of any controlled substance
5. Possesses or uses tobacco, Vape-devices, alcohol, and/or other related objects
6. Commits an obscene act or engages in habitual profanity or vulgarity
7. Frequent or flagrant willful disobedience, defiance of proper authority, or disruptive behavior
8. Sexual Harassment
9. Observing, sharing, and/or misuse of pornographic material
10. Viewing or sharing of online violent acts, occult, abuse, explicit language or anything inappropriate for an elementary-aged student

STUDENT DRESS CODE DISTRICT POLICY (Policy 6010)

I.

Policy Statement

- A. The South Summit School District Board of Education, duly elected and working in partnership with the community they serve, asserts that public schools are places of learning. Proper dress positively affects student behavior and sets an appropriate tone of school atmosphere, its learning environments and the District's pedagogy. The South Summit School District Board of Education recognizes there are disruptions of student learning, hygiene, and safety factors directly related to improper dress and grooming. Therefore, it is important that school personnel, parents, and students have a clear policy to be consistently followed and enforced to provide safe and peaceful schools.

South Summit Elementary School Dress Code Procedure

I. Hair

- A. All students shall keep their hair clean, neatly groomed, and free from obscuring the face.
- B. Extreme hairstyles that pose safety risks, or are disruptive to the learning environment as judged by a school administrator, are discouraged.

II. Clothing and Apparel

- C. All clothing/apparel will be neat, and clean. Undergarments, pajamas, slippers, and swim suits are not appropriate in the school setting, unless an exception is made by the school administration.
- D. Clothing/apparel depicting, through words or other visual symbols, criminal activity or violence (weapons or violent action) and/or disrespect toward any race, culture, religion, sexual orientation or gender, shall not be worn.
- E. Clothing/apparel should not draw undue attention. Prohibited clothing includes but is not limited to: pajamas, excessively sagging and/or baggy pants or short-shorts, skirts, shorts, and dresses that are shorter than mid-thigh length when sitting; and tank top shirts (those with strapped shoulders), nor crop tops. Slits in skirts and dresses may not rise higher on the leg than mid-thigh when sitting. Clothing containing holes, cuts, tears/rips that expose undergarments or skin above mid-thigh or abdomen area is not appropriate in the elementary setting.
- F. Clothing/apparel displaying obscene, sexually explicit, lewd or vulgar messages, pictures, or symbols, or advertising substances a student cannot legally possess (tobacco, vaping, alcohol, illegal drugs) are not appropriate at school.
- G. Shoes must be worn at all times.
- H. Head coverings including hats, beanies, and caps are allowed to be worn in school buildings; as long as they are not a distraction or inhibits student learning. Hooded sweatshirts/jackets covering the head are not permitted during regular school hours.
- I. Attachments to clothing that could be considered weapons (spikes on boots, bracelets or chokers, chains on wallets, belts, etc.) are not allowed in the elementary setting.
- J. Clothing and/or appearance that school officials have reason to anticipate would materially and substantially disrupt class work or cause considerable disorder or invasion of rights of others is allowed in the elementary setting.
- K. Students are expected to comply with dress code procedures at all school-sponsored activities.

III. Enforcement

- L. The faculty/staff of each school is responsible for maintaining a safe and peaceful environment, however the building administrator(s) deals directly with discipline and safety issues. An administrator will handle individuals who choose to violate the Dress Code Procedure with a consequence not limited to the following, based on the severity of the infraction:
 - i. The individual will be warned about the violation and corrective action will take place (individual will correct the problem or change apparel to meet the procedure).
 - ii. The individual's parent, guardian, or designee will be notified and corrective action will take place (changing apparel).

EMERGENCY/SAFETY INFORMATION

We will periodically hold fire and other emergency drills. Please discuss proper procedures for each type of emergency with all of your students. Make them aware that panic or failure to follow instructions could be disastrous. Students need to be drilled on procedures, the evacuation route, and the importance of an orderly exit.

Teachers will carry their emergency folders with the RED/GREEN cards and student rosters. Take roll quickly and efficiently and report missing students. Hold the appropriate card up. Once roll is taken: Green = all accounted for, Red = student missing. Keep students until released by administration.

STANDARD RESPONSE PROTOCOL:

The Standard Response Protocol (SRP) is based on the response to any given situation not on individual scenarios. Teachers and students will be trained with drills according to this protocol.



Hold is followed by the Directive: “**In Your Room or Area**” and is the protocol used when hallways need to be kept clear of occupants.



Secure is followed by the Directive: “**Get Inside. Lock Outside Doors**” and is the protocol used to safeguard people within the building.



Lockdown is followed by “**Locks, Lights, Out of Sight**” and is the protocol used to secure individual rooms and keep occupants quiet and in place.



Evacuate and may be followed by a location, and is used to move people from one location to a different location in or out of the building.



Shelter State the **Hazard and Safety Strategy** for group and self protection.

STUDENT/PARENT REUNIFICATION

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a Reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved. Because a reunification is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

NOTIFICATION

Parents may be notified in a number of ways. The school or district may use its broadcast phone or text message system. A reunification text message from a student may look something like this: "The school has closed, please pick me up at 3:20 at the main entrance. Bring your ID. " Other methods of communication can include email, social media announcement, SSD app blast, etc.

PARENT/GUARDIAN EXPECTATIONS

If a parent or guardian is notified that a reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification. Second, be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent or guardian.

The primary goal of this reunification plan is to ensure the safety and efficient reunification of students with their parents or guardians during an emergency or crisis situation at South Summit Elementary School. This plan will be coordinated and executed by designated school personnel and authorities. The plan includes clear roles and responsibilities for various stakeholders.

This plan aligns with the standard reunification method recommended by the iloveyouguys.org foundation, emphasizing clear roles and responsibilities for designated school personnel and authorities. Additionally, the plan incorporates the use of PowerSchool and Schooldex from Phoenix Learning Systems for enhanced communication and coordination.

