

Agenda of Regular Board Meeting

The Board of Directors North Sanpete School District

A Regular Board Meeting of the Board of Directors of North Sanpete School District will be held May 19, 2026, beginning at 6:00 PM in the North Sanpete High School Band Room, 390 E 700 S, Mount Pleasant, UT 84647.

1. BUSINESS ITEMS

- A. Prayer
- B. Pledge of Allegiance
- C. Board Recognition and Board Reports
- D. Oath of Office

Rickie Stewart will be sworn in as the new business administrator.

2. BOARD PRESENTATIONS

- A. Education Support Personnel of the Year

Fairview Elementary: Jessica Howard

Fountain Green Elementary: Heidi Johnson

Mt. Pleasant Elementary: Bailey Felth

Moroni Elementary: Chloe Johnson

Spring City Elementary: Megan Child

North Sanpete Middle School: Jeff Pack

North Sanpete High School: Matt Porter

Pleasant Creek School: Anna King

Transportation: Rebekka Coates

District Office: Angela Thompson

District Substitute of the Year: Kate Stevens

District Education Support Personnel of the Year: Rebekka Coates

- B. School Report

Principal Solen will present the school report for Pleasant Creek.

Kami Walker will present data on Trust-Based Relational Intervention and Dyslexia in North Sanpete School District.

3. PUBLIC PARTICIPATION

Mr. Tree wants to discuss the future.

4. CONSENT CALENDAR

- A. Approval of Minutes

Minutes for the April 21 and May 5, 2026, board meetings will be presented to the board for approval.

- B. Financial Report and Payment Request

- C. FY27 Preliminary Budget Discussion
FY27 Preliminary Budget Discussion
- D. Statement from the budget officer regarding a proposed tax rate increase pending truth-in-taxation as part of the FY27 tentative budget. (*Utah Code 59-2-919(4)(a)(2)*)
Statement from the budget officer regarding a proposed tax rate increase pending truth-in-taxation as part of the FY27 tentative budget. (Utah Code 59-2-919(4)(a)(2))
- E. PTIF Signers
Business Administrator, Superintendent, and School Board President need approval to be signers on the PTIF accounts.
- F. Signer on Bank Accounts
New business administrator needs approval to be a signer on bank accounts
- G. Negotiations
- H. Adoption of Agenda
- 5. BOARD VISION / GOALS
 - A. NSSD Consolidated Needs Assessment Data Discussion
The results of the NSSD Consolidated Needs Assessment survey will be discussed.
- 6. PERSONNEL SERVICES
 - A. Resignations or Retirements
Letter of Resignation from A. Shepherd will be presented to the board.
 - B. Substitute, Certificated and Classified Positions
- 7. SUPPORT SERVICES
 - A. Construction Projects
 - B. Capital Projects
 - C. 2026-2027 Plan for Student Success Account Funding (TSSA)
- 8. STUDENT SERVICES
 - A. Dual Immersion
Dual Immersion requests will be presented to the board for approval.
 - B. North Sanpete Online Program Parent/Student Contract of Understanding
Principal Solen is requesting to make changes to the Online Program Parent/Student Contract.
- 9. TRAVEL REQUESTS
 - A. Travel Requests
 - Drill is requesting overnight travel to Snow College in Ephraim, June 8-9, 2026.
 - Boys Basketball is requesting out-of-state travel to attend a camp at Colorado Mesa University, in Grand Junction, Colorado, June 15-18, 2026. The plan is to take a bus and an SUV. Additionally, one coach will drive another car out that the bus driver drives home and back to pick up the players when the camp is finished.
 - Cheer is requesting overnight travel to attend a camp at Dynasty Athletics in Draper, Utah, June 22-24, 2026.
 - Girls Volleyball is requesting overnight travel to attend a camp at Enterprise High School, June 22-23, 2026.
 - Boys Basketball is requesting overnight travel to attend a camp in St. George, June 25-27, 2026.

- Girls Basketball is requesting overnight travel to attend a summer tournament at the Sandy Expo Center, June 16-17, 2026 (this may or may not be overnight depending on their playing schedule).
 - FFA is requesting out-of-state travel to attend the National FFA Convention in Indianapolis, Indiana, October 20-October 24, 2026.
10. POLICIES
 - A. D-66 Employee Technology Acceptable Use Policy
The D-66 Employee Technology Acceptable Use Policy will be presented to the board in first read.
 - B. E-30 Student Technology Acceptable Use Policy
The E-30 Student Technology Acceptable Use Policy will be presented to the board in first read.
 - C. E-53 Transgender Students Policy
The E-53 Transgender Students Policy will be presented to the board in first read.
 11. DISCUSSION / INFORMATION ITEMS
 12. MATTERS FROM THE BOARD
 13. EXECUTIVE SESSION
 - A. Executive Session
 14. ADJOURN
 - A. Adjourn

Notice of Special Accommodations (ADA)

In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including ancillary communication aids and services) during this meeting should notify: O'Dee Hansen, Assistant Superintendent, North Sanpete School District Office, 220 E. 700. S Mt. Pleasant, UT 84647; 435-462-2485

Notice of Electronic or Telephone Participation

One or more members of the North Sanpete School District may participate electronically or telephonically pursuant to UCA 52-4-7.8

About Pleasant Creek School Pleasant Creek School (PCS) is the alternative high school for the North Sanpete School District, located at 111 East 100 South, Mount Pleasant, Utah. Established in 2015, PCS serves Youth in Care (YIC), at-risk students, and adult learners through an Adult Education Program.

The school's mission is to provide credit recovery toward graduation using a variety of teaching styles and educational platforms, with a vision to aid students in developing self-motivation, independence, and discipline to become valuable contributors to society.

PCS operates three YIC homes throughout the North Sanpete School District, as well as one alternative classroom known as SOAR, which serves at-risk students identified by North Sanpete High School counselors based on attendance, behavior, and credit deficiency.

PCS is not an open-enrollment institution — students are admitted through a referral process, and each student receives an individualized education plan based on their needs and goals.

This Year's Major Achievements

1. Cognition Accreditation Pleasant Creek School successfully completed the Cognia Accreditation process this year — a rigorous national accreditation that evaluates schools on quality standards, continuous improvement, and student outcomes. PCS passed with only one stipulation, a remarkable achievement for an alternative school serving high-need populations.

2. Projected Graduation Rate: 80% This year, Pleasant Creek School is projecting an 80% graduation rate — a strong outcome for an alternative school specifically designed to serve students who have struggled in traditional settings. This speaks directly to the school's mission of credit recovery and individualized support.

3. Record ACT Participation More students at Pleasant Creek School took the ACT this year than ever before in the school's history. This milestone reflects a growing culture of college and career readiness at PCS, pushing students to think beyond their immediate circumstances and toward future opportunities.

4. Adult Education Program Success The Adult Education Program had one of its strongest years on record:

- 5 graduates earned their high school diplomas
- 3 students completed their GED

The Adult Education program holds evening sessions on Tuesdays and Thursdays, serving community members who need a pathway to a diploma outside of traditional school hours.

5. New Policy Implementation — Online Program and SOAR Pleasant Creek School successfully developed and implemented new policies for both the online learning program and the SOAR program this year. These policies are designed to improve consistency, accountability, and student outcomes across both programs — laying a stronger foundation for future growth.

6. Guest Speakers and Community Engagement PCS hosted multiple guest speakers throughout the year, bringing in outside voices to inspire and challenge students. A highlight of the year was the first-ever concert at Pleasant Creek School, featuring local rappers who have personally gone through recovery and now actively work with the recovery community. This event was a powerful and unique experience — bridging art, lived experience, and hope in a way that resonated deeply with the student population PCS serves.

7. Senior Retention Of the senior class, only 2 students were lost this year after transferring out — and their destinations are currently unknown. This low attrition number reflects the strong relationships and support systems built at PCS that keep students engaged and on track.

8. World Record Statue Project Pleasant Creek School is in the early stages of an ambitious, multi-year project to design and build a 20-foot-tall custom 3D statue with the goal of breaking a world record. What makes this project especially meaningful is that it is 100% designed by past and present PCS students — a testament to the creativity, pride, and investment students have in their school and community.

Context: Who PCS Serves The school operates in rural area with limited financial resources. PCS's first priority is helping students obtain a high school diploma and engage them in a future beyond their time at Pleasant Creek.

Key Themes to Highlight

- **Growth:** Record ACT participation, adult education completions, and a strong projected graduation rate
- **Credibility:** Cognia Accreditation validates PCS's quality on a national level
- **Community:** The concert and guest speakers show PCS goes beyond academics to meet students where they are
- **Stability:** New policies in SOAR and online programs set PCS up for continued success
- **Legacy:** The student-designed world record statue project reflects long-term vision and student ownership

TBRI and Dyslexia in North Sanpete School District

May 19, 2026

C. Kami Walker, EdS
School Psychologist

WHAT IS TBRI

An evidence-based approach to support vulnerable nervous systems

- Empowers educators with understanding the brain science behind behaviors
- Teaches how to support our own nervous systems (Self-care)
- Interventions for classroom management
- Emphasizes multi-sensory learning

INTERVENTIONS

- **Bring in movement to cut down on number of repetitions for learning (ex: students going for a walk while memorizing content on a 3x5 card)**
- Be intentional with transition warnings (ex: "2 more minutes before we line up for ...")
- Incorporate a sensory component in my lessons
- **Find ways to say "yes"!**
- **Bring more play into the classroom (ex: games, sensory, music, light-hearted interactions, etc.)**
- Provide space for "turn & talk" activities to enhance cognitive bandwidth for learning
- Support the "10-second children living in a 3-second world" by waiting for 10 seconds after giving a directive before expecting a response)
- Utilize the mirror neurons science by showing up with enthusiasm and compassion

INTERVENTIONS

- Focus on creating structure rather than demanding rigidity
- Be proactive in ensuring every child gets recess and other opportunities of movement throughout the day
- Be intentional with offering activities that provide proprioceptive input (ex: hard gummies, gum, wall pushes, jumping, etc.)
- Get down on students' level when talking one-on-one
- Be intentional with meeting students' biological needs (ex: hydration, snacks, movement, bathroom breaks)
- Greet students at the door
- Validate emotions (ex: use Check Your Engines, Zones of Regulation, or some other tool to validate emotions)
- Set up my classroom to include intentional space for activities such as movement, calm down corner, sensory/craft supplies, downtime activities, ect.)
- **Being intentional with predictable school days (predictability is easier for the nervous system)**

SELF CARE...SHOULD IT MATTER?

As of early 2026, about 53% of teachers reported experiencing burnout, and nearly three-quarters expressed a higher likelihood of leaving or retiring early compared to previous years due to high-stress levels.

-National Education Association

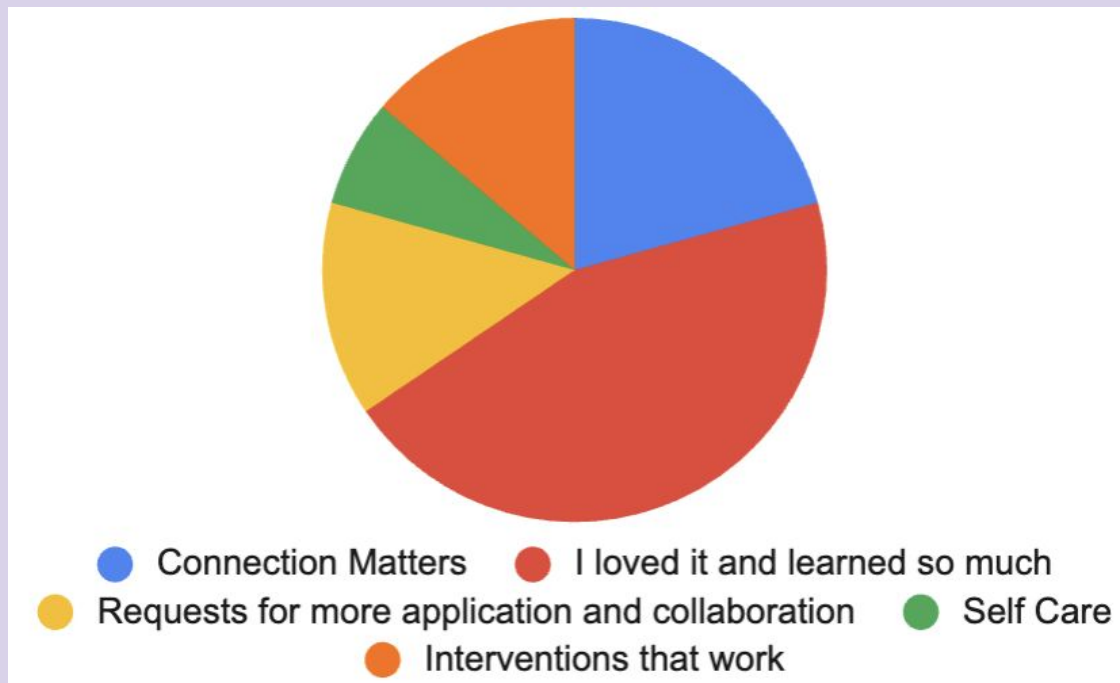
- **Be intentional about recognizing what I'm "bringing to the table" and my window of tolerance**
- Strengthen my nervous system through resistance training
- Strengthen my nervous system through intentional movement (10 reps spread throughout the day)
- Strengthen my nervous system through sprint intervals (4 reps of 30 seconds hard, 2.5 min. recovery)
- Identify those things I do that bring predictability for a stressed nervous system
- **Be intentional about getting 7-9 hours of sleep each night**
- **Be intentional about regular check-ins with my people**

WHAT PARTICIPANTS ARE SAYING

Percentage of 2025-26 participants who rated the training as significantly impacting their ability to engage with students:

98%

What was most impactful to you?



TBRI increases
learning capacity
through multi-sensory
experiences

DYSLEXIA

“Dyslexia is a specific learning disability characterized by difficulties in word reading and/or spelling that involve accuracy, speed or both and vary depending on the orthography. These difficulties occur along with a continuum of severity and persist even with instruction that is effective for the individual’s peers. The causes of dyslexia are complex and involve combinations of genetic, neurobiological, and environmental influences that interact throughout development. Underlying difficulties with phonological and morphological processing are common but not universal, and early oral language weaknesses often foreshadow literacy challenges. Secondary consequences include reading comprehension problems and reduced reading and writing experience that can impede growth in language, knowledge, written expression, and overall academic achievement. Psychological well-being and employment opportunities also may be affected. Although identification and targeted instruction are important at any age, language and literacy support before and during the early years of education is particularly effective.”

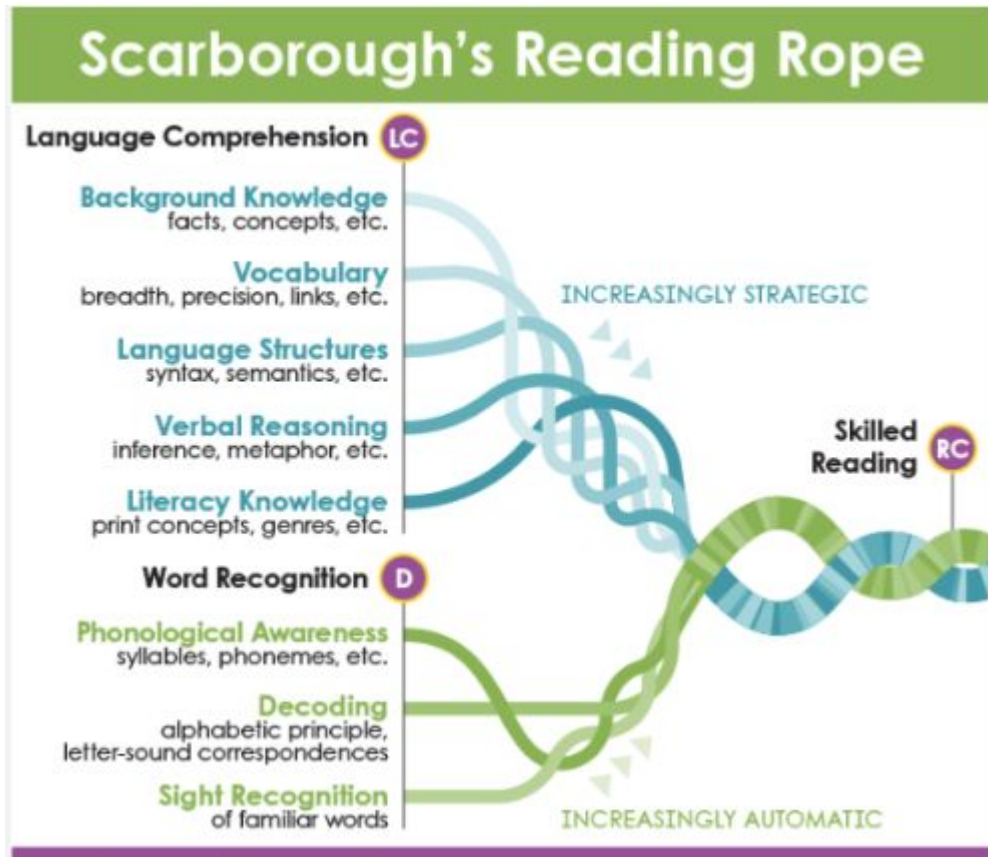
DYSLEXICS REQUIRE IMMERSION WITH 7 COMPONENTS OF LITERACY

7 Components of Literacy

- Phonological Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
- **Oral Language**
- Writing

“These component areas should not be taught in isolation but woven throughout daily literacy instructional cycles.”

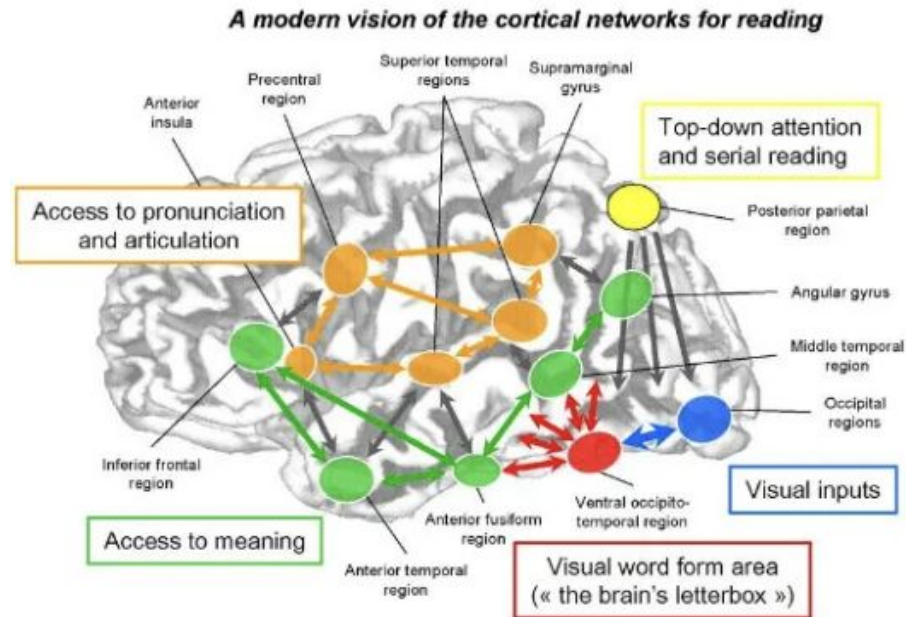
-2025 USBE Dyslexia Handbook



DYSLEXICS REQUIRE A MULTISENSORY APPROACH

- A multisensory approach bypasses the phonological processing difficulties.
- By simultaneously engaging visual, auditory, and kinesthetic-tactile senses, the brain forms stronger, more reliable connections.
- A multisensory approach makes abstract concepts (letters and sounds) concrete, improving both understanding and recall.
- Occupational Therapists are trained in multisensory support.