FIELD TRIPS/ACTIVITIES

Each grade level is allowed two field trips per year/maximum. All field trips must be approved from the principal by a teacher or team utilizing the field trip request form within (at least 10 business days of the event), no exceptions. No reservations or preparations should be made until the authorization form has been completed and returned to the teacher and/or team.

All parent volunteers are required to be fingerprinted prior to the field trip or activity. It is the teacher's responsibility to notify the parent/guardian of this requirement 3 weeks prior to the activity/field trip.

Any activity or event that is outside of the school property and/or outside of regular classroom instruction/routine, requires a completed activity form with permission from the administration in advance.

Safety and monitoring of students is our critical consideration when on field trips. The adult to student ratio should be 1 adult to every 7 students. Teachers are expected to make the appropriate arrangements for supervision and screening. Without proper supervision, the field trip will be canceled.

If a parent will be transporting a student to/from a field trip site and student not riding the bus to or back to the school, that parent is required to complete an exception form prior to the field trip. Without prior completion of the form and approval, a student will be expected to ride the school bus to or from the activity.

Staff will conduct themselves in a professional manner at all times in accordance with the Utah Effective Teacher Standards in regards to professional and ethical conduct.

Activities, such as field day, graduation, etc. during school hours and involve students **MUST BE** supervised by certified teachers. **NO EXCEPTIONS!**

FOOD AND DRINK

Students do not need to bring water bottles to school. Classroom and school fountains are provided. If there is a need to bring a water bottle, a designated spot will be assigned for water bottles in the room. Water bottles will not be allowed on desks. Energy drinks, coffee, tea, cocoa, gatorades, soda are not permitted at school.

Snacks may be eaten at designated times in the classroom as permitted by the teacher. Eating lunch in the classroom is not allowed, unless permission is given by the administration prior to the designated day.

GRADING, REPORT CARDS and ACADEMIC/PROFICIENCY SCALES

South Summit Elementary School is a standards-based teaching and learning school where our goal is to instruct and measure student competency in grade level content area. In accordance with Utah Board of Education Rule R277-700-3, we “place an emphasis on a student’s mastery of course material rather than completion.” Our teachers have developed proficiency scales for each standard in their disciplines to indicate student growth and competency. Parents are encouraged to login to PowerSchool to see the grades and competencies that have been mastered by their child in grades 2-4.





Grade level instruction and learning for every student is the building block for all future education. Even though the elementary school does not use the traditional letter grades, the identified number proficiency could be equated to a letter grade for informational purposes.

For example, 4 = A, 3 = B, 2 = C and 1 = D/F

Proficiency scales are used, because they specifically identify what a student has or has not mastered.

Students will be assessed at the beginning of the year (BOY), middle of the year (MOY), and end of year (EOY) in reading (Acadience Reading Assessment) and math (Acadience Math Assessment) to measure growth and progress.

Please see the rubric below describing proficiency scales:

 (4) Student is demonstrating advanced proficiency.	 (3) Student is Proficient.	 (2) Student is making progress towards proficiency.	 (1) Student Needs extra support to reach proficiency.
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Teachers will send a Report Card home every term with the student. Parents are encouraged to utilize PowerSchool to monitor grades and attendance. There are four terms in a school year. It is critical for parents to view report cards and contact teachers with questions and/or concerns. Parent Teacher Conferences are a great opportunity to discuss academic growth/progress or other student concerns. Parents are encouraged to contact their child’s teacher at any time they have a question and/or concern.

HEALTH AND SAFETY INFORMATION

Each year we ask parents to complete an emergency section in an online registration for their student. (Information often changes due to job changes, moves, etc.) In case of illness or injury, we need to be able to reach parents or have written permission to release your student to an emergency contact of your choice if we are unable to contact you. We need to be aware of medical conditions to ensure proper care of your student. Let us know of any new medical conditions your student may be diagnosed with during the school year (such as allergies). Call the district nurse if you need to consult with her about any medical conditions. Call the office to update the online information as changes occur.

In accordance with state law, the Elementary School will conduct screenings for vision, and hearing. The district nurse will conduct the vision screenings for all grades.. If you want your student excluded from any of these screenings, you need to send a written note to the office annually, otherwise your student will be screened. A referral letter will be sent to you if your student does not pass the screenings. It is up to you to then have your student evaluated further by your healthcare provider. The nurse can help with financial resources for those in need of some assistance. The speech-language pathologists will do the hearing screenings for all grades. If your child does not pass, you will get a notice and he/she will automatically be re- screened. If your child does not pass the second time, you will receive a phone call. You may send a written note to the office if you want your student excluded from any of these screenings. Screenings are not for the purpose of diagnosis but rather to identify those children who need further evaluation.

HOMEWORK

Homework should be a review of what was taught at school and a time to reinforce and practice. Some students may need more practice than others. It is recommended that each student read 20 minutes and review math facts every night in addition to teacher-driven assignments. If you have any questions, please contact your child's teacher directly.

STUDENT ILLNESS AND THE SCHOOL NURSE

There are times when a student does not feel well or an injury occurs during school hours. If either such event happens, we have staff that will do all within reasonable limits to ensure every student's need has been met.

Head lice is a concern in every elementary school. Our policy is as follows. If a student is diagnosed as having head lice the parent or guardian will be notified and asked to take their child home. Parents will be given information about head lice removal. Students must be nit free before they will be permitted on the bus or allowed re-entry into school. The School Nurse or Health Aide will check the student when they return to see that they are nit-free.

Illnesses requiring exclusion from school include: fever, diarrhea, vomiting lasting 24 hours, does not feel well, rash with fever, rash with discharge, eyes with thick or colored discharge. Some communicable illnesses require treatment before returning to school or a note from the doctor. Each case may be treated on an individual basis. Please note that there is a rising Measles outbreak throughout the country. If someone who has not been vaccinated in the school is exposed to the measles there is a minimum 3 week period of time he/she will not be allowed to attend school. We encourage all parents to review their child's immunizations status.