READING IS A FULL BRAIN ACTIVITY



2 Missing Components

ORAL LANGUAGE & MULTISENSORY

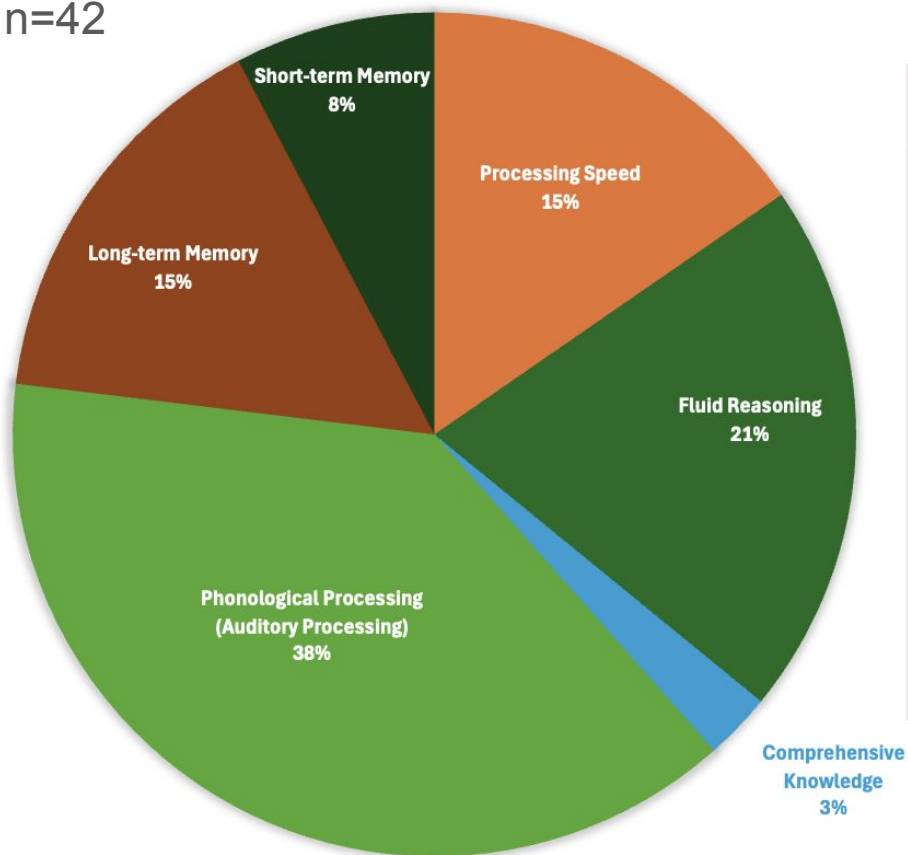
Auditory Gestures
influences Auditory
Processing:

- Tactile kinesthetic feedback: what your mouth is doing when you do a particular sound
- gives you a better sensory awareness of that sound

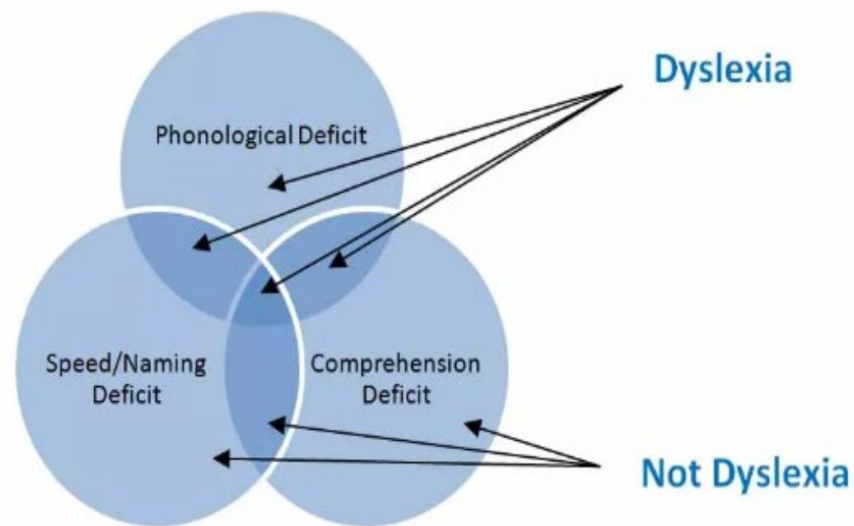


Possible Prevalence at NSSD?

n=42



Types of Reading Disabilities



-2025 USBE Dyslexia Handbook

Three Approaches

Speech Language Pathologists (SLP)

- Caseloads too high
- Require specialized literacy training
- Licensed to work with Tier 3 only
- Work in isolation: skills are not woven throughout daily literacy instructional cycles
- Would need additional multisensory support (OT)

Certified Academic Language Practitioner/Therapist (CALP/CALT)

- Multisensory methodology
- 2-year program
- Graduate level coursework
- \$2800-\$5600 per person (25 staff=\$70,000)

Alexander Integrated Method (AIM)

- Multisensory and STRONG oral language
- Delivery: whole-group, 10-15 min. daily & small group, 20 min, daily
- Training: 2-day & twice monthly 60 min group coaching
- Train-the-trainer option
- \$38,500 for 25 staff members (Kinder & SPED teachers, TAs)

EVIDENCE WITH DATA

SLANT's Phonemic
Awareness
End-of-Year
results:

4-7%

Improvement

AIM's Prior Student
Outcome Data of
Phonemic Awareness
results:

17%

Improvement

Considerations & Recommendations

Essential Considerations

- **Early intervention significantly reduces remediation timeline**
- **Explicit teaching of the 7 Components of reading including Oral Language (Auditory processing)**
- **Multi-sensory instruction**
- **Effective literacy instruction occurs in the general ed classroom given that not all students with dyslexia will qualify to receive SPED.**

USBE Dyslexia Handbook, 2025

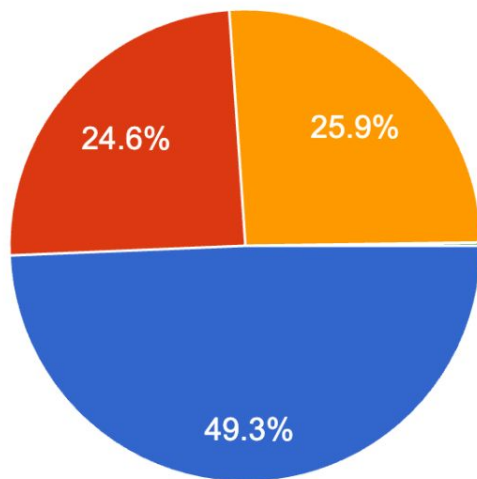
Recommendations

- **Train all kindergarten teachers, elementary SPED teachers, and selected staff in the AIM program.**
- **Screen ALL kindergarten students and form groups based on screening data**
- **Kindergarten: Implement 10-15 min AIM daily in large group and 20-30 min in small group**
- **Continue with SLANT and other literacy curricula that addresses the 7 components of reading**
- **Participate in the AIM Train-the-Trainer program**

NSSD Consolidated Needs Assessment Data 2026

Which best describes your relationship to North Sanpete School District?

456 responses

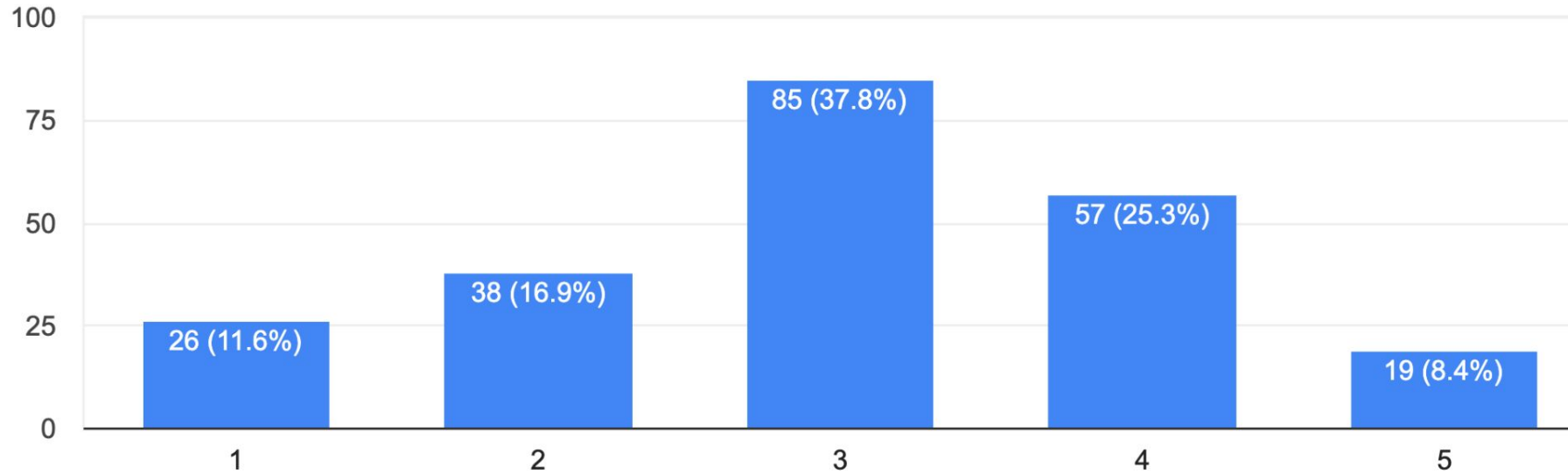


- Parent/Guardian (with student currently attending NSSD)
- Student (currently enrolled in schools in NSSD)
- Teacher/Staff (currently employed by NSSD)
- Community Member (live within the boundaries of NSSD)

Parent/Guardian Responses

The district clearly communicates its goals and priorities for student success.

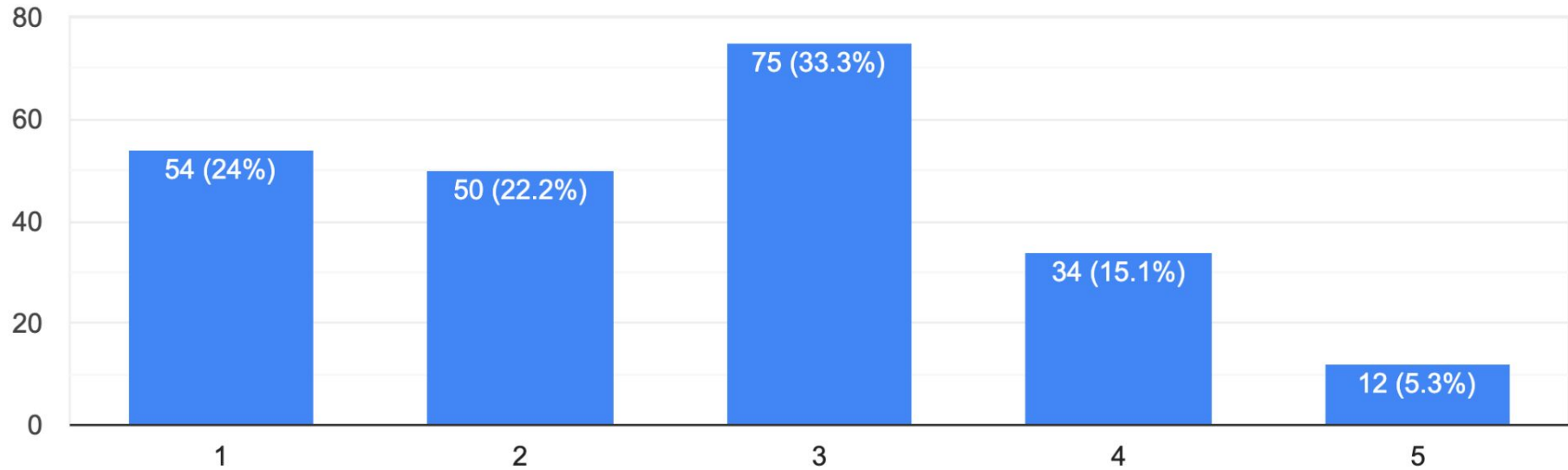
225 responses



Parent/Guardian Responses

I feel my input is valued in district or school decision-making.

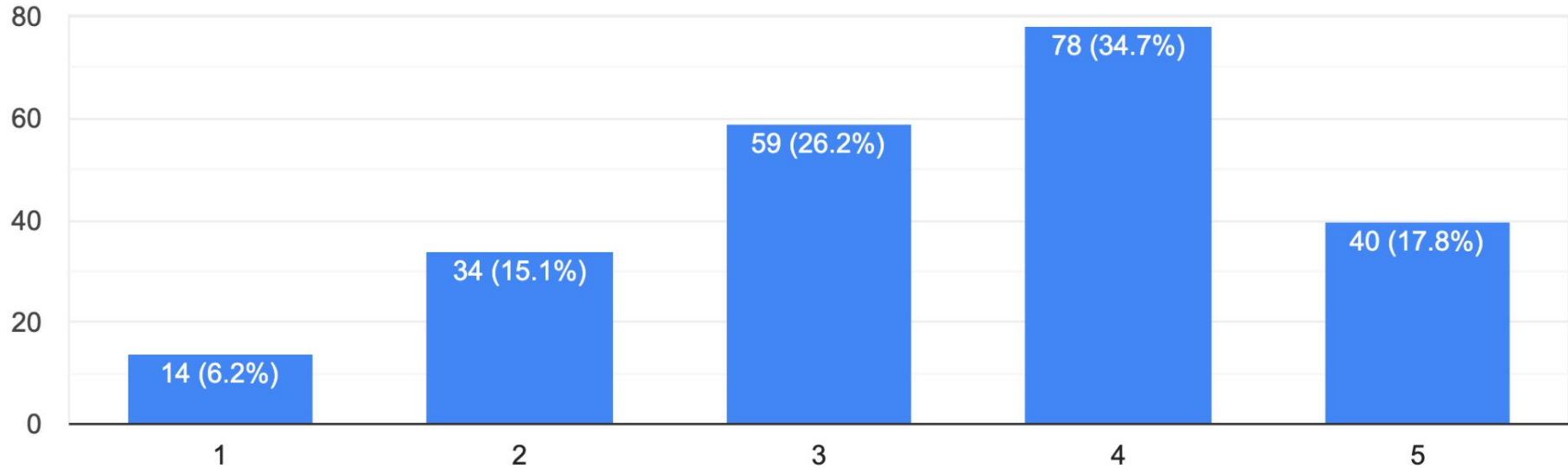
225 responses



Parent/Guardian Responses

My student's teachers are effective at supporting student learning.

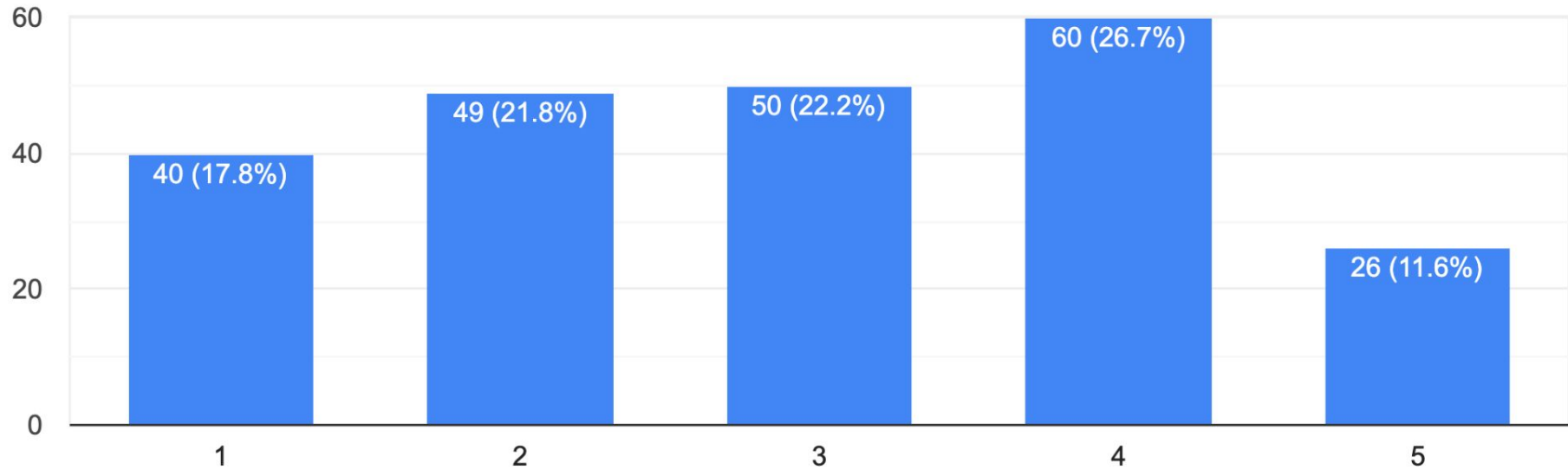
225 responses



Parent/Guardian Responses

The school has enough qualified staff to meet student needs.

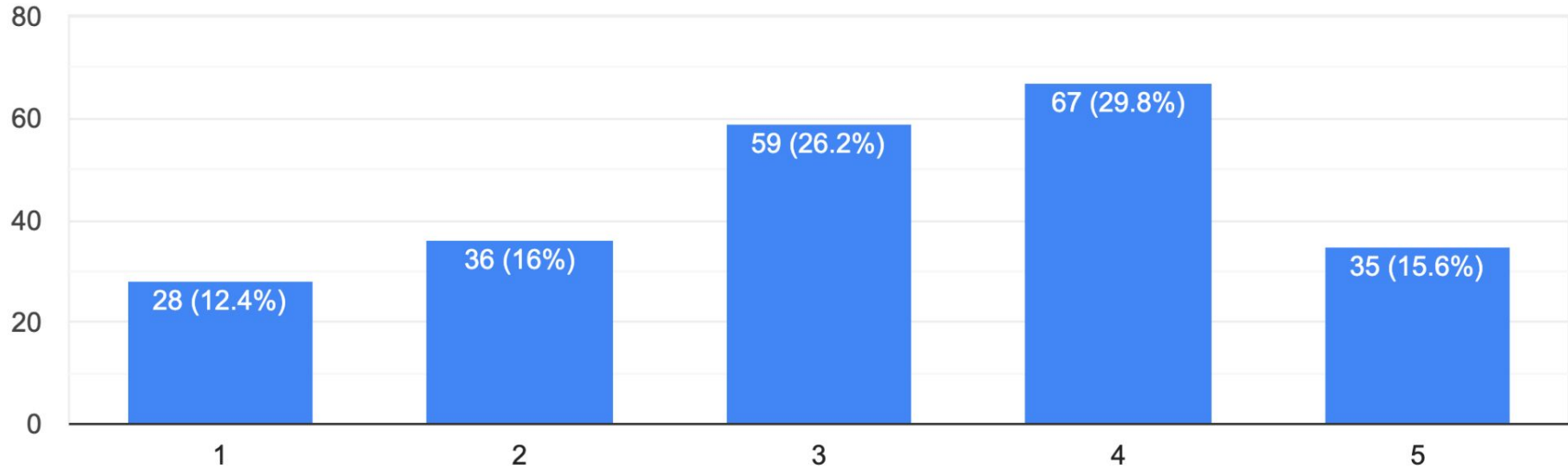
225 responses



Parent/Guardian Responses

My student receives instruction that meets their academic needs.

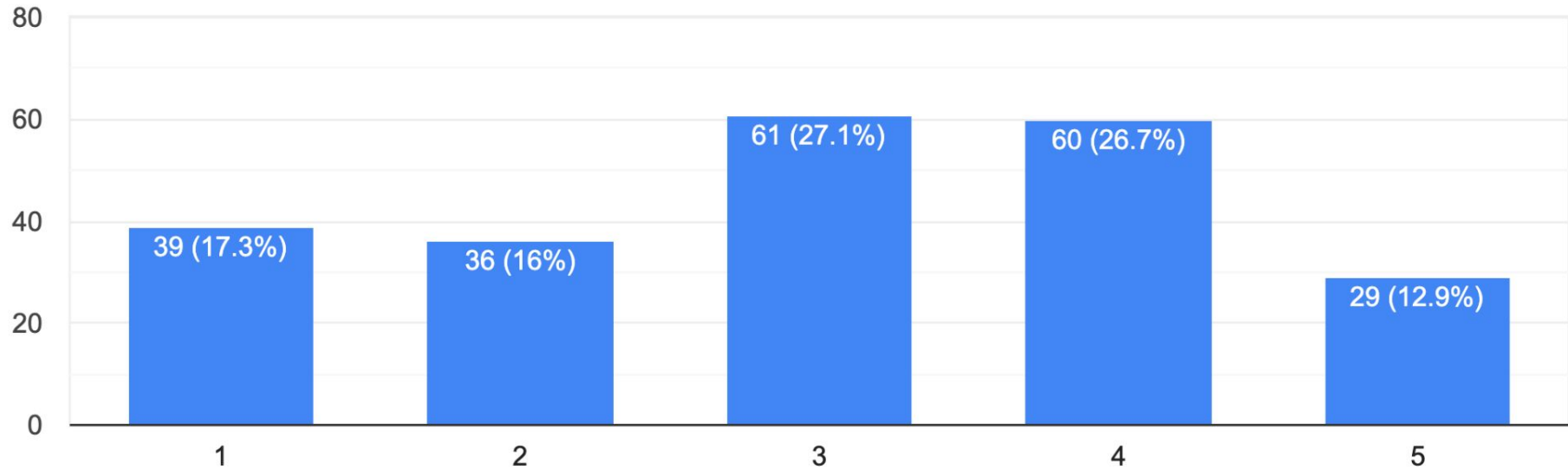
225 responses



Parent/Guardian Responses

The school provides timely support when my child struggles academically.

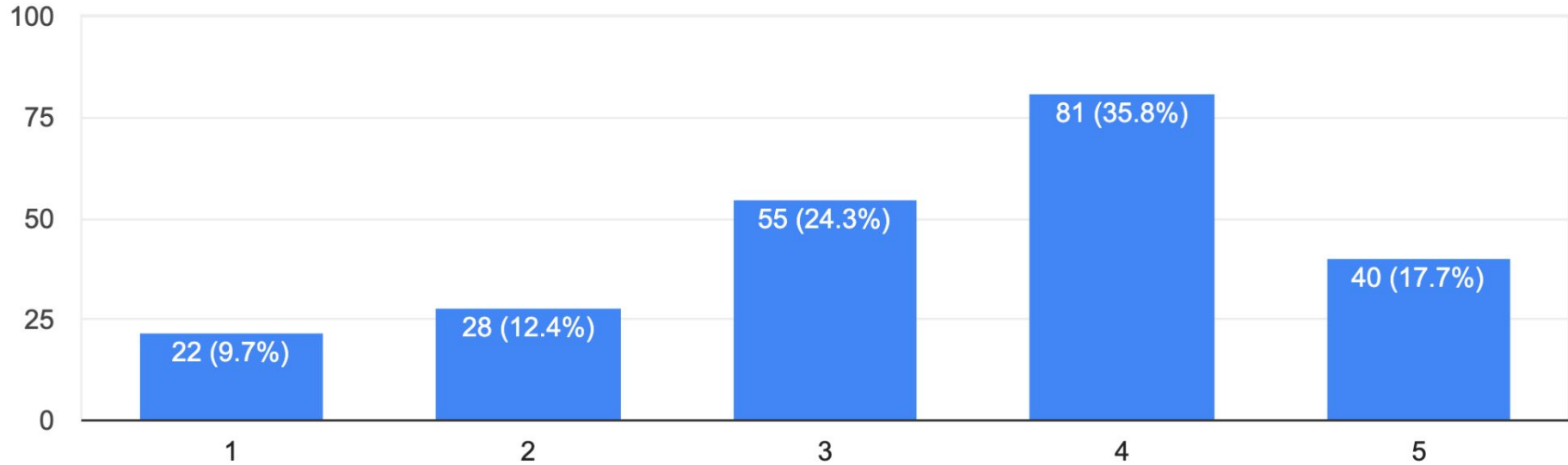
225 responses



Parent/Guardian Responses

My student feels safe and supported at school.

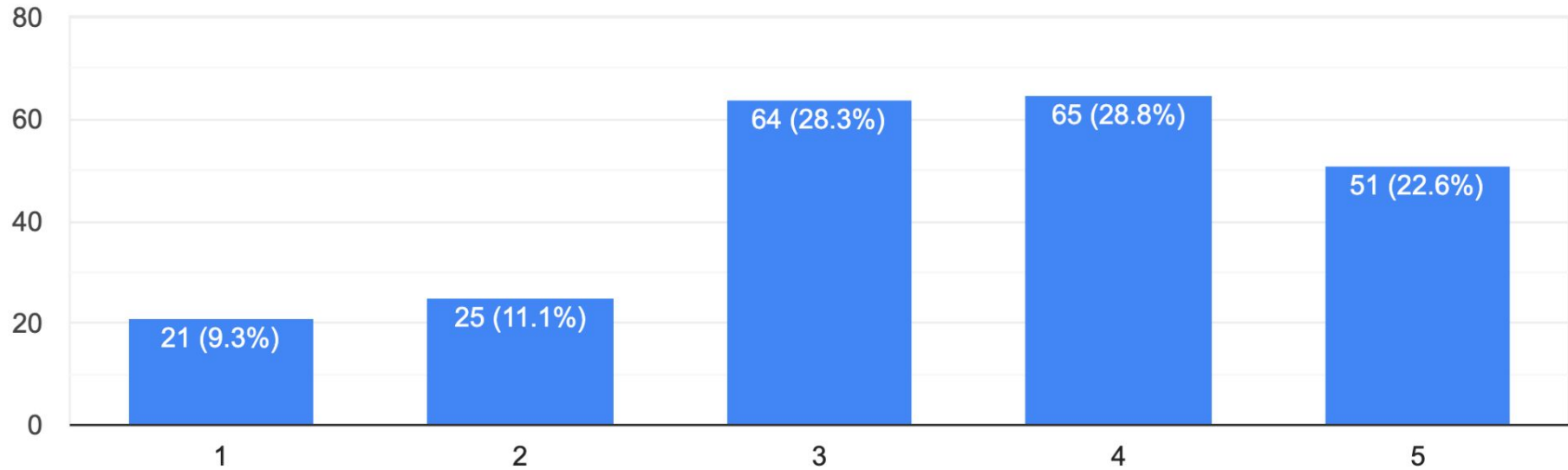
226 responses



Parent/Guardian Responses

The school communicates regularly and effectively with families.

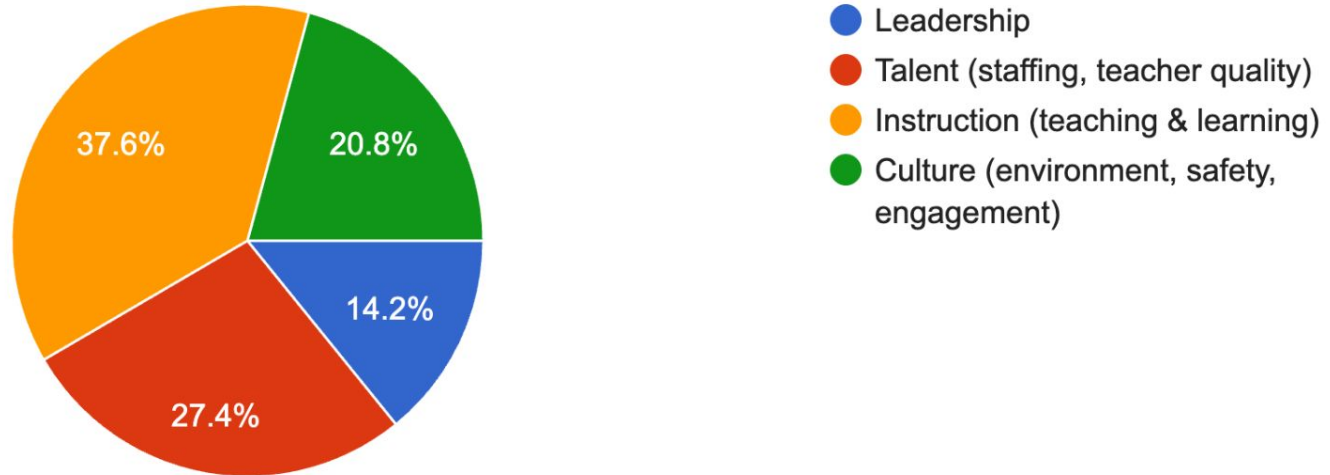
226 responses



Parent/Guardian Responses

Which area should be the district's top priority for improvement? (Select one)

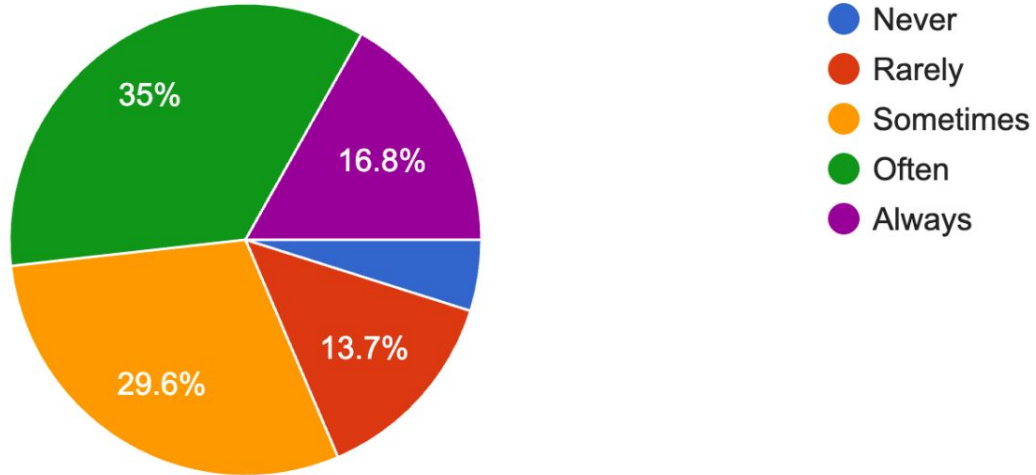
226 responses



Parent/Guardian Responses

How often do you feel welcomed to participate in school activities?

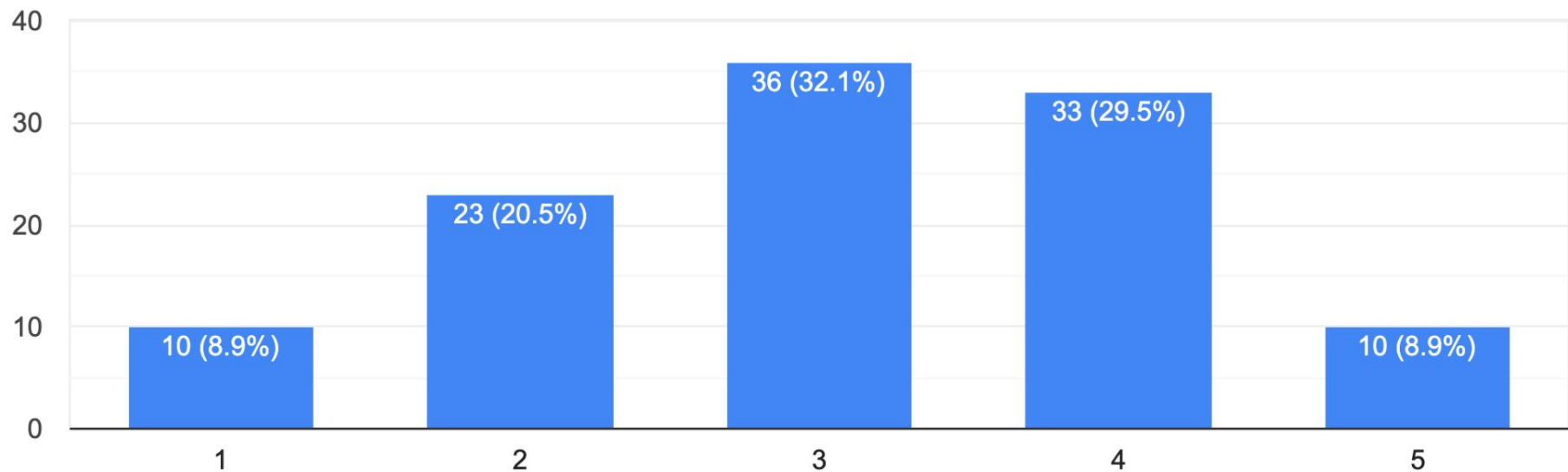
226 responses



STUDENT RESPONSES

Adults at my school listen to student ideas and concerns.

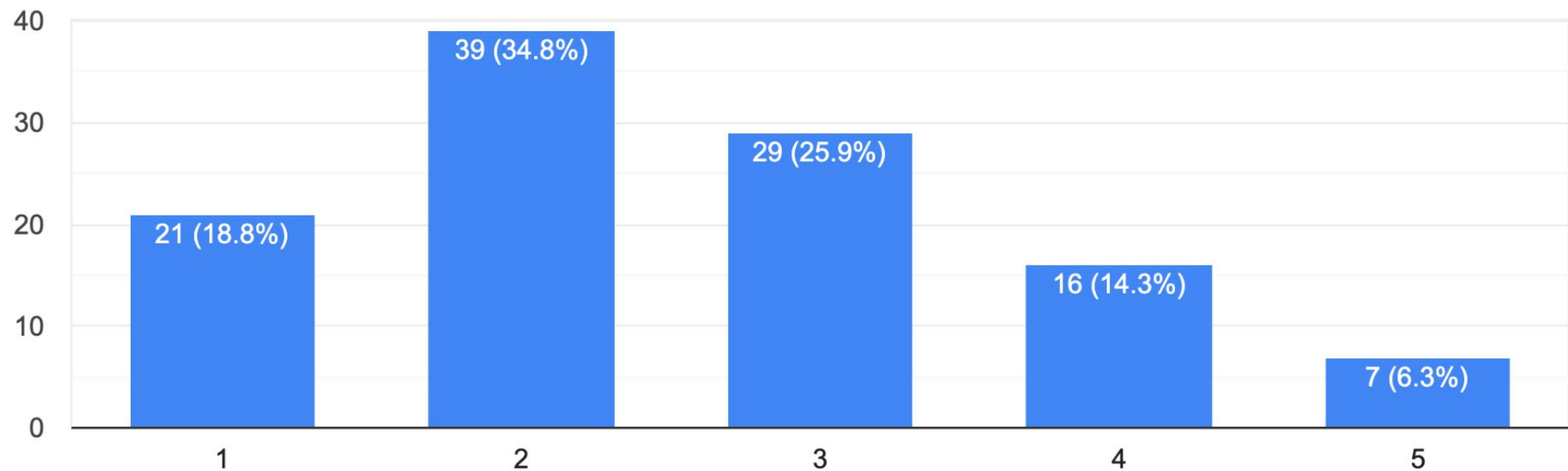
112 responses



STUDENT RESPONSES

I understand what my school is trying to improve this year.

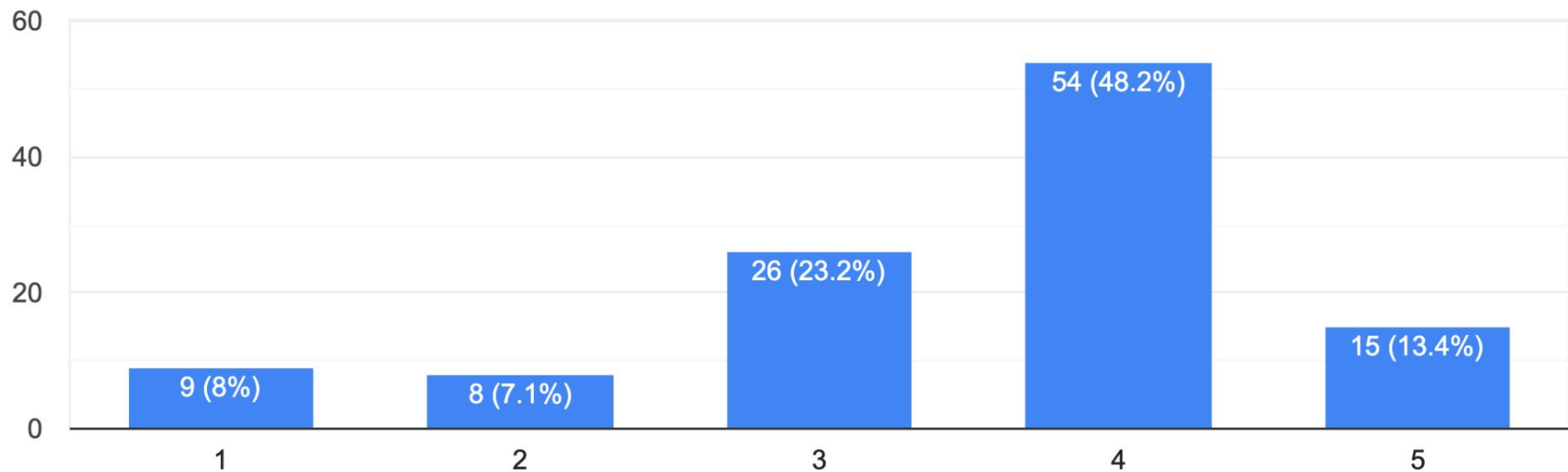
112 responses



STUDENT RESPONSES

My teachers help me when I don't understand something.

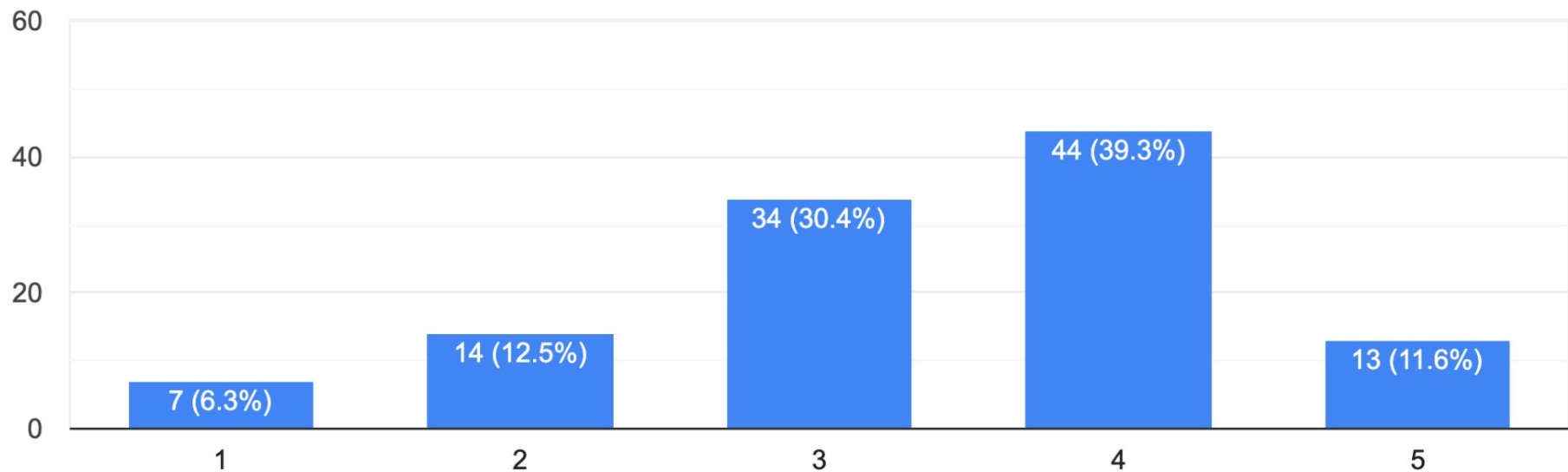
112 responses



STUDENT RESPONSES

My teachers are prepared and organized for class.

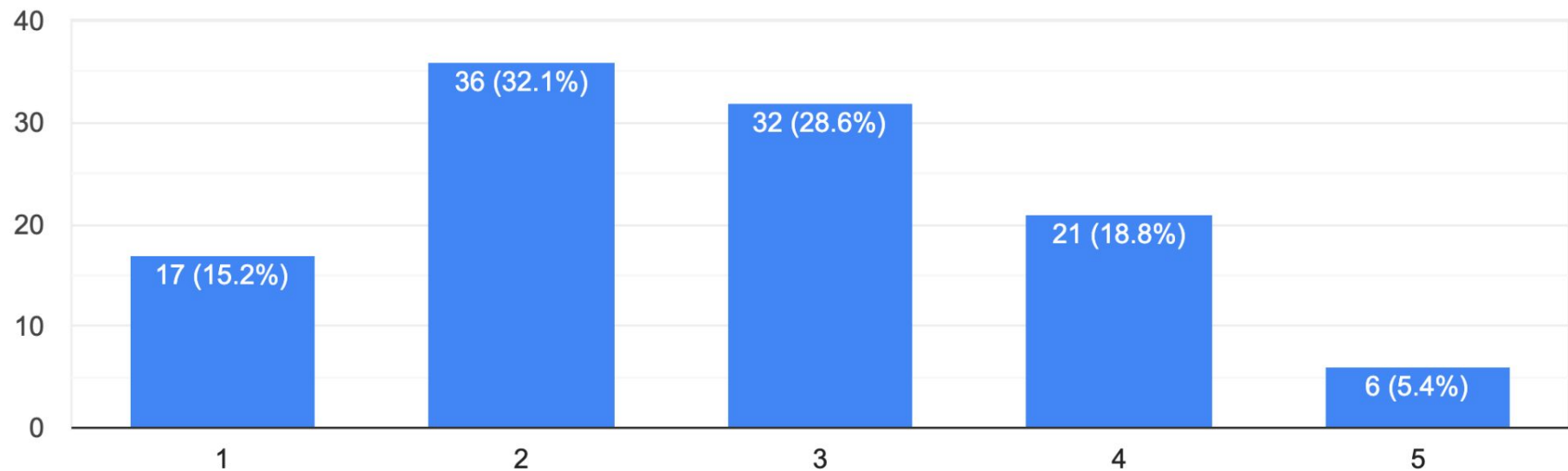
112 responses



STUDENT RESPONSES

What I am learning in class is meaningful and useful.