LOST AND FOUND

Personal belongings such as coats and backpacks should be labeled for easy identification. Items that are found on the playground, in the hallways, in the gym, in the lunchroom and in other areas in the school are moved to the lost and found bin. Lost and Found items will be taken to local charities 3 times yearly, (after Parent Teacher Conferences and at the end of the year) so parents and students are encouraged to check the Lost and Found frequently for missing items.

MEDICATIONS AND IMMUNIZATIONS (Policy 6024)

Utah law states that medication may only be administered to a student by school personnel if the student's legal guardian has provided a current written and signed request by a physician or appropriate medical provider that medication must be administered to the student during regular school hours. The statement must describe the exact method, amount, and time schedule for administration. Please see our office staff to pick up a complete policy and medication authorization form.

State law requires that students who are not current with immunizations be excluded from school until they are in compliance or have an immunization exemption form on file (these forms may be obtained at the local health department).

New students and students entering kindergarten are required by the state to show an official birth certificate, proof of immunization or completed exemption form before they can attend class. Please check with the office staff if you have questions about this policy. If you have questions or concerns about health, safety or medical information you may call the school district registered nurse, Amanda Monaco at 435-783-4301 or email nurses@ssummit.org.

Medication

School personnel cannot administer medication to students. Students may self medicate under the following conditions: (All medication will be administered through the office)

- Statement from physician regarding the administration route and dosage of medication.
- Statements from parent or guardian authorizing school personnel to allow the student to self medicate.
- Medications must be brought in the original pharmacy labeled container.
- No over the counter drugs can be administered without a prescription.
- See medication policy in district manual for more information.

OFFICE REFERRALS

An office referral is a **written request or directive sending a student to visit the school administration in response to a behavior choice that involves a safe school violation, hurting self or others, bullying, threats, etc.** . beyond the scope of the classroom teacher. Teachers and paraeducators are required to complete an office referral form immediately and give it to an administrator. For more information, please see the Discipline Protocol.

PARENT VOLUNTEERS/PTO

We welcome parent volunteers. Teachers will notify all parents of opportunities to help in the classroom. Each volunteer is required to be fingerprinted/background checked. We will have appointments available at Parent/Teacher Conferences or you can make an appointment with Lucinda Josie at the District Office. Volunteers are required to check in and put on a volunteer badge each time they volunteer. NO EXCEPTIONS...it is part of our safety measures.

Parents are also encouraged to serve on our Parent Teacher Organization and various committees. A sign-up genius will be sent in a school alert describing the various opportunities to be involved. A committee chairperson will be designated and that person will reach out to committee members.

PBIS: Positive Behavior Interventions and Supports

South Summit Elementary School will offer a learning environment where safety, responsibility, and respect prevail and where every student receives support for achieving academic goals and personal aspirations. Our Core Values: Academics, Kindness, Respect for self and Others, Dedicated Staff and Faculty and A Happy School.

Section 1: School-Wide Behavior Plan (Tier I)

1. What is our School Mission Statement?

LEARN:

LOVE
ENGAGE
ASPIRE
RESPECT SELF AND OTHERS
NEVER GIVE UP

2. What are our school-wide PBIS behavior expectations and rules of students?

Positive Behaviors include:

1. Follow directions from all adults
2. Speak kind words to others
3. Keep hands, feet, and objects to self
4. Show respect to people, places and things
5. Give your best effort every day

3. When do we teach behavior expectations and flowchart to all students and staff?

- Staff Teaching Week 1 of First Semester
- Staff Teaching/Re-teaching Schedule: Week 1 of Second Semester

4. What is our Tiered PBIS reinforcement system?

Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed and is part of our anti-bullying program.

The three components/tiers of PBIS:

1. Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide.
 - A. Examples of South Summit Elementary's Tier 1 supports: MVP, Community Assemblies, Student Leadership, Monthly social wellness lessons taught by counselor/social worker, Weekly Manners taught and positively reinforced by classroom teacher/staff, Mindfulness Room, etc.
 - B. School-wide Incentive Programs:
 - Monthly Positive Reinforcement Systems
 - School wide quarterly incentives
 - Student attendance recognition
 - Student of the Month recognition

2. Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school.

A. Examples of Tier 2 supports: Check-in, Check-out program, Student Growth Plan, Counseling small groups, Therapy Dogs, Response to Intervention support, School social worker, Think Time, etc.

3. At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.

A. Examples of Tier 3 supports: School Psychologist, University of Utah Partnership Counseling, Behavior Specialist referral and support, and Behavior Intervention Plans (also known as BIPs), etc.

POLITICAL AND/OR SEXUAL PREFERENCE

Political views, commentary, voting preferences and sexual preferences/orientation are private to the individual and are not to be shared with students. Teachers and staff will use good judgment to refrain from verbal dialogue with other adults that may not be suitable for students to hear or other adults.

PROFESSIONAL LEARNING COMMUNITIES

Professional Learning Communities are essential for teacher growth and development. South Summit School District is committed to teacher quality and has designated a specific time during the week to provide the opportunity for teams to meet and collaborate in an effort to increase the quality and effectiveness of teaching, curriculum design and instruction. Student achievement and growth is paramount to our teaching and learning process.

INSIDE/OUTSIDE RECESS DETERMINATION

South Summit Elementary is located at the gateway to the Uintas. The weather can often be less than warm. Students will be expected to come to school dressed to go outside during recesses. Students will be kept inside when weather conditions are hazardous or potentially hazardous to the students' safety and welfare. Administration will determine if students need to be kept inside due to inclement weather and/or safety concerns.

All teachers will have pre-planned activities in case students will need to be in the classroom. Staff members are assigned specific recess duty times. While on recess duty, staff members are anxiously engaged in student safety and engagement in physical activity. Effective monitoring of students doesn't include attention to personal electronic devices or chatting with other staff members. Focused attention and participation with students is the key to effective monitoring.

When students are returning to school after an absence due to an extended illness, the student will be permitted to stay in during recess by parent's request (written note, e-mail, phone call to the teacher) for two days. A doctor's excuse will be required for a student to stay-in any longer than two days.