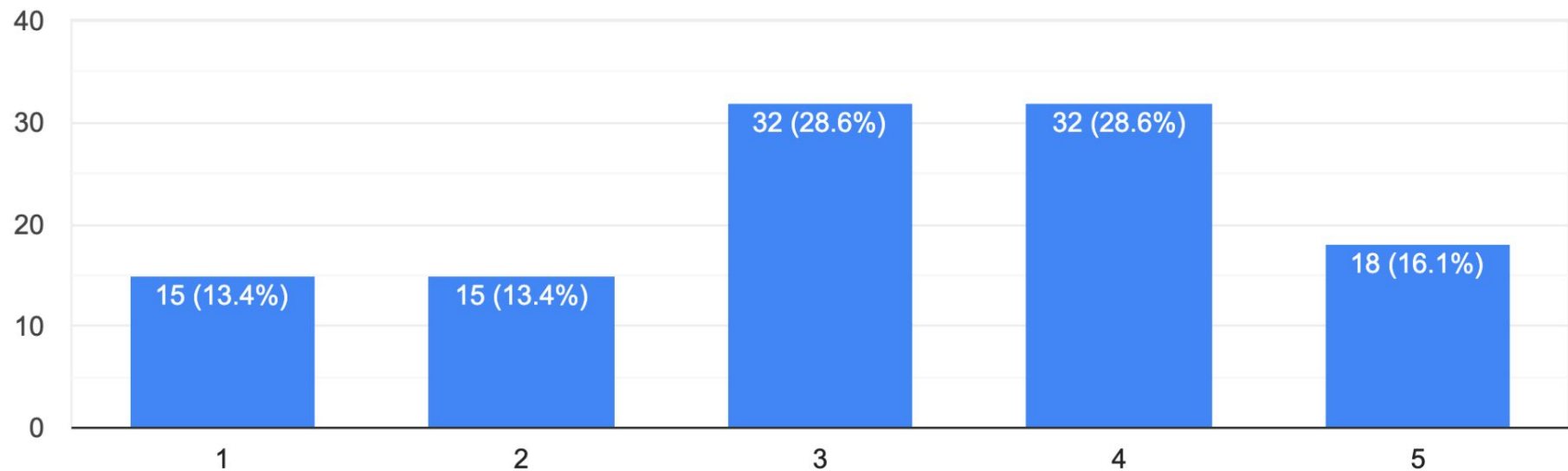
112 responses



STUDENT RESPONSES

I get extra help when I need it (tutoring, interventions, etc.).

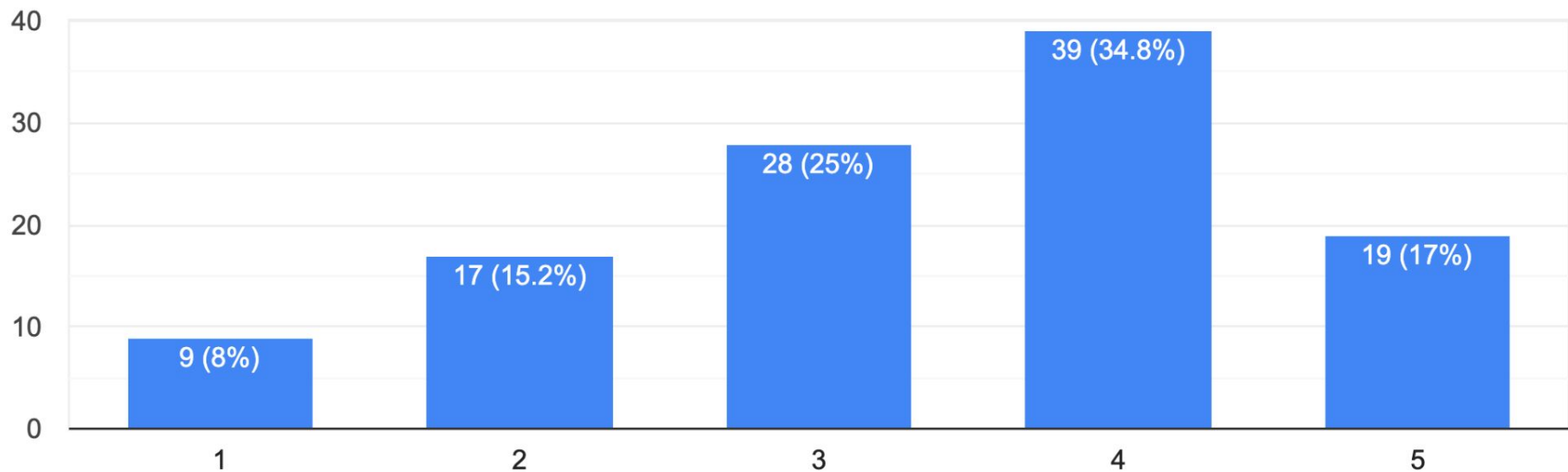
112 responses



STUDENT RESPONSES

I feel safe at school.

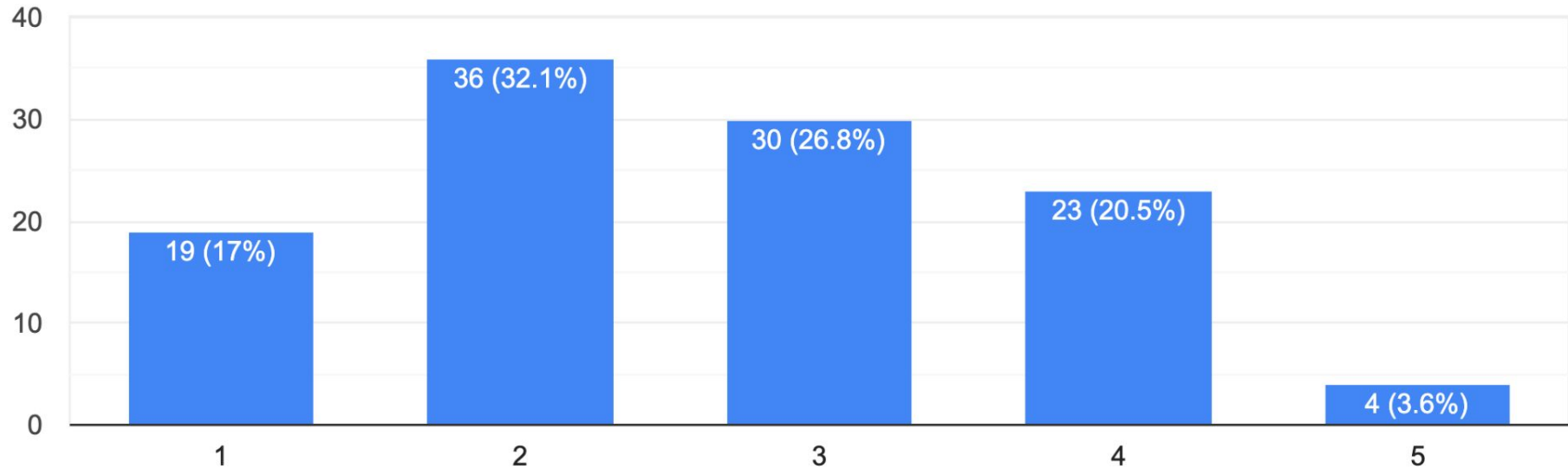
112 responses



STUDENT RESPONSES

Students at my school treat each other with respect.

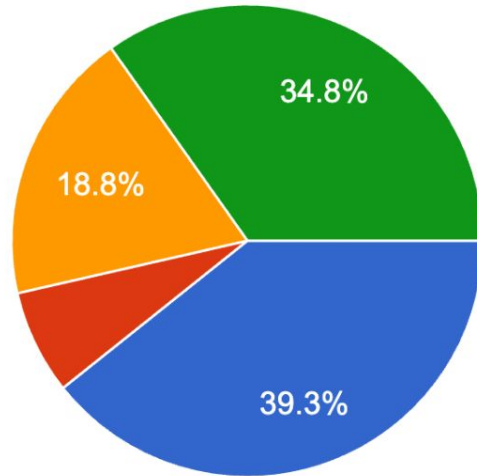
112 responses



STUDENT RESPONSES

What would help you the most in school? (Select one)

112 responses

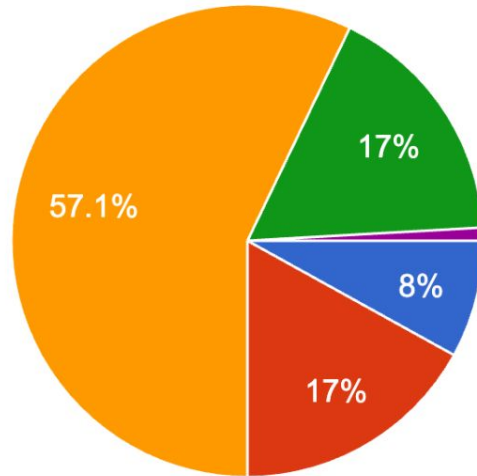


- Better teaching or instruction
- More help when struggling
- Better behavior/safety
- More activities/opportunities

STUDENT RESPONSES

How engaged do you feel in your learning?

112 responses

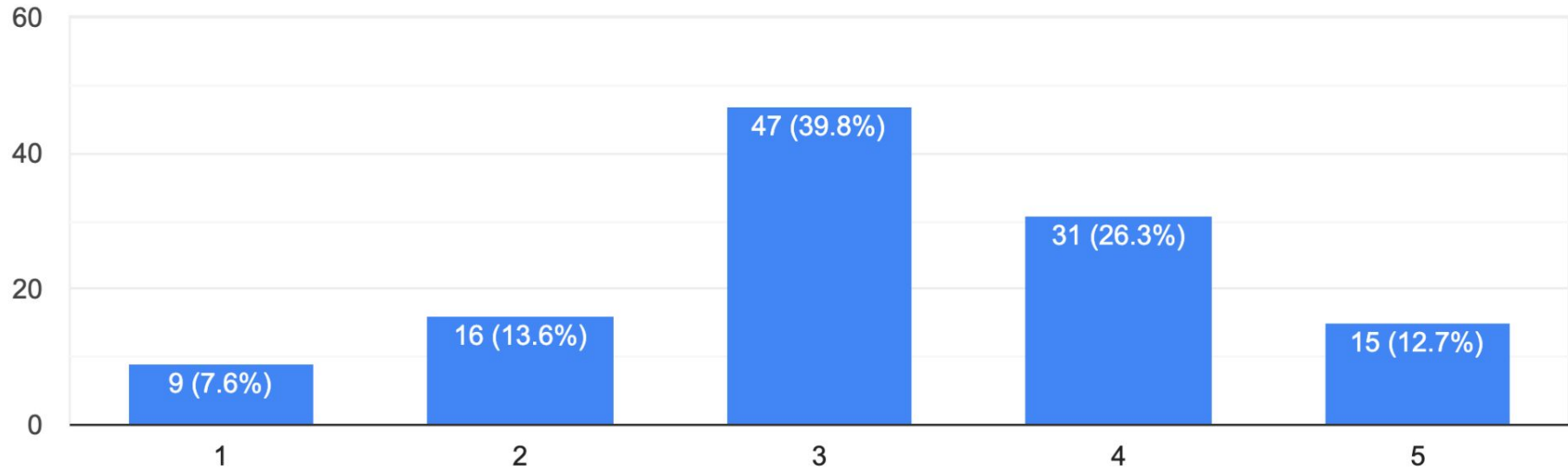


- Not engaged
- Slightly engaged
- Moderately engaged
- Very engaged
- Extremely engaged

Teacher/Staff Responses

District leadership provides a clear vision and direction for improvement.

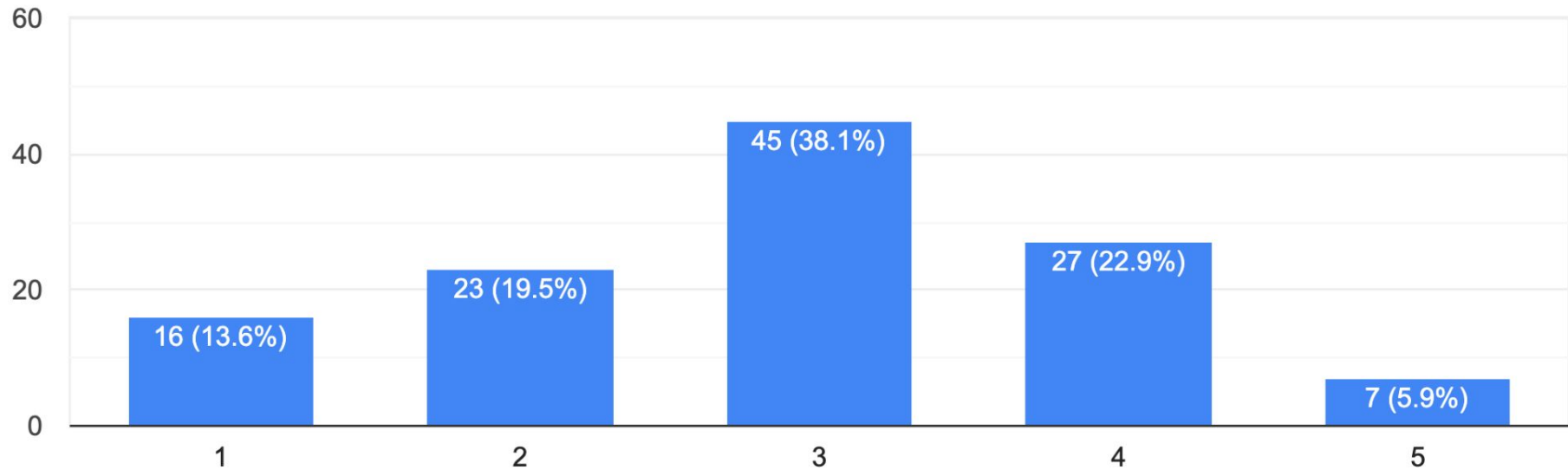
118 responses



Teacher/Staff Responses

I receive meaningful feedback and support aligned to district goals.

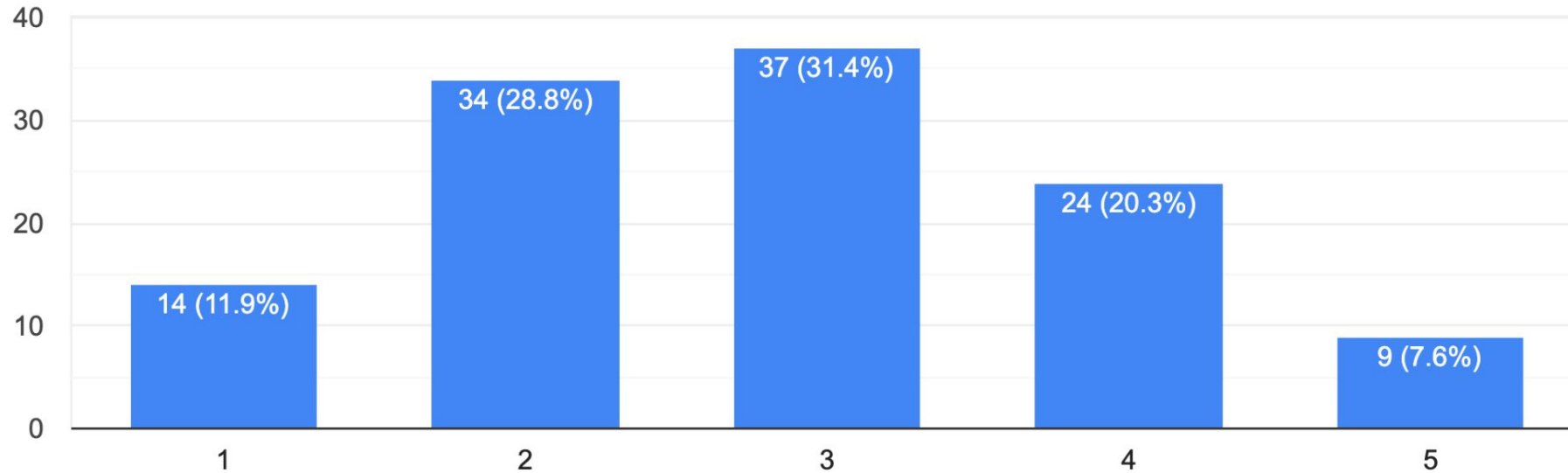
118 responses



Teacher/Staff Responses

Professional development opportunities are relevant to my needs.

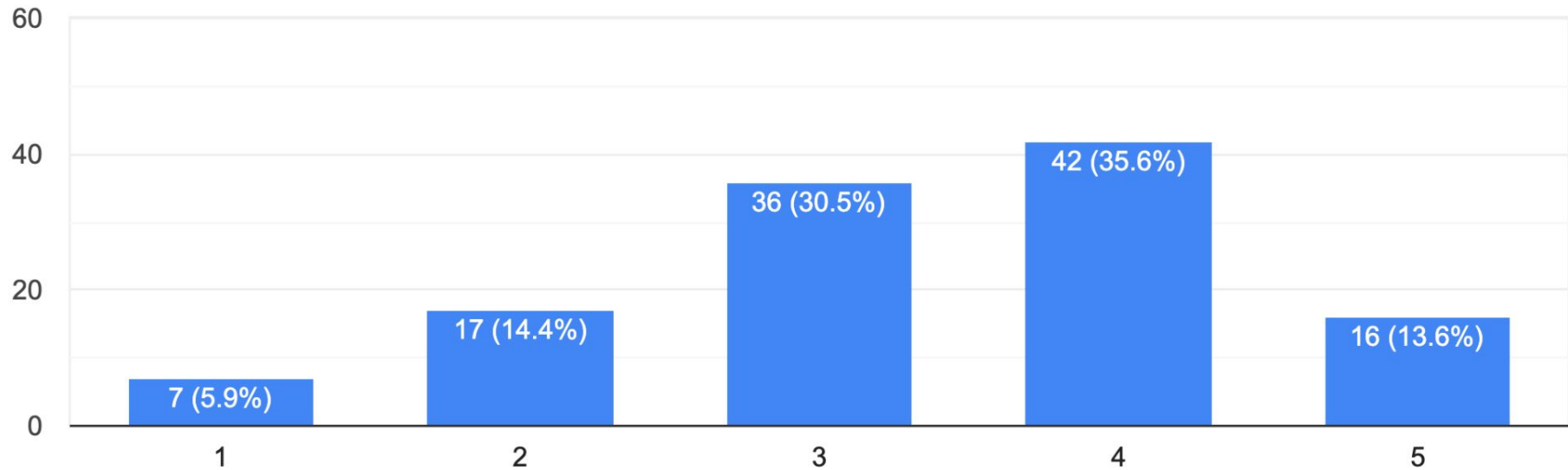
118 responses



Teacher/Staff Responses

The district effectively recruits and retains high-quality staff.

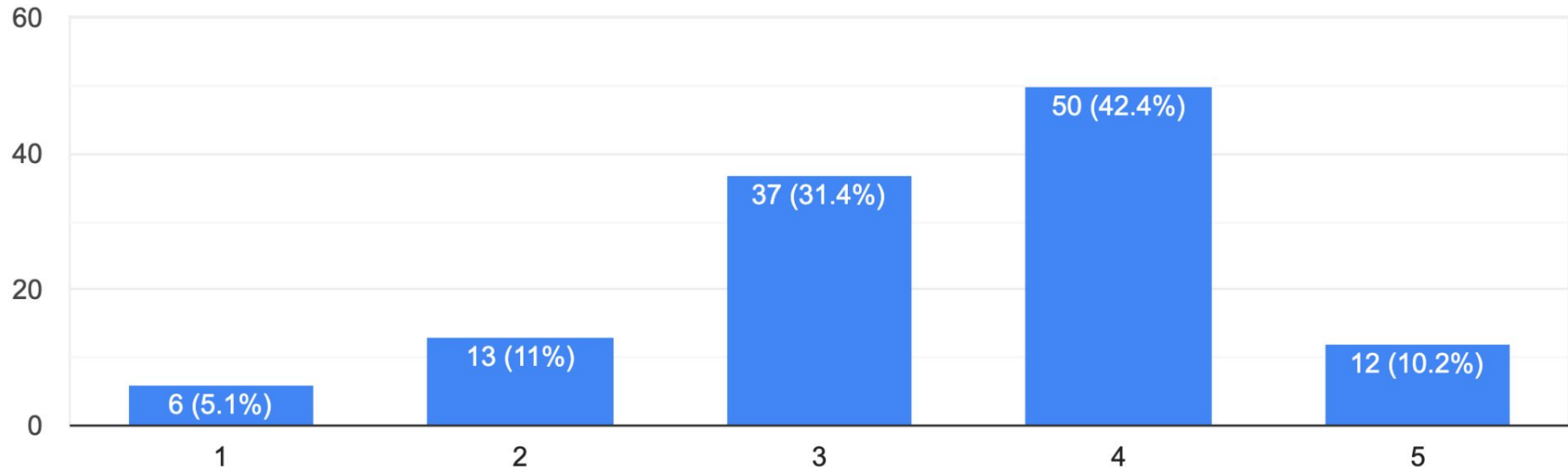
118 responses



Teacher/Staff Responses

I have access to the tools and resources needed for effective instruction.

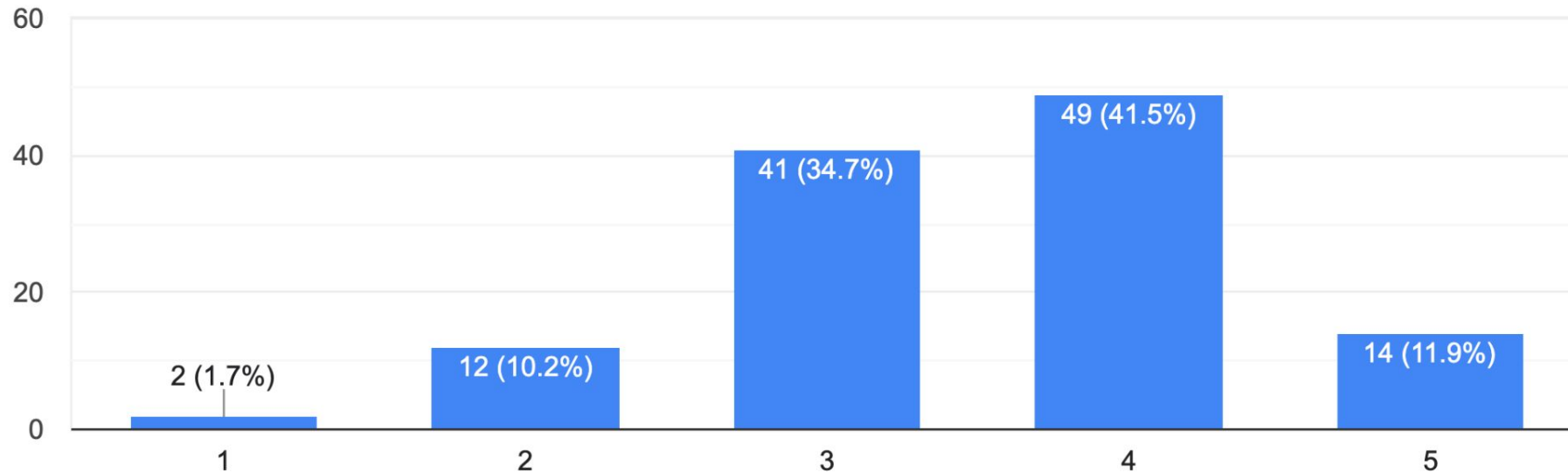
118 responses



Teacher/Staff Responses

Data systems (assessment, progress monitoring) support my instructional decisions.

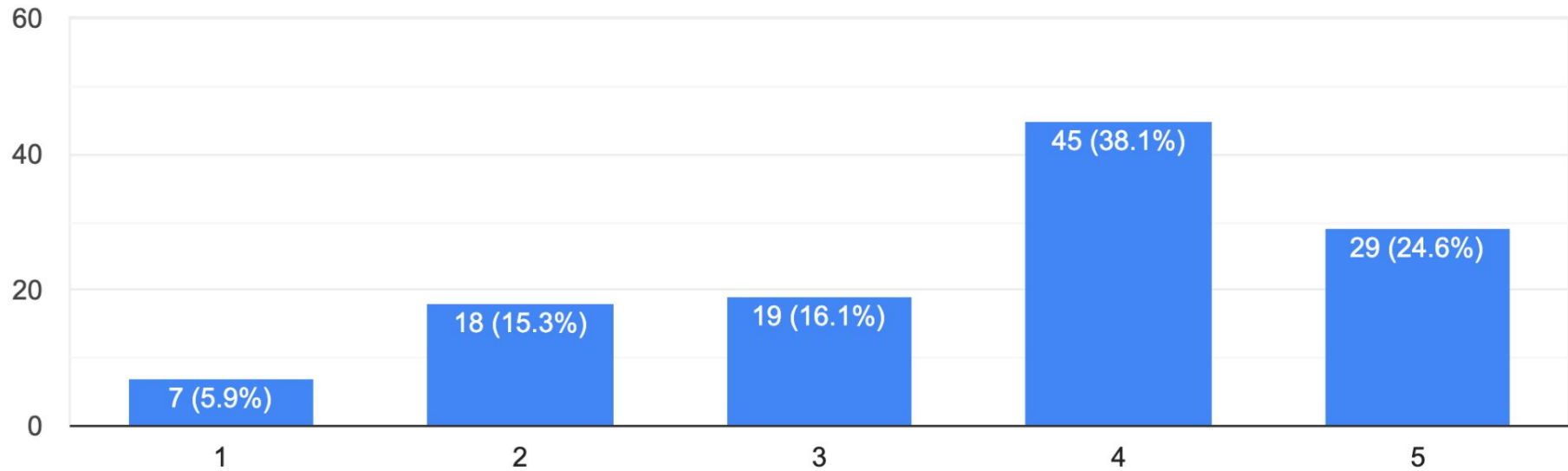
118 responses



Teacher/Staff Responses

The school environment supports collaboration among staff.

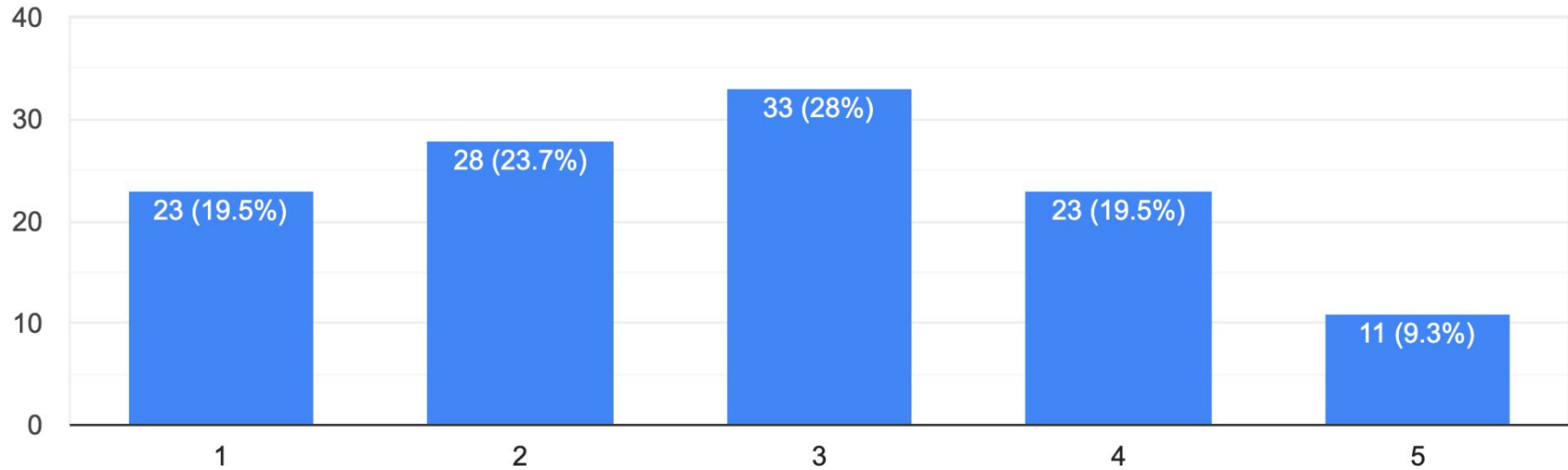
118 responses



Teacher/Staff Responses

Student behavior policies are consistently enforced.

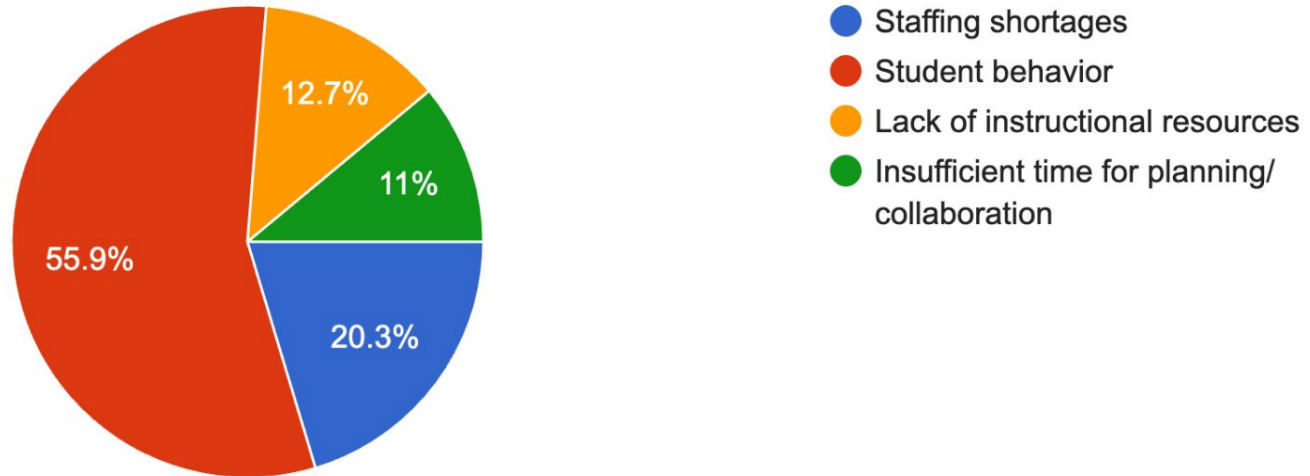
118 responses



Teacher/Staff Responses

What is the greatest barrier to student success in your classroom? (Select one)

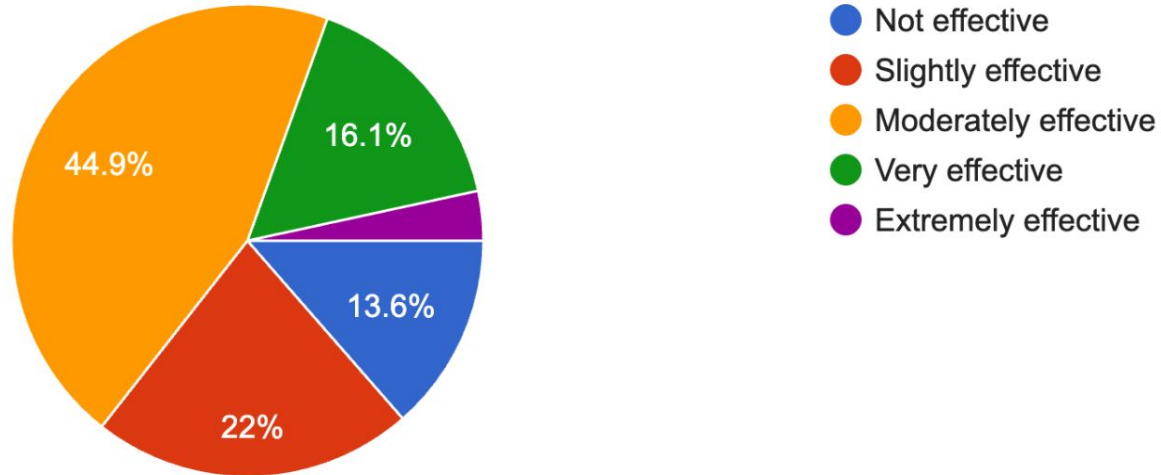
118 responses



Teacher/Staff Responses

How effective is current professional learning in improving your practice?

118 responses



Final thoughts - 248 responses

Concerns

1. **Leadership & Administration Concerns** (Most Frequent Theme) - This was the strongest and most repeated concern across all stakeholder groups.
2. **Student Behavior, Discipline, and Accountability** - Very high-frequency theme.
3. **Technology / iPads / Computers** - One of the clearest repeated trends.
4. **Communication Problems** - Very common theme from parents, students, and staff.
5. **Special Education / ESL / Support Staff Needs** - Repeated concern from both staff and parents.
6. **School Climate & Student Experience**
7. **Concerns About Safety & Bullying**
8. **Teacher Quality & Staffing Concerns**
9. **Mental Health & Parent Notification**

Positive themes

1. **Appreciation for Teachers** - Many comments expressed gratitude for teachers who are dedicated, caring, and supportive.
2. **Desire for Student Success & Accountability** - A large number of comments emphasized wanting students to be successful and prepared for real life.
3. **Pride in Arts, Athletics, and Activities** - Community members clearly value extracurricular programs.
4. **Appreciation for Student Voice** - Some students appreciated being asked for feedback.

The overall tone suggests:

- High community investment and passion
- Significant frustration with leadership systems and communication
- Strong desire for clearer expectations, accountability, and support
- Continued appreciation for individual teachers and student opportunities despite concerns

2026-2027 Plan for Student Success Account Funding (TSSA)

To support board goals: Reading Writing Numeracy

Use fund to enhance student learning (60%) - Individual school allocation

1. Teacher stipends to work beyond teacher contract (NSSD extra duty pay rate)
2. Retain and hire additional educational support staff
3. Purchase curriculum, supplies, or software to help instruction
5. Fund school professional development days, teacher travel, endorsements, conference registrations, etc.

Use funds to enhance instruction (40%) - District allocation

1. Technology
2. Hire extra staff as needed (counselors, social workers, mental health, tech, or teachers as needed)
3. Fund district professional development days for curriculum or instruction

Success will be evaluated through annual student achievement data

Moroni Elementary School Plan 2026-2027

Goal #1

By improving Tier 1 instruction, Moroni Elementary will see an increase in proficiency, by May 2027, for:

- **English Learner (EL) students** from **11% to 20%** in Math.
- **Students with Disabilities (SWD)** from **12% to 20%** in ELA.
- **All students** will maintain or increase the percent proficient in **Science**, currently at **46%**.

Progress will be measured using summative RISE assessments in ELA, Math, and Science.

Academic Area

- English/Language Arts
- Mathematics
- Science
- Technology

Measurements

Success will be measured by comparison of the **Spring 2025** summative RISE percentage of proficient students to the **Spring 2026** summative RISE percentage of proficient students in ELL and SWD demographics.

Action Plan Steps and Expenditures

1. Strengthen Tier 1 Instruction with High Quality Curriculum Supports

Math & Science Curriculum:

- Mystery Science:
- Generation Genius – \$1,995
Standards-aligned Science and Math videos with vocabulary support—especially beneficial for ELs.
- Facts/Fracts – \$3,200
Online platform focused on foundational number sense and fractions.
- IXL Science (2 grade levels) – \$2,100
Personalized learning aligned with Utah SEEd standards.
- Gizmos – \$3,000
SEEd Standard based online support for instruction.

ELA Curriculum:

- 95% Group Teacher Online Materials – \$625
Phonics-first approach to foundational reading aligned with Tier 1 best practices.
- Read Naturally – \$2,430
Fluency, vocabulary, and comprehension support already in use to reinforce Tier 1 and Tier 2 instruction.
- Reading A-Z – \$800
Spanish decodables for increased reading opportunities.

2. Increase Instructional Capacity and Targeted Support

Fund 3+ Educational Support Staff (ESP Positions) – \$67,651

- These staff members will: Support Tier 1 classroom instruction and facilitate small-group work; assist ELs and students with disabilities during targeted skill practice; and monitor progress and help implement accommodations and scaffolds.

3. Improve the Learning Environment with Technology

Technology Upgrades:

- LCD Projector Replacements (\$600 each × 5 units) – \$3,000
Upgrade outdated projectors to improve visual access to curriculum and multimedia.
- Headphones for Student Devices – \$2,000
Provide individual access to audio-based components of online platforms, reduce distractions, and support EL learners.
- Net Positive – \$700
Digital citizenship assembly and lessons.
- Additional funds will be used to purchase replacement projectors and bulbs for existing projectors and replacement iPads for teachers.

4. Monitoring & Ongoing Adjustments

- Teachers and instructional teams will meet quarterly to review: RISE benchmark/interim data, IXL usage, and small group performance trends.
- Instructional strategies will be adjusted based on progress toward proficiency goals.
- Ongoing professional development: Effective Tier 1 strategies, Teacher Clarity, Vocabulary Instruction, and Scaffolding for ELs and Students With Disabilities.

Category	Description	Estimated Cost
Total:		\$87,501
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Salaries and Benefits- Step 2 of plan. salary + retirement + fica	\$67,651
Books, Ebooks, online curriculum/subscriptions	Online site licenses for curriculum (Generation Genius, Gizmos, Mystery Science, Facts and Fracts, etc.) Step 1 of the Plan	\$14,150
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	Net positive, LCD projectors, Headphones, Teacher iPads, Action plan Step 3.	\$5,700

Estimates	Totals	
Total Available Funds for 2026-2027	\$79888	
Estimated Funds to be Spent in 2025-2026	\$76306	
Estimated Carry-over from 2025-2026	\$3582	
Estimated Distribution for 2026-2027	\$87,501	
Total Available Funds for 2026-2027	\$91083	
Summary of Estimated Expenditures for 2026-2027	\$87,501	
Estimated Carry-over to 2027-2028	\$3582	

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	1	2026-03-11

Moroni Elementary School
TSSA Funding Plan
2026–2027 School Year

Planned expenditures for the Teacher and Student Success Act (TSSA) funds for the upcoming school year. These expenditures are intentionally aligned with and support the goals identified in our Comprehensive Improvement Plan (CIS) and School Land Trust Plan. While those plans establish our primary academic and school improvement priorities, this TSSA budget serves as an additional layer of support to strengthen implementation and overall school effectiveness.

Our focus remains on improving student outcomes through high-quality instruction, increased academic support, a positive school climate, and enhanced safety measures.

Estimated TSSA Allocation: \$64,453

Planned Expenditures:

- Teacher Morale and Retention: \$4,000
To support staff well-being, recognition, and retention, which directly impacts instructional quality and student success.
- Student Birthdays and Recognition: \$1,000
To foster a positive school culture and increase student engagement and belonging.
- Instructional Support (Teacher Assistants): \$30,000
To provide additional academic support for students, enabling targeted instruction and intervention aligned with CIS goals.
- Family Engagement (Family Nights): \$3,000
To strengthen school-family partnerships and support student learning outside of the classroom.
- School Safety: \$3,000 (plus any carryover from 2025–2026)
To maintain and improve a safe learning environment for all students and staff.
- Curriculum: \$23,151.06 (Math and ELA)
Yearly contribution to go toward Math and ELA curriculum adoption.

Contingency Plan for Additional Funds

Any excess TSSA funds will be allocated toward enhancing school safety infrastructure, including but not limited to:

- Camera installation
- Fencing improvements
- Door hardware upgrades
- Bollards

These investments further support our commitment to maintaining a secure and supportive learning environment.

To: North Sanpete School Board

From: Ryan Syme, Principal, North Sanpete Middle School

Date: May 7, 2026

Subject: Teacher and Student Success Act (TSSA) Budget Proposal: FY 2026-2027

Executive Summary

The following proposal outlines the strategic allocation of Teacher and Student Success Act (TSSA) funds for North Sanpete Middle School for the 2026-2027 fiscal year. Our primary objective is to drive academic excellence by enhancing instructional quality, providing targeted interventions for at-risk students, and bridging the achievement gap for our Multi-Language Learner (MLL) population through specialized personnel and cutting-edge technology.