REQUEST or REFERRAL FOR TESTING

Parents may request the school evaluate their student to see if he/she might qualify for additional services under Section 504 of the Rehabilitation Act or specialized education under the Individuals with Disabilities Education Act.

Additionally, the school regularly assembles a multi-disciplinary team (Student Study Team) to summarize and review student academic and/or behavior performance data. The team will provide suggested intervention strategies for the teacher. The teacher will implement the plan with a minimum of two interventions during the evaluation period. Each intervention will last at least four weeks and will be prolonged by absenteeism.

Parents can request weekly updates by emailing or calling the teacher. The teacher will collect the data and share the results with the team.

Both formal and informal measures to assess student response to intervention during an evaluation period (most evaluation periods last a minimum of eight weeks).

After the Response to Intervention plan has been completed the Student Study Team will hold a meeting to determine if any further steps toward intervention and/or further assessment for the student will be needed.

SAFE AND ORDERLY SCHOOLS UT CODE 53G-4-402(20) and 53G-8-202

I. Policy Statement

A. This policy is enacted to create a safe and orderly school for students, staff and patrons at school and school sponsored activities. It is the policy of South Summit School District to promote a safe and orderly school environment for all students and employees. Accordingly, the District holds all students, employees, and other adults to the highest standards of behavior on school grounds and during school sponsored activities. Criminal acts or disruptive behavior of any kind will not be tolerated and any individual who engages in such activity will be subject to school disciplinary action, prosecution, or both. This policy provides guidance for the appropriate handling of any situation that:

- 1. Could place students, staff, or patrons, at risk of harm or in imminent danger and**
- 2. Acts of disobedience, defiance, violence or criminal behavior such as: physical assault; possession, display, or use of a weapon or facsimile; threats against life or property; gang activity that places any person at risk or harm or in imminent danger; distribution, possession, or use of alcohol or controlled substances; or any other act that creates a hostile environment or requires a law enforcement investigation are prohibited in all South Summit School District schools. These acts are prohibited on school grounds, to and from school, at school-sanctioned activities (including summer, weekend, and after school hours activities), or when students are being transported in vehicles dispatched by the district.**

B. This policy addresses the following

1. **Student Conduct:** This policy defines rights and responsibilities of students, parents, teachers, and administrators and sets forth a basic philosophy of student discipline. Discipline should be regarded as a cooperative endeavor between home and school with the goal of helping students.
2. **Gangs and Gang Activity:** A "gang" as defined in this policy means any ongoing organization, association or group of three or more persons, whether formal or informal, having as one its primary activities the commission of criminal acts, which has a unique name or identifiable signs, symbols, or marks, and whose members individually or collectively engage in criminal or violent behavior to persons or property, or who create an unreasonable and substantial disruption or risk of disruption of a class, activity, program, or other function of a school.
3. **Suicide Prevention:** South Summit School District is concerned for the well-being and mental health of all students. Accordingly, the district enacts Procedure 6029-A to facilitate the prevention of teen suicide.
4. **Site Based Discipline:** Disciplinary action should generally begin at the point of origin. A teacher should first counsel and apply appropriate disciplinary techniques before referring the student to the Building Administrator, unless the infraction violates any of the safe school policy or procedure.
5. **Searches:** Given the school's custodial and tutelary responsibility for children, and the board's intent to preserve a safe environment for all students and staff, the board recognizes that school officials must have the authority to conduct reasonable searches of students and student property. School officials engaging in searches of students and property shall abide by the procedures as set forth in Procedure 6029-A.
6. **Investigations:** Whenever a site administrator has reason to believe that school rules or policies have been broken, he or she shall proceed with an investigation. However, if the site administrator believes that laws have been broken or child abuse has occurred, he/she shall request appropriate authorities conduct the investigation.
7. **Coordination with Law Enforcement:** School Administrators have the responsibility and the authority, within their respective jurisdictions, to determine when the help of law enforcement is necessary as outlined in Procedure 6029-A and Utah State Law.
8. **Students with Disabilities:** see procedure 6029-A Section VII
9. **Discipline Records:** see procedure 6029-A Section VIII

SAFE SCHOOLS/DRUGS AND CONTROLLED SUBSTANCES

(Policy 6029A)

I. Policy Statement

- A. It is appropriate that schools establish procedures to ensure protection of individual rights against excessive and unreasonable intrusion. However, school authorities are charged with protecting the health and safety of all students and promoting an atmosphere free from unnecessary disruption. A student's legitimate expectation of privacy must be balanced against the substantial interest of school authorities in maintaining discipline and a drug-free environment in the classroom and on school property. The following policy shall be observed to assure the privacy of individuals and the safety and welfare of all students, staff and patrons.

II. Definitions

- A. As used herein, the following terms shall mean:
 1. "Prohibited acts" shall mean to possess with intent to use or dispense a substance such as, alcohol, all types of tobacco products (cigarettes, cigars, e-cigarettes, smokeless tobacco, etc.), illegal substances and controlled substances defined in § 58-37-4 Utah Code, or drug paraphernalia as defined in §58-37a-3 Utah Code; or knowing and intentionally being present where controlled substances are being used or possessed.

2. "Restricted area" means on school grounds, to and from school, at school sanctioned activities (including summer, weekend, and after-school activities and/or when students are being transported in vehicles dispatched by the district).
3. "Controlled substance" shall mean a drug, substance, or immediate precursor included in Schedules I, II, III, IV, or V of the Federal Controlled Substances Act, Title II Sec 202,
4. "Drug paraphernalia" means any equipment, product, or material used, or intended for use, to plant, propagate, cultivate, grow, harvest, manufacture, compound, convert, produce, process, prepare, test analyze, package, repack, store, contain, conceal, inject, ingest, inhale, or to otherwise introduce a controlled substance into the human body, and
5. "Interscholastic athletics" means any athletic or sports activity, including drill team and cheerleading, in which the competition is between or among different schools.