I. Strategic Goals

To foster a culture of continuous improvement and equitable access to education, North Sanpete Middle School has established the following benchmarks:

- **Academic Growth:** Realize a **2% increase** in overall RISE testing growth scores school-wide.
 - **Proficiency Benchmarks:** Achieve a **1% increase** in the percentage of students reaching "Proficient" status in English Language Arts (ELA), Science, and Mathematics.
 - **Academic Stability:** Maintain a school-wide pass rate of **90% or higher** across all core subjects.
 - **Equity & Inclusion:** Close the achievement gap for Multi-Language Learners (MLL) through individualized support and language acquisition initiatives.
-

II. Performance Metrics

Success will be measured and monitored through a rigorous data-analysis framework:

1. **RISE Summative Assessments:** Tracking year-over-year growth and proficiency trends.
2. **WIDA Access Testing:** Measuring annual progress in English language proficiency for MLL students.
3. **Quarterly Academic Audits:** Reviewing internal grading data to ensure we maintain our target 90% pass rate.

III. Resource Allocation & Expenditure Breakdown

Category	Specific Initiative	Lead Personnel / Resources
Instructional Personnel	Hire/retain "Preps" to reduce class sizes and facilitate specialized instruction blocks.	Megan Andreasen, Corby Briggs
Student Intervention	Dedicated "At-Risk Tracker" to provide early intervention for struggling students.	Abby (TA)
Specialized MLL Support	1-on-1 and small-group intensive language intervention.	Diana (TA)
Instructional Technology	Faculty support for the integration of digital learning tools.	Kaysen (Tech Trainer)
Professional Development	Ellevation training and 50% tuition reimbursement for ESL endorsements.	Faculty-wide
Equipment & Hardware	Tools for real-time translation and classroom engagement.	TVs, iPads, Translation Earbuds

IV. Strategic Justification

1. Class Size Reduction and Targeted Intervention

By utilizing TSSA funds to maintain specialized "Preps" and Teaching Assistants, we ensure a lower student-to-teacher ratio. This allows for the high-frequency feedback necessary for academic growth. Specifically, the **At-Risk Tracker** serves as a vital safety net, ensuring no

student's struggle goes unnoticed, while the **ESL TA** provides the linguistic scaffolding required for our MLL students to access core curriculum.

2. Professional Growth and Faculty Expertise

We are committed to investing in our human capital. By offering **50% tuition reimbursement for ESL endorsements**, we are not just solving a short-term need but building long-term internal expertise. This initiative ensures that every classroom, regardless of the subject, is led by a teacher equipped with the strategies to support diverse learners.

3. Technology-Enhanced Communication

To remove the barrier of language in real-time, this proposal includes the acquisition of **Translation Earbuds** and **iPads**. These tools facilitate immediate communication between educators and MLL students, fostering a more inclusive environment and allowing students to demonstrate mastery of content while they are still in the process of acquiring English.

V. Budget Summary

The total requested allocation for the 2026-2027 TSSA cycle is **\$90,336.08**, distributed as follows:

- **Curriculum & Development:** \$30,112.03
 - **Salaries & Extended School Day:** \$50,000.00
 - **Supplies & Specialized Hardware:** \$ 5,224.05
 - **Professional Development:** \$5,000.00
 - **Total Proposal:** **\$90,336.08**
-

VI. Conclusion

The administration of North Sanpete Middle School respectfully requests the Board's approval of this TSSA budget. We are confident that these targeted investments in personnel, professional development, and adaptive technology will provide the necessary infrastructure to sustain our academic trajectory and ensure every student has the tools to succeed.

Respectfully Submitted,

Ryan Syme Principal, North Sanpete Middle School

SPRING CITY ELEMENTARY

"Every Student Learning Every Day"

2026-2027 TSSA Plan

I - Academic needs and performance.

Reading Goal

75% or more of the students in grades K-6 will be proficient or above proficient as measured on the end of year Acadience Benchmark Composite Score. (Spring of 2027)

Interventions: T.A.s and teachers are working with the following programs and interventions.

- 95% group/. 95% group.
- ERI – (Kindergarten)
- LETRS
- Discover Phonics.
- Read Naturally Live
- SLANT reading

Math Goal

- 1) 70% of K-6 students will be proficient or above proficient as measured on the end of year Acadience Math Benchmark Composite score. (Spring 2027)

Interventions – personalized work in iReady Math program.

Upper grades use ALEKs for individualized practice.

Teachers work with small groups and individual students to help with areas of greatest need.

II - TSSA Budget and planned expenditures:

Carryover \$1647 + \$34,022 allocation.

April Balance		\$35,669
Expense Description	Cost	Balance
T.A. Salaries Deficit -> Trust Land Plan	\$3,800	\$31,869
Technology staff – pro-rated portion	\$4,800	\$27,069
Subscriptions – IXL, Facts and Fracts, Aleks, Mystery Science, Generation Genius, Sumdog	\$4,500	\$22,569
Curriculum – Math/ Reading materials	\$11,340	\$11,229
Balance – Supplement T.A./ Teacher training and salaries as needed.		

TrustLand Plan
Planned Expenditures
2026-2027
Projected Distribution \$136,146.23

Five paraprofessionals to assist with reading and math interventions.	5.75	\$28,500
	5.75	\$21,500
	5.75	\$21,500
	(New)5.75	\$21,500
	(New)5.75	\$21,500
	2.75	\$11,700
	Total	\$126,200
Estimated Carry-over 2025-2026		(\$10,000)
Projected Distribution		\$136,146.23
Estimated Carry-over		\$19,946.23

Items to be purchased with excess carry-over:

- Gizmos (Science K-6) \$2995
- Take Home Books, Leveled Library
- Technology supplies

TSSA Budget for 2026-2027
\$109,341.85

Curriculum Purchase		\$36,447.28
TA Salaries		\$49,808.28
Mystery Science		\$1495
IXL (online reading program) Language Arts	140 (5th, 6th)\$12.50/ subscription	\$1750
IXL Science	80 (6th grade)\$12.50/ subscription	\$1,000
Generation Genius - Math		\$1395
Generation Genius- Science		\$1395
Read Live (75 subscriptions)	\$22.00/ subscription (70)	\$1540
Facts and Fracts		\$1200
ALO Licenses (Math, 4-6 LA)		
ALEKS	\$20.70/sub. 130 (-grant)	\$2691
Core 95	\$78/teacher lic. (9) \$100/5 (41)	\$4802

**North Sanpete High School
2026-27 School Improvement Plan
(TSSA/LAND Trust/Elevate)**

VISION AND MISSION

School Vision Statement:

The mission statement for North Sanpete High School is this: Guide with Integrity. Instruct with Purpose. Value Diversity. Achieve Excellence.

School Mission Statement:

As a learning community of North Sanpete High School, we support each other, understand our differences, and accept each other. Our staff has a plan in place to meet the needs of students and strives to be honest in all things. Teachers and administrators focus on the learner, model expectations and are resilient. All students have a personal connection to teachers and staff who care for them. We embrace the positive by celebrating achievements and accomplishments. Our students face challenges with courage and leave with the skills for a productive career or college experience. North Sanpete students are proud of where they are from and often return after graduation to give back to the community.

As a learning community, we, the students, parents, staff and community:

- are responsible for our choices and how they impact others.
- respect individual differences and life experiences.
- value challenges that build character.
- are united in our efforts to prepare life-long learners.
- teach and model honesty, fairness, responsibility, and courtesy.
- believe that leadership begins at home, is developed at school, and is reflected in Society.

Students of North Sanpete High School will:

- work effectively and respectfully with diverse teams, and will make necessary compromises to accomplish a common goal.
- enhance their capacity to sense, appreciate, create and respond emotionally to beauty in both human endeavors and the natural environment.
- use a variety of communication forms with clarity, purpose, and understanding of their audience.
- analyze, interpret, compare, contrast and summarize information.
- demonstrate responsible citizenship by valuing diversity of all individuals and supporting improvements in self, family, and community.
- acquire knowledge and the technical skills to be successful and adaptable in a variety of careers.
- demonstrate a strong work ethic, self-motivation and dependability.
- continue a life of learning with enthusiasm, curiosity and individual responsibility.
- use thinking and reasoning skills as well as background knowledge as a basis for higher learning.

SCHOOL GOALS AND ACTION PLAN

Goal #1	Increase ELA proficiency by 10% for all students on Utah Aspire Plus. • 2025-26 Increase proficiency from 38-42% (4%) • 2026-27 Increase proficiency from 42-45% (3%) • 2027-28 Increase proficiency from 45-48% (3%)
Strategy 1	Utilize formative assessments to analyze student progress and inform tier 2 ELA interventions.
Action Steps	1. Identify and purchase a uniform formative assessment tool to provide data to support tier 2 ELA interventions by Aug 2025. 2. Administer formative assessments in all ELA classes: Beginning, middle, and end of year Reading Assistant to place students in a Reading class. 3. Review formative data in PLCs: Look at information three times a year just after students test and also during professional learning days to place students in a Reading Assistant class; additionally, identify where tier 2 students who are not in the Reading class are struggling. Determine tier 2 students and set up a schedule of ELA teachers to hold flex 2 times a week to help those students. 4. Create collaboration time for teachers: ELA teachers will review data at PLC's just after the students take the Reading Assistant placement test before the end of Aug. On our first ELA PLC on September 8th, we will review data and assign the tier 2 students to flex and create a schedule. 5. Assign students to interventions based on formative assessments: On our first ELA PLC on September 8th, we will review data and assign the tier 2 students to flex and create a schedule. 6. Track intervention progress and make timely adjustments: Test tier 2 kids at the end of every quarter to be released from assigned flex. The kids assigned in the Reading Assistant class will test at the end of each semester.
Strategy 2	Increase student engagement in tier 1 instruction schoolwide by implementing Evidence-based Practices.
Action Steps	1. Identify three evidence-based, high yield teaching strategies to actively engage students in learning (Let teachers pick 3 of several strategies that we have learned in PD. ie: Student voice and choice, student self tracking, proficiency scales, reassessment, in addition to SIOP-based strategies. 2. Provide PD on high yield teaching strategies 3. Engage English teachers in Collaborative Team Coaching® to support implementation of high yield teaching strategies 4. Outline a plan for individual coaching support

	5. Set up observation and feedback cycles from admin and coach
Measurement Tool(s)	Leading Indicators: Observation data on implementation of teaching strategies (admin team)- By end of 1st quarter, 50% of teachers are implementing identified evidence-based practices with 10% gain each quarter in the first year. Student progress on formative assessments (PLCs) Annually: Compare current year to prior year Utah Aspire Plus ELA growth and proficiency scores.
Funding Sources	TSSA, LAND Trust, Elevate

Goal #2	Increase math proficiency by 10% for ML and SWD on Utah Aspire Plus. 2025-26 Increase ML proficiency from 0-4% (4%), and SWD proficiency from 4-8% (4%) 2026-27 Increase ML proficiency from 4-7% (3%), and SWD proficiency from 8-11% (3%) 2027-28 Increase ML proficiency from 7-10% (3%), and SWD proficiency from 11-14% (3%)
Strategy 1	Utilize formative assessments to analyze student progress and inform tier 2 Math interventions.
Action Steps	- Identify and purchase a uniform formative assessment tool to provide data to support tier 2 math interventions. School AI and ALEKS - Administer formative assessments bimonthly - Review formative data in PLCs bimonthly. - Create collaboration time for teachers; possible late start on Monday - Assign students to interventions based on formative assessments after reviewing plc and assigning teachers to teach intervention. - Track intervention progress and make timely adjustments during PLCs
Strategy 2	Increase use of instructional strategies for MLs and SWDs in tier 1 instruction schoolwide by implementing Evidence-based Practices.

Action Steps	1. Identify three evidence-based, high yielding teaching strategies to address needs of MLs and SWDs. SIOP, UDL, Visual strategy (Graphic Organizers) 2. Provide PD on high yield teaching strategies 3. Engage Math and Science teachers in Collaborative Team Coaching® to support implementation of high yield teaching strategies 4. Outline a plan for individual coaching support 5. Set up observation and feedback cycles from admin and coach
Measurement Tool(s)	Leading Indicators: Observation data on implementation of teaching strategies (admin team) Student progress on common formative assessments (PLCs) ALEKS Data Possible Peer Observations (2-4 a year) Annually: Compare current year to prior year Utah Aspire Plus ELA growth and proficiency scores, disaggregated by ML and SWD.
Funding Sources	TSSA, LAND Trust, Elevate

GOAL #3	Increase overall student attendance by 10% from 80.4% to 90.4% as reported by the school report card by June 30, 2028. Targeting our specific EL population to increase from 65% to 75%. • 2025-26 - increase whole school by 3% from 80.4% to 83.4%, and EL 3% from 65-68% • 2026-27 - increase whole school by 3% from 83.4% to 86.4%, and EL 3% from 68-71% • 2027-28 - increase whole school by 4% from 86.4% to 90.4%, and EL 4% from 71-75%
Strategy 1	Develop a data collection system that will report collective and consecutive absenteeism.

Action Steps	1. Define what constitutes an “absence” and “tardy” by August 31, 2025 2. Communicate clear definitions of “absence” and “tardy” to all teachers by Sept 1, 2025 3. Meet with IT to develop system for reporting collective and consecutive absenteeism and tardiness 4. Train teachers on the new system, including inputs and reports available 5. Demonstrate importance of accountability by sharing attendance reports with faculty monthly 6. Create a display in a common area of the school showing the year’s attendance goal and monthly metrics.
Strategy 2	Improve connection with students and parents
Action Steps	1. Increase contact with parents; educate parents on how to excuse students; 2. Implement Check & Connect 3. Tier 2 SST for attendance will do individual plans for students that may include a home visit.
Strategy 3	Implement PBIS
Action Steps	1. Complete the PBIS initiative; obtain resources 2. PD to address MTSS infrastructure 3. Use PBIS framework (Tier 1 SST) as a tool to help increase attendance rate
Strategy 4	Improve Tier 1 instruction
Action Steps	1. Strengthen PLC collaboration (focus on students and effective teaching strategies) 2. Utilize instructional coaching resources 3. Implement PBIS strategies in classrooms (include rewards and incentives for students and teachers) 4. Focus on PCBL Effective Teaching Strategies Effective Teaching Strategies Checklist
Measurement Tool(s)	1. School Report Card 2. Powerschool Attendance Reports - daily, quarterly, and year end
Funding Sources	TSSA, LAND Trust, Elevate

GOAL #4	Increase by 10% the number of students earning 18+ composite score on the ACT by 2028, current score is 65% • 2025-26: increase 4% from 65% reported in 2024-2025 to 69% • 2026-27: increase 3% from 69% reported in 2025-2026 to 72% • 2027-28: increase 3% from 72% reported in 2026-2027 to 75%
Strategy 1	All teachers will regularly use ACT type questions in their courses
Action Steps	Clarify expectation to all teachers and follow up in PLC meetings
Strategy 2	Use Strategy 1 assessments to evaluate progress with focus on ML students
Action Steps	Regularly analyze data in PLC meetings to adjust teaching to encourage growth
Measurement Tools(s)	PLC data from Strategy 1. Yearly scores from ACT
Funding Sources	TSSA, LAND Trust, Elevate

TSSA SPEND PLAN		
2026-27 Budget: \$202,518 2026-27 Distribution: \$176,918 Estimated Carryover from 2025-26: \$25,600 Estimated Expenditures for 2026-27: \$195,973 Estimated Carryover to 2027-28: \$6,545		
Personnel	• Extra duty assignment stipends • Teacher compensation for extra periods and additional course options on master schedule	\$36,000
Professional Development	• Training on evidence-based instructional strategies • PLC (Professional Learning Community) development • Data-driven instruction training • Conferences tied to school goals	\$5000

<i>Technology</i>	• Reading/math intervention programs • Credit recovery platform • College & Career platform • ACT Prep	\$28,000
<i>Supplies & Materials</i>	• Science lab materials and equipment • Reading materials • Books • Incentives	\$8000
<i>Student Support & Wellness Services</i>	• Math tutors and attendance trackers • Teen Center operational	\$50,000
<i>Consulting Services</i>	• Support for implementing evidence-based strategies • Systems improvement (MTSS, grading practices, intervention structures)	\$10,000
<i>Curriculum</i>	• Textbooks, online curriculum resources	\$58,973

2026-2027 Proposed TSSA/TSSP

Academic Needs:

1. *Improve reading and mathematics for all students.*
2. *Use technology to address reading, math, and science needs*

Goal:

Fairview Elementary will increase the percentage of students in grades K-6 who achieve benchmark (green or blue) on the Acadience Reading and Math Composite scores by 5% from the beginning-of-year (BOY) assessment to the end-of-year (EOY) assessment. For any grade level where 75% or more of students are already at benchmark at BOY, students will demonstrate measurable growth in their composite scores from BOY to EOY, as evidenced by Acadience assessment data.

Measurements

We will use the Acadience Reading and Math assessment administered in the fall, winter, and spring of 2026-2027.

Action Plan Steps

Through a combination of Trustland and TSSA funds:

1. Paraprofessionals will be hired to work with students in small groups to support reading and math instruction.
2. Teachers will use the CKLA Reading Program to teach all students.
3. Teachers will use the Ready Math Program to teach all students. Sixth Grade will use the Reveal Math Program.
4. Teachers will meet regularly in PLC teams to evaluate student progress and the effectiveness of interventions and instruction and make changes for improvement.
5. We will purchase reading software complement classroom literacy instruction such as: Lexia for grades K, Boost or iReady in grades 1-4, iReady Reading for grades 2-4, iXL in grades 5-6.
6. We will purchase math software to complement classroom math instruction such as: iReady Math in grades K-4, ALEKS in grades 5-6, Facts and Fracs K-6
7. Students in grades K-3 will participate in a Take-Home reading program where they take a leveled book home four nights a week to read as homework.

8. We will purchase science software for teachers to integrate science with reading and math such as Mystery Science and Generation Genius.
9. Students will access materials and interventions using supplies and technology such as iPads, computers, headphones, projectors, and Apple TVs.
10. We will purchase Core95 Phonics to complement and enhance phonics instruction in grades K-2.

TSSP (Teacher Student Success Plan)

Planned Expenditures

2026-2027

Projected Distribution (\$35,295.87)

TSSP Planned Expenditures 26-27		
Paraprofessionals to assist with reading and math interventions	5.75 hours	\$21,691.53
Technology & Supplies (ipad included)		\$2,908.08
Student PBIS Incentives		\$2,500
Student Leadership Conference		\$400
Staff Appreciation		\$2,500
Total		\$30,000

\$17,597.94 will be used for curriculum.



Book Policy Manual

Section D - Personnel

Title Employee ~~and Student Technology~~ Acceptable Use of District Technology

Resources

Code ~~E-30~~, D-66

Adopted July 17, 2001

Last Revised ~~June 16, 2026~~; May 18, 2021

INTRODUCTIONPURPOSE

~~Technology use is a valuable and necessary component of student learning, employee work and school/District communication. The District encourages employees and students to use district technology resources and/or services for educational purposes. Students and District employees shall use the District-issued technology resources and/or services primarily to support student learning and instruction and for communication among employees and between employees and parents. Incidental employee and student use of District-issued technology resources and/or services must not interfere with the education of students and shall always be consistent with the District Internet Acceptable Use Policy.~~

~~The information maintained on District technology devices or accounts, resources, and/or services is the District's property. Students and employees do not have an expectation of privacy in their communications through District technology devices or accounts. The District reserves the right to monitor the information contained on District computers or accounts. Any use inconsistent with educational purposes shall be grounds for terminating the account, confiscating the information saved in the account, employee discipline, student discipline and/or limiting the employee's or student's use of District computer equipment, resources, and/or services. District technology resources are provided to employees to support educational instruction, District operations, communication, administration, professional responsibilities, and other authorized District activities. The Board of Education recognizes that technology use is an essential component of educational and operational effectiveness and expects employees to use District technology resources in a lawful, responsible, ethical, secure, and educationally appropriate manner.~~

~~Employees are responsible for using District technology resources in compliance with this policy, applicable law, District procedures, cybersecurity requirements, and professional~~

standards of conduct.

For purposes of this policy, District technology resources include, but are not limited to, District-owned or District-authorized:

- Computers,
- Mobile devices,
- Networks,
- Internet Services,
- Cloud-based Systems,
- Telecommunications Systems,
- Software,
- Digital Applications,
- Electronic Communication Systems,
- Data Systems,
- Employee Accounts,
- Other Electronic Resources or Services.

Incidental personal use is permitted only when such use:

1. Does not interfere with employee responsibilities or District operations;
2. Does not consume excessive District resources;
3. Complies with District policy and applicable law; and
4. Does not compromise District security or confidentiality obligations.

OWNERSHIP AND EXPECTATION OF PRIVACY

All data created, transmitted, received, stored, or accessed using District technology resources is District property to the extent permitted by law. Employees shall have no expectation of privacy regarding information created, transmitted, received, stored, or accessed using District-owned systems, networks, devices, accounts, or technology resources, except as otherwise protected by applicable law. The District reserves the right to access, monitor, review, retrieve, preserve, disclose, or delete information maintained on District technology resources for legitimate educational, operations, legal, investigative, cybersecurity, records retention, safety, or compliance purposes.

District monitoring and access shall be conducted consistent with:

- Applicable federal and state law,
- Employee due process protections,
- Student privacy protections,
- Records Retention Requirements.

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Employees are responsible for safeguarding District devices and systems from unauthorized access or misuse and shall immediately report any known or suspected unauthorized access, data breach, cybersecurity incident, or loss of District technology resources.

Citations

- Utah Code § 53E-9-301 through 53E-9-309
- FERPA, 34 CFR Part 99
- Utah Code § 63G-2-101 et seq.

SYSTEM FILTER/INTERNET SAFETY, FILTERING, AND CYBERSECURITY

The District utilizes internet filtering systems to assist in restricting access to internet sites containing material that is obscene, pornographic, or harmful to minors. Even though the District takes reasonable efforts to block this material, no filtering systems or technology will filter out all such material. It is the responsibility of the end-user to maintain a high level of integrity to protect themselves and others from such inappropriate material. Parents and students are advised that some materials accessible via the internet may be inappropriate. As used herein, references to the terms obscene, obscenity, pornographic, pornography, child pornography, and harmful to minors are defined by applicable state and federal laws, regulations, and causes.

All users, including District employees, students, administrators and educational organizations that have access to District-owned technology resources, and/or services and District-authorized Internet access are subject to this policy and are expected to be familiar with the provisions. This policy may be supplemented by more specific policies, administrative procedures, directives, and rules governing the day-to-day management and operation of District technology resources and services.

PROVISIONS/REQUIREMENTS

1. Privilege

- a. The use of Internet and computer equipment is a privilege, not a right. Inappropriate use, including any violation of these conditions and rules, may result in cancellation of the privilege. The North Sanpete School and District Administration has the authority to determine appropriate use and the power to deny, revoke, suspend or close any user account at any time based upon its determination of inappropriate use by account holders or users.
- b. The materials and products derived and/or produced from District technology resources and services and/or District technology device use are District property.
- c. Students in grades 7-12 may obtain an approved school e-mail account. Outside e-mail accounts such as Hotmail are not permitted or accessible using school technology devices.

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- d. ~~Communications on District-issued devices or through District Internet access are accessible to school employees and parents where those communications are maintained as part of a student's education record, in accordance with the Family Education Rights and Privacy Act (FERPA), 34 CFR § 99.~~

2. ~~Acceptable Use Agreements and Training~~

- a. ~~All users shall access Internet and District-issued computer equipment and technology devices consistent with Federal and State law and the purposes, goals, and policies of the District.~~
- b. ~~The Acceptable Use Agreement must be signed by District employees (both licensed and unlicensed) prior to the first day of work in the District and annually thereafter.~~
- c. ~~The Acceptable Use Agreement must be signed by students and parent(s) upon enrollment in the District and annually in the first month of the school year thereafter. Following initial enrollment all students shall receive training at the beginning of each school year on internet safety, on this Policy and Policy VII-35 "Mobile Computing and Storage Devices"~~
- d. ~~The District will provide students and employees with annual training on acceptable Internet use and the appropriate use of District-issued technology devices. The District will collaborate with District school community councils to provide education and awareness of safe technology utilization and digital citizenship for students and school personnel. The District may create subcommittees of community council and District staff members and/or partner with a non-profit entity to develop and provide this training.~~
- e. ~~Internet access shall be filtered and logged consistent with State Law.~~

3. ~~Unacceptable Internet and District-issued Technology Use~~ – The following are examples of unacceptable Internet and technology device uses. This list is not inclusive. A District network or technology device user must not intentionally:

- a. ~~Seek and/or acquire unauthorized access to computer or telecommunications networks.~~
- b. ~~Intercept communications intended for other persons.~~
- c. ~~Interfere with the operations of technology resources, and/or services including placing a computer virus on any computer system.~~
- d. ~~Create, store, send, or access or attempt to create, store, send or access sexually explicit, obscene, potentially damaging, dangerous, disruptive, or otherwise inappropriate materials, false or defamatory information or materials and personal or~~

- generalized attacks or harassment against individuals or groups of individuals.
- e. Create, store, send, or access or attempt to create, store, send or access materials that offensively address age, race, ethnicity, gender, sexual orientation, religious or political beliefs, national origin, or disabilities of a person or a group of people.
 - f. Log in through another person's account or attempt to access another user's password or files.
 - g. Further any illegal act, including infringing on any intellectual property rights.
 - h. Download, upload, or distribute any files, software, or other material that is not specifically related to an educational project or is otherwise authorized by an appropriate school official.
 - i. Download, upload, or distribute any files, software, or other material in violation of copyright laws.
 - j. Plagiarize.
 - k. Access, transmit or retransmit materials which promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacture of destructive devices such as explosives, fireworks, smoke bombs, incendiary devices or the like.
 - l. View, use or send materials or information that violate state or federal law including pornographic or inappropriate images or language, materials that encourage others to violate the law, confidential information or copyrighted materials.
 - m. Sell or purchase illegal items or substances.
 - n. Obtain and/or use anonymous email sites or spam.
 - o. Commit or attempt to commit any willful act involving the use of the network which disrupts the operation of the network within the school district, or any network connected to the Internet including the use or attempted use or possession of computer viruses.
 - p. Post personal contact information without express parental permission or about students or adults.
 - q. Delete, copy, modify or forge other users' names, emails, files, or data; disguise one's identity, impersonate other users, or send anonymous email, unless authorized by a school official.

- r. ~~Damage computer equipment or technology devices, files, data or the District network in any way.~~
- s. ~~Use any District technology device or personal device on school property to pursue hacking, internal or external to the District, or attempt to access information protected by state or federal laws.~~
- t. ~~Interfere with other users' ability to access their account(s).~~
- u. ~~Disclose private password(s) to others.~~
- v. ~~Use the District network or Internet for commercial purposes.~~
- w. ~~Use the District network or Internet for personal financial gain, personal advertising, or personal promotion.~~
- x. ~~Engage in non-school related fundraising or activities such as Solicitation for religious, personal or political purposes.~~
- y. ~~Otherwise violate student code of conduct or any other policy through the use of the District network and/or District issued accounts.~~

4. ~~Monitoring System~~

- a. ~~The District monitors District computers or accounts internally or may contract with a monitoring service provider to monitor the information contained on District computers or accounts, including communications from and to students and employees.~~
- b. ~~All such contracts will be entered into in accordance with the Utah Student Data and Privacy Protection Act, Utah Code, Title 53E, Chapter 9, Part 3 and FERPA.~~
- c. ~~The purpose of any monitoring system is to ensure compliance with this and other District policies, and state and federal law.~~
- d. ~~An alternate purpose of a monitoring system is to assure appropriate supports are in place for students whose communication contain information that could lead a reasonable person to believe the student is at risk of harm to themselves or others.~~
- e. ~~The use of a monitoring system does not impose an obligation on the District to monitor students' and employees' communications and information contained on District computers or accounts twenty-four hours a day, seven days a week, and students, employees, and parents should be aware that information reasonably suggesting a student is at risk of harm to self or others may not be received and addressed immediately.~~

f. ~~To the extent that a monitoring system in use by the District provides notifications of communications containing information that a student or employee may be at risk of harm to self or others, when a District employee receives and reviews such notification after hours, a District employee will notify parents or law enforcement of the communication.~~

g. ~~The District will NOT do home visits after hours.~~

The above prohibitions are examples only; the District reserves the right:

- ~~To take immediate action regarding activities that use District issued devices or Internet that create security and/or safety concerns for the District, District students, District employees, District schools or property or District network or technology resources and/or services.~~
- ~~To prohibit or terminate online activities that expend District resources that the District determines lack legitimate educational content or purpose.~~

The District shall maintain technology protection measures, internet filtering systems, cybersecurity safeguards, monitoring systems, and security controls consistent with applicable laws and industry standards. District technology systems shall be configured to:

- Restrict access to unlawful, harmful, obscene, malicious, or inappropriate content;
- Protect confidential and student information;
- Reduce cybersecurity risks;
- Monitor system integrity and network security; and
- Support safe and secure educational operations.

Employees shall not intentionally disable, bypass, interfere with, or attempt to circumvent District filtering systems, cybersecurity safeguards, endpoint protections, authentication controls, monitoring systems, or security procedures. Employees shall comply with all District cybersecurity protocols, password requirements, multifactor authentication requirements, device management standards, and security procedures established by the District.

Citations

- 47 USC § 254(h) CIPA
- Utah Code § 53E-9-306
- Utah Code § 53E-9-309

STAFF AND STUDENTEMPLOYEE RESPONSIBILITIES

1. General User Responsibilities

- a. ~~It is the responsibility of any user of District electronic resources to read, understand, and follow this policy. Users are expected to exercise reasonable judgment in interpreting the policy and examples in making decisions about the appropriate use of~~

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District electronic resources. Any person with questions regarding the application or meaning of the information in this policy should seek clarification from a District administrator. Use of District electronic resources constitutes acceptance of the terms of this policy and Acceptable Use Agreement.

- b. Users shall not exceed the District- or supervisor-authorized access to the District network or other computer equipment, system performance, or data.

2. Administrator Responsibilities

- a. An administrator is responsible for assuring that educators and students in the District under his control and supervision understand and abide by the Acceptable Use Agreement and Policy as stated in this document. If a District administrator has reason to believe that a user (educator or student) is misusing the system or violating any provision of this Agreement, the administrator may report the misuse to District Technology Department.
- b. It is also the responsibility of the administrator to report any misuse of the system immediately to the District and law enforcement, if required by law.
- c. Administrators will also immediately report to the District, parents, and law enforcement any information that leads the administrators to reasonably believe a student or employee is at risk of harming themselves or others.
- d. Administrators are not responsible for monitoring information contained on District computers or accounts or communications from and to students and employees when the administrator is off contract hours.
- e. If an administrator does receive and review after hours information that suggest a student or employee in the administrator's building is at risk of harm to self or others, the administrator shall contact the student's parents or law enforcement or both but will not conduct further investigation into the communication received after hours.

3. Educator/Employee Responsibilities

- a. Educators/Employees who supervise students with access to District-owned technology resources and/or services shall be familiar with the District Acceptable Use Agreement and enforce its provisions.
- b. It is the responsibility of District educators/employees to teach students with whom they work about safe and responsible use of the Internet and District-owned technology.
- c. Educators/Employees are responsible for monitoring students' use of electronic resources, and to intervene promptly if students are using them inappropriately.

- d. Educators/Employees must assure that students read and act consistent with the District Acceptable Use Agreement and policy. If an educator/employee has reason to believe that a student is misusing the system, the educator/employee must report this activity to his/her direct administrator. Access and/or review of information or records by an educator or employee must take place consistent with District policy.
- e. It is also the responsibility of the educator/employee to report any misuse of the system to the appropriate District administrator and/or to law enforcement, if required by law.
- f. Educators/Employees are responsible for the security of their District-issued and personal electronic devices and equipment, files and passwords. Educators/Employees shall promptly notify the District of security problems. Educators/Employees with access to student records may not use, release, or share student records except as expressly authorized by federal and State law and District policy.
- g. Educators/Employees have no expectation of privacy in files, disks, documents, etc. which were created in, entered in, stored in, downloaded from, or used on District equipment, technology, resources and/or services.

4. Student Responsibilities

- a. Students have a personal and individual responsibility to learn about safe and responsible use of the Internet and District-issued devices.
- b. Students are responsible to use District resources appropriately and consistent with this Agreement and District policy.
- c. If a student misuses resources, the District may discontinue the student's use of the District network, the Internet and/or District-issued devices.
- d. The District may also take disciplinary action against the student, as appropriate and consistent with District policy.
- e. Parents and students are advised that some materials accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. The District cannot guarantee that filtering software will, in all instances, successfully block access to all inappropriate materials.
- f. Students have no expectation of privacy while using the District network, technology, resources and/or services.
- g. The District has the right to monitor users' online activities if they are using District-provided Internet and/or District-issued or owned devices and may do so through a contracted monitoring service provider. The District may access, review, copy, and store or delete any electronic communication or files and disclose them to school

officials and law enforcement, if required by law.

- h. Any stored copy of electronic communications or files become part of the student's education record and is subject to the provisions of FERPA.

DISTRICT NETIQUETTE

1. All users are expected to abide by generally accepted rules of network etiquette. These include, but are not limited to the following:

- a. both staff and students must be polite, use appropriate language, and avoid abusive messages;
- b. both staff and students must not engage in activities, which are prohibited under school/District Policy or State and Federal Law.

2. Messages relating to or in support of illegal activities may be reported to the authorities and could result in the immediate and permanent loss of user privileges and/or report to law enforcement.

3. Users should not reveal personal information.

4. Users must not use the network in such a way that they could disrupt the use of the network by other users.

5. Users should assume all communications and information accessible via the network to be public records or property.

Employees shall use District technology resources in a professional, lawful, ethical, secure, and educationally appropriate manner. Employees shall:

1. comply with District technology procedures, cybersecurity standards, and applicable law;
2. protect passwords, authentication credentials, and account access information;
3. use only District-approved software applications, digital tools, and technology services for District business;
4. protect confidential, protected, and student information from unauthorized disclosure;
5. comply with copyright, licensing, and intellectual property laws;
6. maintain professional standards in electronic communications;
7. comply with records retention and public records obligations;

8. protect District devices and systems from theft, damage, unauthorized access, malware exposure, or misuse;
9. immediately report suspected cybersecurity incidents, phishing attempts, unauthorized disclosures, or system vulnerabilities to appropriate District personnel;
10. complete all required acceptable use, cybersecurity, and student data privacy training.

Employees shall not share passwords or permit unauthorized individuals to access District systems using the employee's credentials.

SUPERVISION OF STUDENT TECHNOLOGY USE

Employees who supervise, instruct, authorize, or facilitate student access to District technology resources shall provide reasonable supervision of student technology use consistent with the employee's assigned duties and the age and maturity of students. Employees shall:

1. monitor student use of District technology resources during instructional activities to the extent reasonably practicable;
2. enforce District technology, internet safety, student conduct, and student data privacy policies;
3. use only District-approved applications, instructional technology platforms, and digital services for student activities involving student data;
4. restrict student access to unauthorized applications, websites, or online services when reasonably able to do so;
5. report suspected misuse, inappropriate content access, cybersecurity concerns, or student data privacy concerns to appropriate District personnel.

Employees shall not knowingly permit students to use District technology resources in violation of District policy, student safety requirements, or applicable law.

Citations

- 47 U.S.C. § 254(h)
- Utah Code § 53E-9-306
- Utah Code § 53E-9-309

ACCEPTABLE USE AGREEMENT AND TRAINING

Each employee shall sign an Acceptable Use Agreement before receiving access to District technology resources and annually thereafter as required by the District. The District shall provide employees with periodic training regarding:

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- acceptable technology use,
- cybersecurity practices,
- internet safety,
- student data privacy,
- records retention obligations,
- and appropriate use of electronic communications.

The District shall maintain documentation of employee acknowledgment and completion of required training. Failure to complete required training or acknowledgment requirements may result in suspension or limitation of access to District technology resources.

Citations

- Utah Code § 53E-9-309
- Utah Admin. Rules R277-487

PROHIBITED USES

Employees shall not use District technology resources to:

1. access, create, transmit, store, or distribute unlawful, obscene, sexually explicit, threatening, discriminatory, defamatory, harassing, abusive, fraudulent, or disruptive material;
2. engage in cyberbullying, harassment, intimidation, retaliation, or abusive conduct;
3. access systems, accounts, or data without authorization;
4. attempt to bypass security controls or monitoring systems;
5. introduce malware, ransomware, malicious code, unauthorized software, or other cybersecurity threats;
6. engage in political campaigning or prohibited political activity using District resources;
7. conduct unauthorized commercial activity or personal business unrelated to District operations;
8. improperly disclose confidential, protected, or student information;
9. use District technology resources for personal financial gain;
10. impersonate another user or falsify electronic communications;
11. violate copyright, licensing, or intellectual property laws;

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12. use artificial intelligence tools or external technology services in a manner that compromises confidential information, student data, academic integrity, cybersecurity, or District operations;

13. connect unauthorized devices, software, applications, or network services to District systems;

14. interfere with the operation, security, or performance of District technology resources.

This list is illustrative and not exhaustive.

Citations

- Utah Code § 53G-8-202
- Utah Code § 67-16-4
- Utah Code § 53E-9-309
- Utah Code § 20A-11-1202
- Utah Code § 63A-16-701 et seq.

STUDENT DATA PRIVACY AND THIRD-PARTY APPLICATIONS

Employees shall use only District-authorized software applications, digital instructional tools, cloud services, and technology vendors when accessing, transmitting, storing, or processing student information or District data. Employees shall not:

1. disclose student data to unauthorized individuals or entities;
2. upload student information into non-approved applications or systems;
3. authorize third-party access to student data without District approval;
4. use student information for non-educational purposes;
5. permit third-party technology providers to access student data except as authorized by the District.

All third-party technology providers with access to student data shall comply with applicable federal and state student data privacy laws and District contractual requirements.

Citations

- Utah Code § 53E-9-301 through § 53E-9-309
- FERPA, 34 CFR Part 99

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RECORDS RETENTION AND PUBLIC RECORDS

Electronic communications, digital records, and information created or maintained using District technology resources may constitute government records subject to retention, preservation, disclosure, or production requirements under applicable law. Employees shall comply with:

- District records retention schedules,
- public records requirements,
- litigation hold directives,
- and lawful preservation obligations.

Employees shall not intentionally destroy, alter, conceal, or improperly delete records subject to retention or preservation requirements.

Citations

- Utah Code § 63G-2-101 et seq.
- Utah Code § 63A-12-101 et seq.

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VIOLATIONS AND DISCIPLINARY ACTION

Violation of this policy may result in:

- restriction, suspension, or revocation of technology privileges;
- disciplinary action;
- termination of employment;
- referral to law enforcement;
- civil liability;
- or other action authorized by law or District policy.

Disciplinary action shall be administered consistent with:

- District personnel policies,
- employee due process requirements,
- and applicable law.

The District reserves the right to suspend access to District technology resources immediately when necessary to protect District systems, student information, operational integrity, or cybersecurity.

Citations

- Utah Code § 53G-11-512
- Utah Code § 67-16-4
- Utah Code § 63G-2-801

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IMPLEMENTATION

The Superintendent or Superintendent's designee shall develop administrative procedures, training requirements, cybersecurity protocols, technology standards, and implementation guidelines consistent with this policy. The District may adopt additional administrative procedures governing:

- device management,
- electronic communications,
- artificial intelligence use,
- cybersecurity incident response,
- records retention,
- remote access,
- mobile devices,
- and approval of instructional technology resources.

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Book Policy Manual

Section E - Students

Title ~~Employee and Student Technology~~ Acceptable Use of District Technology

Resources

Code E-30, ~~D-66~~

Adopted July 17, 2001

Last Revised ~~June 16, 2026~~; May 18, 2021

INTRODUCTION

~~Technology use is a valuable and necessary component of student learning, employee work and school/District communication. The District encourages employees and students to use district technology resources and/or services for educational purposes. Students and District employees shall use the District-issued technology resources and/or services primarily to support student learning and instruction and for communication among employees and between employees and parents. Incidental employee and student use of District-issued technology resources and/or services must not interfere with the education of students and shall always be consistent with the District Internet Acceptable Use Policy.~~

~~The information maintained on District technology devices or accounts, resources, and/or services is the District's property. Students and employees do not have an expectation of privacy in their communications through District technology devices or accounts. The District reserves the right to monitor the information contained on District computers or accounts. Any use inconsistent with educational purposes shall be grounds for terminating the account, confiscating the information saved in the account, employee discipline, student discipline and/or limiting the employee's or student's use of District computer equipment, resources, and/or services.~~

SYSTEM FILTER

~~The District utilizes internet filtering systems to assist in restricting access to internet sites containing material that is obscene, pornographic, or harmful to minors. Even though the District takes reasonable efforts to block this material, no filtering systems or technology will filter out all such material. It is the responsibility of the end user to maintain a high level of integrity to protect themselves and others from such inappropriate material. Parents and students are advised~~

that some materials accessible via the internet may be inappropriate. As used herein, references to the terms obscene, obscenity, pornographic, pornography, child pornography, and harmful to minors are defined by applicable state and federal laws, regulations, and causes.