III. Policy

- A. School authorities shall follow and enact Policy 6029 - Safe and Orderly Schools when there is reasonable suspicion predicated on one or more of the following (*excluding tobacco violations).
 1. Observation of physical signs and/or symptoms of alcohol, all types of tobacco products (cigarettes, cigars, e-cigarettes, smokeless tobacco, etc.), illegal drug or controlled substance usage; possession of alcohol, all types of tobacco products, an illegal drug or controlled substance; an imitation of alcohol, all types of tobacco products, illegal drug, controlled substance or drug paraphernalia.
 2. Reliable reports and/or information from credible sources made known to school authorities of use, sale, or distribution of a alcohol, all types of tobacco products, illegal drug or controlled substance; an imitation alcohol, all types of tobacco products, illegal drug, controlled substance or drug paraphernalia. If the source is anonymous, the information must show that the informant has a relationship to the school or with the student to ensure credibility.
 3. Observation of suspicious or evasive behavior suggesting violation of a school policy or law, or concealment of a alcohol, all types of tobacco products, illegal drug or controlled substance; an imitation of alcohol, all types of tobacco product, illegal drug, controlled substance or drug paraphernalia.
 4. Observation of a student engaging in prohibited acts while being in a restricted area (see Section II). *All tobacco violations as outlined Section III. A. will be addressed by school policy and Utah High School Activities Association sanctions.
- B. If a student disagrees with the implementation of the enforcement provisions of the Safe Schools Policy, he/she may voluntarily submit to a drug test or alcohol breathalyzer screening upon notification of his/her parents.
- C. School authorities require random testing of students participating in all secondary interscholastic athletics (grades 9-12), with prior notification of participants and their parents.
- D. Drug testing in accordance with this policy shall be:
 1. At the district's expense unless the student disputes the results of the initial drug test and he/she requests an additional drug test of the remainder of the split sample. The second drug test shall be administered with procedures acceptable to the District but at the expense of the parent.
 2. Performed by a Consortium Third Party Administrator Laboratory following Substance Abuse and Mental Health Services Administration (SAMSHA) standards.
 3. All positive results will be immediately reviewed by a medical review officer for possible mitigating circumstances.
 4. Held in strict confidentiality.

IV. Grounds for Suspension or Expulsion from School

- A. The possession or use of alcohol, all types of tobacco products, illegal drug or controlled substance; an imitation of alcohol, all types of tobacco products, illegal drug, controlled substance or drug paraphernalia;
- B. The sale, control, or distribution of alcohol, all types of tobacco products, illegal drug or controlled substance; an imitation of alcohol, all types of tobacco products, illegal drug, controlled substance or

drug paraphernalia.

V. Implementation of and Disruption Free Schools

- A. Consequences of a school safety violation described in section II of this policy are outlined in Policy 6029 – Safe and Orderly Schools IV. CONSEQUENCES Possession or Use of a Drug or Controlled Substance / Repeated Threats to the Same Individual and V - CONSEQUENCES - Distribution of Illegal Substances. All students will be provided an opportunity for due process. Violations of this section carry over from year to year.

VI. Reduction of School Day Suspension

- A. A student who is participating in a treatment program and is making sufficient progress (as determined by the student's therapist) or has successfully completed a treatment program may have the school day suspension reviewed and reduced upon completion of the process that is described in Policy 6031 – Safe and Orderly Schools, VII: REDUCTION OF SCHOOL DAY SUSPENSION/CHANGE OF PLACEMENT/EXPULSION

SCHOOL COMMUNITY COUNCIL and TRUSTLANDS

State legislature mandates the formation of a school/community site council at every school building. Our site council is composed of the school principal, six parents and two teachers. The site council reviews building test scores and formulates a school improvement plan considering test results. We receive a significant amount of funds from the Utah Trust Lands. Those funds are allocated under the direction of the Community Council. Community Council members will be elected in May. If you are interested in running for a position on this council, please take your application into the school office at any time during the year. Applications can be found on the district website.

Last year's School to Community Site Council did an excellent job analyzing data, creating school safety plans and drafting the School Goals for the 2025-2026 school year. These goals will be supported with School Land Trust money. The money will be used to support Language Arts and Math instruction and interventions. This year's goals also align with the new state required goals for literacy and instruction.

The complete plan can be found on our school website.

2025-2026 Land Trust School Goals:

Goal #1

By June 1, 2026, Grades K to 4 will have a 3% decrease in those students who have below and well below indicators as determined by the EOY Reading Acadience Assessment composite score. Third and fourth grade students will have a 3% increase in the number of students meeting grade level proficiency according to the end-of-the-year ELA RISE Assessment. This plan aligns with the Teacher and Student Success Plan.

Goal #2

By June 1, 2026, Grades K to 4 will have a 5% decrease in those students who have below and well below indicators as determined by the EOY Math Acadience Assessment composite score. Third and fourth grade students will have a 5% increase in the number of students meeting grade level proficiency

according to the end-of-the-year Math RISE Assessment. This goal aligns with our Teacher and Student Success Plan.

SCHOOL FEES

South Summit Elementary School does not charge school fees for textbooks, equipment or supplies, field trips, assemblies, enrichment programs, snacks (other than food or drink supplied through the school lunch program), or anything else that takes place during the regular school day. The law does permit the school to solicit donations or contributions for the above activities. Donations are not required for a student to participate in an activity.

SCHOOL LEARNING GOALS

LITERACY:

1. SSSD School wide and State Literacy Learning Goal

****By June 1, 2026, South Summit School District will decrease the number of second grade students who fall at least one level (e.g. green to yellow, yellow to red) from BOY to EOY by 3%***

Grade level Goals:

Pre-K- School Goal

By June 1, 2026, South Summit School District will increase the number of Pre-K4 students who are at or above benchmark in CLS (Correct Letter Sounds) from MOY to EOY by 5 %, by providing professional learning for teachers, analyzing relevant data once per month during PLC meetings utilizing Heggerty, LEXIA, consistent progress monitoring and performing classroom observations, identifying gaps and holes in student understanding and providing direct, targeted, meaningful Tier 1 instruction to all students, thus increasing the number of Pre-K4 students at or above benchmark in identifying and articulating CLS (Correct Letter Sounds). Initial assessments, frequent benchmarks, and end-of-the-year assessments will be measured using the ESGI End of Year Assessment.

Kindergarten- School Goal

By June 1, 2026, South Summit School District will increase the number of Kindergarten students who are at or above benchmark in CLS (Correct Letter Sounds) from MOY to EOY by 5 %, by providing professional learning for teachers, analyzing relevant data once per month during PLC meetings utilizing Heggerty, LEXIA, consistent progress monitoring and performing classroom observations, identifying gaps and holes in student understanding and providing direct, targeted, meaningful Tier 1 instruction to all students, thus increasing the number of kindergarten students at or above benchmark in identifying and articulating CLS (Correct Letter Sounds). Initial assessments, frequent benchmarks and progress monitoring, summative BOY and EOY Assessment Project, and end-of-the-year assessments will be measured using the Acadience Assessment Instrument.

First Grade- School Goal

By June 1, 2026, South Summit School District will increase the number of first grade students who are at or above benchmark in DORF Accuracy from MOY to EOY by 10%, by providing professional learning for teachers, analyzing relevant data once per month during PLC meetings utilizing Heggerty, LEXIA, UFLI, consistent progress monitoring and performing classroom observations, identifying gaps and holes in student understanding and providing direct, targeted, meaningful Tier 1 instruction to all students, thus increasing the number of first grade students at or above benchmark in DORF Accuracy. Initial assessments, frequent benchmarks and progress monitoring, summative BOY and EOY Assessment Project, and end-of-the-year assessments will be measured using the Acadience Assessment Instrument.

**Second Grade- STATE Goal and School Goal*

By June 1, 2026, South Summit School District will decrease the number of second grade students who fall at least one level (e.g. green to yellow, yellow to red) from BOY to EOY by 3% , by providing professional learning for teachers, analyzing relevant data once per month during PLC meetings utilizing Heggerty, LEXIA, UFLI, utilizing LETRS Strategies, consistent progress monitoring and performing classroom observations, identifying gaps and holes in student understanding and providing direct, targeted, meaningful Tier 1 instruction to all students, thus decreasing the number of second grade students who fall at least one level. Initial assessments, frequent benchmarks and progress monitoring, summative BOY and EOY Assessment Project, and end-of-the-year assessments will be measured using the Acadience Assessment Instrument.

Third Grade- School Goal

By June 1, 2026, South Summit School District will increase the number of third grade students who are at or above benchmark in DORF Accuracy from BOY to EOY by 5%, by providing professional learning for teachers, analyzing relevant data once per month during PLC meetings utilizing Heggerty, LEXIA, utilizing LETRS Strategies, consistent progress monitoring and performing classroom observations, identifying gaps and holes in student understanding and providing direct, targeted, meaningful Tier 1 instruction to all students, thus increasing the number of third grade students at or above benchmark in DORF Accuracy. Initial assessments, frequent benchmarks and progress monitoring, summative BOY and EOY Assessment Project, and end-of-the-year assessments will be measured using the Acadience Assessment Instrument.

Fourth Grade- School Goal

By June 1, 2026, South Summit School District will increase the number of fourth grade students who are at or above benchmark in ORF Fluency from MOY to EOY by 5%, by providing professional learning for teachers, analyzing relevant data once per month during PLC meetings utilizing Heggerty, LEXIA, utilizing LETRS Strategies, consistent progress monitoring and performing classroom observations, identifying gaps and holes in student understanding and providing direct, targeted, meaningful Tier 1 instruction to all students, thus increasing the number of fourth grade students at or above benchmark in MAZE. Initial assessments, frequent benchmarks and progress monitoring, summative BOY and EOY Assessment Project, and end-of-the-year assessments will be measured using the Acadience Assessment Instrument.

MATH:

SSSD State Math Learning Goal

1. ****By June 1, 2026, 60% of South Summit School District students K-3 will show typical or above typical growth in mathematics***

SSSD State Math Learning Local Goals

1. ****By June 1, 2025, South Summit School District second graders will show growth from BOY to EOY in Concepts and Applications by 3% in mathematics*** by providing professional learning for teachers, analyzing data once per month during PLC meetings utilizing, consistent progress monitoring and performing classroom observations, identifying gaps and holes in student understanding and providing direct, targeted, meaningful instruction to all students, thus increasing the number of second grade students who are showing growth from BOY to EOY in Concepts and Applications by 3%. Initial assessments, frequent benchmarks and end of the year assessments will be measured using the Acadience Learning Online Instrument.
2. ****By June 1, 2026, South Summit School District third graders will show growth from BOY to EOY in Concepts and Applications by 3% in mathematics***, by providing professional learning for teachers, analyzing data once per month during PLC meetings utilizing, consistent progress monitoring and performing classroom observations, identifying gaps and holes in student understanding and providing direct, targeted, meaningful instruction to all students, thus increasing the number of third grade students who are showing growth from BOY to EOY Concepts and Application by 3%. Initial assessments, frequent benchmarks and end of the year assessments will be measured using the Acadience Learning Online Instrument.

Math Grade Level Goals

Pre-K- School Goal

By June 1, 2026, South Summit School District will increase the number of PreK 4 students who are scoring at or above benchmark in (NNF) Next Number Fluency from BOY to EOY by 10%, by providing professional learning for teachers, analyzing data once per month during PLC meetings utilizing, consistent progress monitoring and performing classroom observations, identifying gaps and holes in student understanding and providing direct, targeted, meaningful instruction to all students, thus increasing the number of First grade students who are scoring at or above benchmark in Advanced Quantity Discrimination . Initial assessments, frequent benchmarks and end of the year assessments will be measured using the ESGI End of the year assessment instrument.