All users, including District employees, students, administrators and educational organizations that have access to District-owned technology resources, and/or services and District-authorized Internet access are subject to this policy and are expected to be familiar with the provisions. This policy may be supplemented by more specific policies, administrative procedures, directives, and rules governing the day-to-day management and operation of District technology resources and services.

PROVISIONS/REQUIREMENTS

1. Privilege

- a. The use of Internet and computer equipment is a privilege, not a right. Inappropriate use, including any violation of these conditions and rules, may result in cancellation of the privilege. The North Sanpete School and District Administration has the authority to determine appropriate use and the power to deny, revoke, suspend or close any user account at any time based upon its determination of inappropriate use by account holders or users.
- b. The materials and products derived and/or produced from District technology resources and services and/or District technology device use are District property.
- c. Students in grades 7-12 may obtain an approved school e-mail account. Outside e-mail accounts such as Hotmail are not permitted or accessible using school technology devices.
- d. Communications on District-issued devices or through District Internet access are accessible to school employees and parents where those communications are maintained as part of a student's education record, in accordance with the Family Education Rights and Privacy Act (FERPA), 34 CFR § 99.

2. Acceptable Use Agreements and Training

- a. All users shall access Internet and District-issued computer equipment and technology devices consistent with Federal and State law and the purposes, goals, and policies of the District.
- b. The Acceptable Use Agreement must be signed by District employees (both licensed and unlicensed) prior to the first day of work in the District and annually thereafter.
- c. The Acceptable Use Agreement must be signed by students and parent(s) upon enrollment in the District and annually in the first month of the school year thereafter. Following initial enrollment all students shall receive training at the beginning of

each school year on internet safety, on this Policy and Policy VII – 35 "Mobile Computing and Storage Devices"

- d. The District will provide students and employees with annual training on acceptable Internet use and the appropriate use of District-issued technology devices. The District will collaborate with District school community councils to provide education and awareness of safe technology utilization and digital citizenship for students and school personnel. The District may create subcommittees of community council and District staff members and/or partner with a non-profit entity to develop and provide this training.
- e. Internet access shall be filtered and logged consistent with State Law.

3. Unacceptable Internet and District-issued Technology Use – The following are examples of unacceptable Internet and technology device uses. This list is not inclusive. A District network or technology device user must not intentionally:

- a. Seek and/or acquire unauthorized access to computer or telecommunications networks.
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- c. Interfere with the operations of technology resources, and/or services including placing a computer virus on any computer system.
- d. Create, store, send, or access or attempt to create, store, send or access sexually explicit, obscene, potentially damaging, dangerous, disruptive, or otherwise inappropriate materials, false or defamatory information or materials and personal or generalized attacks or harassment against individuals or groups of individuals.
- e. Create, store, send, or access or attempt to create, store, send or access materials that offensively address age, race, ethnicity, gender, sexual orientation, religious or political beliefs, national origin, or disabilities of a person or a group of people.
- f. Log in through another person's account or attempt to access another user's password or files.
- g. Further any illegal act, including infringing on any intellectual property rights.
- h. Download, upload, or distribute any files, software, or other material that is not specifically related to an educational project or is otherwise authorized by an appropriate school official.
- i. Download, upload, or distribute any files, software, or other material in violation of copyright laws.

- j. ~~Plagiarize.~~
- k. ~~Access, transmit or retransmit materials which promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacture of destructive devices such as explosives, fireworks, smoke bombs, incendiary devices or the like.~~
- l. ~~View, use or send materials or information that violate state or federal law including pornographic or inappropriate images or language, materials that encourage others to violate the law, confidential information or copyrighted materials.~~
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- n. ~~Obtain and/or use anonymous email sites or spam.~~
- o. ~~Commit or attempt to commit any willful act involving the use of the network which disrupts the operation of the network within the school district, or any network connected to the Internet including the use or attempted use or possession of computer viruses.~~
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- q. ~~Delete, copy, modify or forge other users' names, emails, files, or data; disguise one's identity, impersonate other users, or send anonymous email, unless authorized by a school official.~~
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- x. ~~Engage in non-school related fundraising or activities such as Solicitation for religious, personal or political purposes.~~

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- e. ~~The use of a monitoring system does not impose an obligation on the District to monitor students' and employees' communications and information contained on District computers or accounts twenty-four hours a day, seven days a week, and students, employees, and parents should be aware that information reasonably suggesting a student is at risk of harm to self or others may not be received and addressed immediately.~~
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- g. ~~The District will NOT do home visits after hours.~~

The above prohibitions are examples only; the District reserves the right:

- ~~To take immediate action regarding activities that use District-issued devices or Internet that create security and/or safety concerns for the District, District students, District employees, District schools or property or District network or technology resources and/or services.~~
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- b. It is the responsibility of District educators/employees to teach students with whom they work about safe and responsible use of the Internet and District-owned technology.
- c. Educators/Employees are responsible for monitoring students' use of electronic resources, and to intervene promptly if students are using them inappropriately.
- d. Educators/Employees must assure that students read and act consistent with the District Acceptable Use Agreement and policy. If an educator/employee has reason to believe that a student is misusing the system, the educator/employee must report this activity to his/her direct administrator. Access and/or review of information or records by an educator or employee must take place consistent with District policy.
- e. It is also the responsibility of the educator/employee to report any misuse of the system to the appropriate District administrator and/or to law enforcement, if required by law.
- f. Educators/Employees are responsible for the security of their District-issued and personal electronic devices and equipment, files and passwords. Educators/Employees shall promptly notify the District of security problems. Educators/Employees with access to student records may not use, release, or share student records except as expressly authorized by federal and State law and District policy.
- g. Educators/Employees have no expectation of privacy in files, disks, documents, etc. which were created in, entered in, stored in, downloaded from, or used on District equipment, technology, resources and/or services.

4. Student Responsibilities

- a. Students have a personal and individual responsibility to learn about safe and responsible use of the Internet and District-issued devices.
- b. Students are responsible to use District resources appropriately and consistent with this Agreement and District policy.
- c. If a student misuses resources, the District may discontinue the student's use of the District network, the Internet and/or District-issued devices.
- d. The District may also take disciplinary action against the student, as appropriate and consistent with District policy.
- e. Parents and students are advised that some materials accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. The District cannot guarantee that filtering software will, in all instances, successfully block access to all inappropriate materials.

- f. ~~Students have no expectation of privacy while using the District network, technology, resources and/or services.~~
- g. ~~The District has the right to monitor users' online activities if they are using District-provided Internet and/or District-issued or owned devices and may do so through a contracted monitoring service provider. The District may access, review, copy, and store or delete any electronic communication or files and disclose them to school officials and law enforcement, if required by law.~~
- h. ~~Any stored copy of electronic communications or files become part of the student's education record and is subject to the provisions of FERPA.~~

DISTRICT NETIQUETTE

- 1. ~~All users are expected to abide by generally accepted rules of network etiquette. These include, but are not limited to the following:~~
 - a. ~~both staff and students must be polite, use appropriate language, and avoid abusive messages;~~
 - b. ~~both staff and students must not engage in activities, which are prohibited under school/District Policy or State and Federal Law.~~
- 2. ~~Messages relating to or in support of illegal activities may be reported to the authorities and could result in the immediate and permanent loss of user privileges and/or report to law enforcement.~~
- 3. ~~Users should not reveal personal information.~~
- 4. ~~Users must not use the network in such a way that they could disrupt the use of the network by other users.~~
- 5. ~~Users should assume all communications and information accessible via the network to be public records or property.~~

PURPOSE

District technology resources are provided to support student learning, educational opportunities, communication, research, digital citizenship, creativity, collaboration, and other authorized educational activities. The Board of Education recognizes that responsible technology use is an important component of a student's educational experience and expects students to use District technology resources in a lawful, safe, respectful, ethical, and educationally appropriate manner. For purposes of this policy, District technology resources include, but are not limited to:

- District-owned devices,
- computers,

- mobile devices,
- internet services,
- cloud-based systems,
- software,
- digital applications,
- learning management systems,
- telecommunications systems,
- electronic communication systems,
- student accounts,
- and other electronic resources or services provided or authorized by the District.

Student use of District technology resources is a privilege, not a right. The District may suspend, restrict, or revoke student access to District technology resources when a student violates this policy, related District policies, or applicable law. Students are responsible for using District technology resources in compliance with:

- District policies and procedures,
- applicable law,
- cybersecurity and safety requirements,
- and standards of appropriate digital citizenship and conduct.

OWNERSHIP AND EXPECTATION OF PRIVACY

All data created, transmitted, received, stored, or accessed using District technology resources is District property to the extent permitted by law. Students shall have no expectation of privacy regarding information created, transmitted, received, stored, or accessed using District-owned systems, networks, devices, accounts, or technology resources, except as otherwise protected by applicable law.

The District reserves the right to access, monitor, review, retrieve, preserve, disclose, or delete information maintained on District technology resources for legitimate educational, operational, legal, investigative, cybersecurity, records retention, safety, or compliance purposes. District monitoring and access shall be conducted consistent with:

- applicable federal and state law,
- student privacy protections,
- educational record protections,
- and student due process requirements.

Parents and guardians may access student education records and information regarding a student's use of District technology resources to the extent required or permitted by applicable law, including information maintained through District monitoring, filtering, device management, learning management, or internet safety systems. The District may provide parents and guardians access to:

- student technology usage information,

- internet activity records,
- digital learning activity,
- content filtering information,
- and other student technology records maintained by the District,

consistent with:

- federal and state law,
- student safety requirements,
- cybersecurity protections,
- and operational capabilities of District systems.

Citations

- FERPA, 34 CFR Part 99
- Utah Code § 53E-9-301 through § 53E-9-309
- Utah Code § 63G-2-201 et seq.

INTERNET SAFETY, FILTERING, AND CYBERSECURITY

The District shall maintain technology protection measures, internet filtering systems, cybersecurity safeguards, monitoring systems, and security controls consistent with applicable federal and state law. District technology systems shall be configured to:

- restrict access to unlawful, harmful, obscene, malicious, or inappropriate content;
- protect confidential and student information;
- reduce cybersecurity risks;
- support safe educational use of technology resources;
- and promote digital safety and responsible online behavior.

Although the District uses filtering and monitoring systems, no filtering system is capable of preventing access to all inappropriate material. Students are expected to use District technology resources responsibly and to immediately report accidental access to inappropriate content or suspected cybersecurity concerns to a teacher or administrator.

Students shall not intentionally disable, bypass, interfere with, or attempt to circumvent District filtering systems, cybersecurity safeguards, endpoint protections, monitoring systems, or security procedures.

Citations

- 47 U.S.C. § 254(h) (Children's Internet Protection Act)
- Utah Code § 53E-9-306
- Utah Code § 53E-9-309

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STUDENT RESPONSIBILITIES

Students shall use District technology resources in a lawful, respectful, safe, responsible, and educationally appropriate manner. Students shall:

1. use District technology resources primarily for educational purposes;
2. comply with District technology procedures and classroom expectations;
3. protect passwords and account access information;
4. use only District-authorized applications, software, and digital services for school activities;
5. protect District devices from damage, theft, misuse, or unauthorized access;
6. respect the privacy and rights of others;
7. immediately report suspected cybersecurity incidents, unauthorized access, device damage, or accidental access to inappropriate content to a teacher or administrator;
8. comply with copyright, licensing, and intellectual property laws;
9. follow staff directions regarding appropriate use of technology resources.

Students shall not share passwords or permit another individual to use the student's account or credentials.

DIGITAL CITIZENSHIP AND ONLINE CONDUCT

Students are expected to demonstrate appropriate digital citizenship and responsible online conduct when using District technology resources. Students shall:

1. communicate respectfully and appropriately in electronic communications;
2. use technology resources in ways that support learning and school safety;
3. respect the intellectual property, privacy, and digital rights of others;
4. engage in online behavior consistent with District conduct standards.

Students shall not use District technology resources to engage in:

- cyberbullying,
- harassment,
- intimidation,

- threats,
- retaliation,
- abusive conduct,
- impersonation,
- or other conduct that disrupts the educational environment or violates District policy.

Citations

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- Utah Code § 53G-8-202
- Utah Code § 53G-8-203
- Utah Code § 53G-8-210

ACCEPTABLE USE AGREEMENT AND TRAINING

Students and a parent or guardian shall sign an Acceptable Use Agreement before the student is provided access to District technology resources and annually thereafter as required by the District. The District shall provide students with instruction and training regarding:

- internet safety,
- cybersecurity awareness,
- responsible digital citizenship,
- student data privacy,
- and appropriate use of District technology resources.

The District may limit or suspend student access to District technology resources if required agreements or training requirements are not completed.

Citations

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- Utah Code § 53E-9-306
- Utah Code § 53E-9-309

PROHIBITED USES

Students shall not use District technology resources to:

1. access, create, transmit, store, or distribute unlawful, obscene, sexually explicit, threatening, discriminatory, defamatory, harassing, abusive, fraudulent, or disruptive material;
2. engage in cyberbullying, harassment, intimidation, retaliation, or abusive conduct;
3. access systems, accounts, or data without authorization;
4. attempt to bypass security controls, filtering systems, or monitoring systems;

5. introduce malware, ransomware, malicious code, unauthorized software, or other cybersecurity threats;
6. improperly disclose confidential or student information;
7. impersonate another individual or falsify electronic communications;
8. violate copyright, licensing, or intellectual property laws;
9. use District technology resources for unlawful activity or unauthorized commercial activity;
10. record, photograph, or distribute images, audio, or video of individuals without authorization when prohibited by District policy or law;
11. use artificial intelligence tools or external technology services in a manner that violates District policy, academic integrity standards, cybersecurity protections, or student privacy protections;
12. connect unauthorized devices, software, applications, or network services to District systems;
13. interfere with the operation, security, or performance of District technology resources.

This list is illustrative and not exhaustive.

Citations

- Utah Code § 53G-8-202
- Utah Code § 53G-8-203
- Utah Code § 53E-9-309

STUDENT DATA PRIVACY AND THIRD-PARTY APPLICATIONS

The District shall use reasonable measures to protect student data and educational records consistent with applicable law. Students shall use only District-approved applications, instructional technology platforms, and digital services for educational activities involving student information or schoolwork when directed by District staff.

Students shall not:

1. access, disclose, or misuse another student's information;
2. upload confidential or student information into unauthorized applications or services;
3. share student information with unauthorized individuals or entities;

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4. attempt to access restricted or protected data.

The District may authorize third-party technology providers to provide educational services consistent with applicable law and District contractual requirements governing student data privacy and security.

Citations

- Utah Code § 53E-9-301 through § 53E-9-309
- FERPA, 34 CFR Part 99

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DISTRICT-ISSUED DEVICES

Students who are assigned District-issued devices are responsible for the reasonable care, appropriate use, and security of those devices. Students shall:

- keep District-issued devices secure;
- comply with District device management procedures;
- promptly report device damage, loss, theft, or malfunction;
- return District-issued devices, accessories, and equipment upon request or upon withdrawal from enrollment.

The District may inspect District-issued devices at any time consistent with applicable law and District policy.

VIOLATIONS AND DISCIPLINARY ACTION

Violation of this policy may result in:

- restriction, suspension, or revocation of technology privileges;
- school disciplinary action;
- restitution for damaged District property;
- parent notification;
- referral to law enforcement;
- or other action authorized by District policy or law.

Disciplinary action shall be administered consistent with:

- District student conduct policies,
- student due process protections,
- and applicable law.

The District reserves the right to suspend access to District technology resources immediately when necessary to protect District systems, student safety, cybersecurity, or operational integrity.

Citations

- Utah Code § 53G-8-205
- Utah Code § 53G-8-210

IMPLEMENTATION

The Superintendent or Superintendent's designee shall develop administrative procedures, training requirements, cybersecurity standards, device management procedures, and implementation guidelines consistent with this policy. The District may adopt additional procedures governing:

- student device use,
- electronic communications,
- artificial intelligence use,
- cybersecurity incident response,
- remote learning,
- mobile devices,
- instructional technology approval,
- and internet safety education.

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Title: **Transgender Students**

Code: E-53

Book: Policy Manual

Section: E - Students

Definitions

1. **"Assigned gender."** This is the gender designated at the time of birth and may also be thought of as the gender corresponding to the individual's original physiology, or biological gender.
2. **"Gender identity."** This is the individual's internal sense of gender, and identified gender refers to the gender that matches this internal sense. Gender identity can be shown by information including but not limited to medical history, care or treatment of the gender identity, consistent and uniform assertion of the gender identity, or other evidence that the gender identity is sincerely held, part of a person's core identity, and not being asserted for an improper purpose.
3. **"Gender expression"** means the external cues or indications used to communicate gender to others, such as behavior, clothing, hairstyles, activities, voice, mannerisms, or body characteristics.
4. **"Transgender"** means that an individual's assigned gender differs from the individual's gender identity.
5. **"Transgender boy"** (or **"transgender man"**) is an individual whose assigned gender is female but whose gender identity is male.
6. **"Transgender girl"** (or **"transgender woman"**) is an individual whose assigned gender is male but whose gender identity is female. Utah Code § 34A-5-102 (1)(o) (2016)

Records and References

The official records of the student shall reflect the student's legal name and gender, which is the name and gender listed on the student's birth certificate or as changed by court order. Access to this portion of official student records shall be restricted to

maintain the confidentiality of a student's transgender status. Utah Code § 26-2-11 (1995) Utah Code § 42-1-1 (1933)

Any changes to the unofficial records of the student require written parental consent. Once such consent is received, the unofficial records of the student shall reflect the preferred name and gender identity of the student. Students shall be addressed or referred to by the pronouns associated with the identified gender: transgender boys shall be referred to using he his and him and transgender girls shall be referred to using she and her.

~~A student's transgender status shall not be disclosed without the consent of the student and the student's parents except as expressly authorized by the superintendent following such legal consultation as the superintendent determines is appropriate.~~

A student's transgender status shall not be disclosed to any third party without the consent of both the student (if age-appropriate) and the student's parent(s) or legal guardian(s), except as expressly required by law or authorized by the superintendent after appropriate legal consultation. School staff shall promptly inform the student's parent(s) or legal guardian(s) if the student discloses or expresses a transgender identity or requests changes related to name, pronouns, facilities use, or participation in gender-specific activities, unless doing so would violate a specific legal prohibition (in which case the superintendent shall document the basis for nondisclosure)."

Facilities

In determining which gender-segregated school facilities (restrooms and locker rooms) are to be used by transgender students, the school administrator shall take into consideration the desires of the transgender student and of the student's parents as well as the privacy interests of other students. In addition to having the transgender student use the facilities corresponding with the gender identity, potential accommodations include use of single user restrooms or changing spaces or using facilities at a different time than other students. If the desired use by the transgender student is in significant conflict with privacy interests of other students, the school administrator should consult with the superintendent and as appropriate with legal counsel.

Classes and Activities

When classes or intramural activities are segregated by gender, transgender students are to be grouped according to the student's gender identity. Where students are grouped according to qualities, which may have some association with gender (such as vocal quality for singing groups), the pertinent quality shall be evaluated without regard to assigned gender or transgender status. Where school

activities involve overnight travel, lodging arrangements for transgender students shall take into consideration the desires of the transgender student and of the student's parents as well as the privacy interests of other students. If the arrangement desired by the transgender student is in significant conflict with privacy interests of other students, the school administrator should consult with the superintendent and as appropriate with legal counsel.

UHSAA Extracurricular Activities

Participation by students in activities under the oversight of the Utah High School Activities Association is subject to UHSAA rules and policies. Where a transgender student wishes to participate in a gender-segregated UHSAA sport or activity according to gender identity rather than assigned gender, the school shall consult with UHSAA to determine whether this is permitted under UHSAA rules and policies. The school shall not disclose the transgender student's identity to UHSAA without the consent of the student and the student's parents.

Bullying and Harassment

Policy E-48 Prohibition of Bullying, Hazing, and Retaliation which prohibits bullying, cyber bullying and harassment regardless of the motivation for such misconduct, applies to prohibit bullying, cyber bullying or harassment of students because of their transgender status or gender expression.

When a student has been bullied, cyber bullied, or harassed because of the student's transgender status or gender expression, consideration should be given to what support, counseling, or other assistance the student may need to prevent such mistreatment from adversely affecting the student's ability to learn and function in the school setting.

Adopted: **December 01, 2015**

Last Revised: **November 21, 2023**