Kindergarten- School Goal

By June 1, 2026, South Summit School District will increase the number of Kindergarten students who are scoring at or above the benchmark in (NNF) Next Number Fluency from BOY to EOY by 5%, by

providing professional learning for teachers, analyzing data once per month during PLC meetings utilizing, consistent progress monitoring and performing classroom observations, identifying gaps and holes in student understanding and providing direct, targeted, meaningful instruction to all students, *thus increasing the number of Kindergarten students who are scoring at or above fluency in Next Number Fluency*. Initial assessments, frequent benchmarks, and end-of-the-year assessments will be measured using the Acadience Learning Online Instrument.

First Grade- School Goal

By June 1, 2026, South Summit School District 1st grade students will show growth from BOY to EOY in Concepts and Applications by 4% in mathematics by providing professional learning for teachers, analyzing data once per month during PLC meetings utilizing, consistent progress monitoring and performing classroom observations, identifying gaps and holes in student understanding and providing direct, targeted, meaningful instruction to all students, *thus increasing the number of First grade students who are scoring at or above benchmark in Advanced Quantity Discrimination*. Initial assessments, frequent benchmarks and end of the year assessments will be measured using the Acadience Learning Online Instrument.

**Second Grade- State & School Goal*

By June 1, 2026, South Summit School District second graders will show growth from BOY to EOY in Concepts and Applications by 3% in mathematics by providing professional learning for teachers, analyzing data once per month during PLC meetings utilizing, consistent progress monitoring and performing classroom observations, identifying gaps and holes in student understanding and providing direct, targeted, meaningful instruction to all students, *thus increasing the number of second grade students who are scoring at or above benchmark in Number Computation..* Initial assessments, frequent benchmarks and end of the year assessments will be measured using the Acadience Learning Online Instrument.

**Third Grade- State & School Goal*

By June 1, 2026, South Summit School District third graders will show growth from BOY to EOY in Concepts and Applications by 3% in mathematics, by providing professional learning for teachers, analyzing data once per month during PLC meetings utilizing, consistent progress monitoring and performing classroom observations, identifying gaps and holes in student understanding and providing direct, targeted, meaningful instruction to all students, *thus increasing the number of third grade students who are scoring at or above benchmark in Concepts and Applications.* Initial assessments, frequent benchmarks and end of the year assessments will be measured using the Acadience Learning Online Instrument.

Fourth Grade- School Goal

By June 1, 2026, South Summit School District will increase the number of fourth grade students who are scoring at or above benchmark in Computation from BOY to EOY by 10%, by providing professional learning for teachers, analyzing data once per month during PLC meetings utilizing,

consistent progress monitoring and performing classroom observations, identifying gaps and holes in student understanding and providing direct, targeted, meaningful instruction to all students, thus increasing the number of fourth grade students who are scoring at or above benchmark in Computation. . Initial assessments, frequent benchmarks and end of the year assessments will be measured using the Acadience Learning Online Instrument.

SCHOOL PRIVILEGES

School privileges include recess, assemblies, class parties, extra activities and field trips. Students earn these privileges by completing classroom assignments and by demonstrating self-control in the more structured areas such as the classroom and the less structured areas such as lunch and recess. These privileges can be lost when students choose not to complete classroom assignments and/or continue to demonstrate behavior that inhibits learning and or creates an unsafe environment for others.

SCHOOL SAFETY

Teachers and staff will be observant and diligent to keep and maintain the safety of students, staff and the school property. Staff will ensure all outside doors are locked and latched during the school day and when leaving the school for the day. Staff will report to the administration any type of destruction of property, vandalism, and/or broken or faulty equipment in an immediate and timely manner.

SOCIAL MEDIA

Our school maintains a Facebook and Instagram account in order to communicate upcoming events, celebrations, and activities. Please follow us:

School Facebook: <https://www.facebook.com/southsummitelementary/>

School Instagram: <https://www.instagram.com/sselementaryschool/>

Teachers and staff are directed to NOT post any content and/or pictures on any social media platform that contains information about students and/or work colleagues. Teachers and staff will refrain from viewing content and posting content on social media involving the school/students or in addition when students are present and/or during instructional time with students.

STUDENT LEADERSHIP TEAM

South Summit Elementary is proud of our fourth grade Leadership Team. One student from each fourth grade class is elected by their peers and one student is appointed by the teacher. They are models and examples of our School Mission Statement: (LEARN) and follow our schoolwide rules and expectations. The leadership team contributes to the community assemblies, helps with student activities, are mentors and examples to other students, and provide service. If a student currently serving on the Leadership Team receives an Office Referral, he/she could be removed as determined by the administration.

STUDENT STUDY TEAM

When teachers are concerned about a student's academic growth, progress or behaviors, the teacher can refer a student to The Student Study Team. This multidisciplinary team is a specific group of certified professionals that work together as a team to identify and provide specific strategies in regards to RTI (Response to Intervention). Teachers will be required to progress monitor the interventions and report progress to the team. The team works collectively to build a plan to help students succeed. Teacher(s) will monitor the progress for each intervention with a minimum of four weeks. As a parent, if you feel your child needs additional academic or behavioral support, please contact Mrs. Wilkinson, Assistant Principal.

TELEPHONE/TECHNOLOGY/AUP (Policy 6052)

The telephone in the office is used to conduct school business. The lines are shared with other staff members in the building. Phones are available to students only for emergencies. The following policies will govern office phone use:

1. Students must obtain a phone pass from their teacher. Teachers will give passes only for emergencies and extreme situations. We ask that homework, car-pooling, playtime, and other such situations be arranged before school.
2. Teachers will not answer the phone during daily instruction time. Teachers regularly check their staff boxes and their email. They will return any messages as soon as possible.
3. The office will take messages for students when there is an emergency or when it is essential that the student receive the information. WE DO NOT TRANSFER CALLS TO STUDENTS. Please plan your child's day before they get to school. Avoid calling the school 20 minutes before the day ends UNLESS it is an EMERGENCY. It is difficult to get messages to students during this time.
4. Teachers and staff will keep personal cell phones on in case of emergency.
5. Teachers and staff will keep all personal cell phones out of reach of students and not allow cell phone usage to distract from teaching and learning.
6. Teachers and staff will observe the district guidelines and policies regarding personal phone usage.
7. Students are expected to store their phone in their assigned school locker during school hours. Phones must be turned off.

8. Students are ONLY to call a guardian from the front office telephone. They can not use a teacher's cell phone, teacher's classroom phone or their personal electronic device.
9. Students may wear watches with phone abilities, but the phone feature must not be used during school hours. (8:50 a.m. to 3:20 p.m.)
10. Students may use cell phones/electronic devices after school has been dismissed.

*Students Technology and Acceptable Use policy will be enforced which provides specific regulations and preventions in our firewall and filters to protect student identity. Also, students are expected to follow technology rules. Consequences for misuse or violation of the policy will be based on an individual basis with an Office Referral. Teachers and staff will immediately report any and all violations and/or allegations to the administration.

TITLE IX (Policy 6067)

The South Summit School District takes seriously its obligations to ensure that no student or employee suffers discrimination on the basis of sex, as defined in Title IX of the Education Amendments Act of 1972. Title IX is a federal law, enacted in 1972 states: *No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.*

Title IX protects people from discrimination based on sex in educational programs or activities that receive financial assistance. Under Title IX, discrimination on the basis of sex can include sexual harassment, which is defined as conduct on the basis of sex that satisfies one or more of the following:

- An employee of the District conditioning the provision of an aid, benefit, or service of the District on participation in unwelcome conduct;
- Unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity;
- Sexual assault, dating violence, domestic violence, or stalking, as defined by applicable law.

Reporting Harassment/Discrimination

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Next Steps

After a report of sexual harassment has been made, the school and/or Title IX Coordinator will reach out to the individual affected by the alleged misconduct, provide supportive measures, discuss the grievance

policy, and offer the opportunity for the complainant to file a formal complaint if the behavior meets the Title IX definition of sexual harassment. If a formal complaint is filed, appropriate steps will be taken to investigate. Upon completing the investigation, the outcome will be shared with all stakeholders.

Appeal Procedures

If a party does not agree with the final determination made by the school or has concerns of noncompliance with Title IX or actions that would be prohibited by Title IX, he/she may appeal the determination in accordance with School [Board Policy 3023](#).

TOY-FREE SCHOOL

South Summit Elementary teachers work hard to provide a great learning environment & experience for all students. Toys brought from home detract from the learning experience. It is hard to monitor what students keep/ play with in their desk and toys brought from home are often a target for theft. We ask that all toys remain at home. The school will provide plenty of recess equipment for students to enjoy.

Violation of the toy-free policy will result in:

First offense...Toy confiscated and returned at the end of the day.

Second Offense ...Toy confiscated, Teacher will notify parent/guardian to pick it up from the office and student will receive an Office Referral completed by a staff member.

*Administration will implement further consequences on a case-by-case basis.

THE LEARNING PLACE AND MINDFULNESS ROOM

South Summit Elementary School and Community Site Council believe that all students have the right to learn in a safe and orderly environment. To facilitate this goal, the school has created “The Learning Place.” The goal for this room/place is to give students age-appropriate academic and behavior support in a positive environment both inside and outside the regular classroom. Students with chronic behavior infractions will work with their teacher, the learning place coaches, the counselors and the administration to distinguish behaviors that are inhibiting learning.

South Summit Elementary strives to provide resources for the whole student. Our Mindfulness Room provides an opportunity for students to self-select or for a teacher to direct a student to go to the mindfulness room. In the mindfulness room, a student can work with sand, play with legos, color/draw, read and other relaxing, calming activities to relieve stress, anxiety or to deescalate feelings.

The Mindfulness Room can be accessed by using the colored pass. Students/Staff take the pass to the office and at that point someone will accompany them to the Mindfulness Room. A safe place to regroup, talk, relax, calm down or be still.

VISITORS AND VOLUNTEERS

We are proud of our school and welcome visitors to share in our pride. For the safety and well being of students and staff, all volunteers and visitors are required to check in at the office and pick up a visitors badge. Visitors and volunteers will need to have a specified purpose that has been communicated and approved or a scheduled appointment. **ALL VISITORS AND VOLUNTEERS MUST BE FINGERPRINTED.** Fingerprinting must be documented by the South Summit School District Office. Staff members are **NOT** permitted to open any outside door for entry; with the exception of school employees. All outside doors will be locked during the school day. Visitors can access the building by ringing the bell button located in the first entrance of the elementary school. Visitors are not allowed entry to the building through any other access point; as a safety measure. Visitors may be required to provide a picture identification in order to verify identity.

Teachers should not release a student from class unless they have received proper authorization from the office. Parents/Guardians will wait in the front office for students to be called from the office staff.

Any item that a parent/guardian brings to the school for their child (homework, backpack, birthday treat, etc. will be delivered by a staff member.

All staff members are required to check wear identification badges.

We are a closed campus. Students are not permitted to leave campus without permission from a parent/guardian that has followed the proper check-out procedures.

All visitors are required to wear check-in at the Front Office and obtain a visitors badge to be worn at all times.

Please be vigilant and aware..report any unknown individual not wearing a badge and any suspicious activity to administration.

Please report any tobacco, vape or alcohol use on campus. This is prohibited by law.

FERPA

(Policy 6022)

South Summit Elementary is committed to protecting the privacy of our students' education records in accordance with the Family Educational Rights and Privacy Act (FERPA). This federal law gives parents and guardians certain rights regarding their children's education records, including:

- The right to inspect and review the student's education records within a reasonable time after the school receives a request for access.

- The right to request an amendment of the student's education records if they believe the records are inaccurate, misleading, or in violation of the student's privacy rights.
- The right to consent to disclosures of personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

South Summit Elementary may disclose "directory information" without prior parental consent, unless a parent has opted out. Directory information typically includes a student's name, address, telephone number, date and place of birth, and dates of attendance. We will notify parents annually about what information we have designated as directory information and provide an opportunity to opt out of these disclosures.

A more detailed explanation of your rights under FERPA is available in the complete South Summit School District policy manual. For questions or to request to review your child's records, please contact the school administration.