

## Clayton SCC Meeting Minutes

10/12/2021 7 – 8 am, online

Open Meeting.

Attendees: Adrian Bancroft, Amanda Funai, Marcy Jenkins, Anena Gardner, Heather Barber, Melissa Ford, Aris Gregorian, Kalleen Wright, Aimee Burrows, Nanette Kearn, Caroline Moreno, Allison M. Nicholson

Welcome to Clayton SCC Meeting. Heather Barber is conducting the meeting.

Agenda:

First item of business is electing a secretary. Amanda Funai volunteers and is elected unanimously.

Minutes from previous meeting (Sept) are approved unanimously.

Kalleen Wright gives the **PTA report**.

- PTA fundraiser has been finished. When she left counting there was \$17639 brought in, but they were still collecting / counting more money. The money will be well used for this year's current students. Last year fundraising was low, so the budget had to be scaled back, but they will be able to expand this year. They were going to get more prizes which were to be given out that afternoon. Thanks to everyone who supported the fundraiser.

Adrian Bancroft gives the **SIC report** based on their 10/6 meeting.

- Teachers are giving service towards online learning, so the needs were addressed. While it may look unequal (some teachers having two prep periods), it really isn't because they are working with the online students during those times.
- They are looking into ways to fundraise for the student charity fundraisers, possibly using the Haunted Hollow. (ADD IN HERE)
- There have been concerns about hall passes and bathroom policies as there are currently too many students in the hall. They are working towards a general school policy for these issues.
- There has been an increased amount of tardies. They are recommending a starter at the beginning of class that requires being present to get credit. They are stressing and teaching what being on time looks like to the students. They are also looking into incentives for students who are consistently on-time.
- They evaluated parent-teacher conferences and reflecting on what to do in future. Should the conferences be back to back or a couple days apart? Should they have some in-person at Liberty Elementary, which is more central to many of the students? Should they continue on zoom as well as having an unscheduled night like previous years?

Anena Gardner gave the **counselor** report.

- CCR (college and career readiness) – preparing to meet with 8<sup>th</sup> grade students and parents about college and post-secondary options between Oct 29 and Dec 13. Letters and email have already gone home about them.
- Students were self-assessed on social emotional skills from the MTS (given at the end of the meetings on anti-bullying and anti-harassment). The school has been working on these skills during mindful moments (every Tuesday, Wednesday, and Thursday during home room starting Oct 5) as well in health and CCA class. Counselors have also started having groups on mindfulness and voices. Email counselors with any feedback.
- HB 58 – Positive Behavior plan. See attachment. They covered strategies that are already developed, including advisory, home room lessons, small groups, CCA, life skills in 7th grade health, multiple elective choices, teach anti-harassment / anti-bullying presentation, voices group, insight counseling for the district, safe-UT app, mindful moments with counselor and social worker, and individual counseling. More options are being developed, including SEL curriculum and advisory lessons, a parent night addressing mental health issues, red ribbon week, and the calming room. Other programs, clubs, and social opportunities include the school play, student government, lunch bunch, intramurals, school wide PBIS, college and career week, after school, and fun run as well as the cool vibe group, which is being developed. If you can think of any other activities you would like included, please email the counselors.

Adrian Bancroft reported on school safety and the dress code.

- Dress code has been updated as the previous one, as well as codes across the country, tend to be biased against girls and students of color. The values the school wants to embrace are for students to be comfortable without body shaming with everyone responsible for their own selves. See powerpoint for more details. The code stipulates that all students must wear a short and bottoms and shoes and cover buttocks, genitals, and nipples. There can be no clothes with profanity, hate speech, violence, pornography or any illegal substances. Some activities (like PE or science labs) may require more specific clothing. The code does now allow for hats and hoodies if they do not obscure the face. The code will only work if it is enforced, but must be uniformly applied. There is no shaming (measuring, checking the fit).
  - Aimee Burrows – "I was so worried when someone said "Dress code" because they've been awful, but I was so relieved when I saw this one. HOOORAY"
  - Amanda Funai - "Yes, this one is great. I want to share it with our elementary school, too."
  - Caroline Moreno - "Hear hear! Agreed. Thank you for making these changes. I love the "managing their own personal distractions" clause.
  - Amanda Funai asked if it has been approved by teachers. Adrian said yes and it has been put into place as a trial run since the beginning of the year. Aimee Bees confirmed that it was what her child reported was covered at the first day of school. The code is much less strict and there was some concern amongst staff about this much of a reduction and where it might lead, but it has worked well so far. Students are generally dressing in a comfortable way that meets the basic principles. There has been some horsing around with the hats, but he sees that as

more of a behavior issue than a dress code issue. There were general comments from the committee that the line is appropriate and clear.

- Aimee Burrows makes a motion to accept the dress code policy. Voting is unanimous, so the dress code is now official.
- Emergency Plans. See handout. There have been minor changes just to update. It has been shared with the school district and there were no questions or concerns.
- Safe Technology and Digital Citizenship. See handout. As required by House Bill 215. Adrian went over the plan, including filters management, the recent internet safety discussion at school, as well as what to do if there are problems. There were no questions or concerns.
- SMARTIE Goals.
  - Literacy – increase number of students reaching proficiency by 5% as measured by reading assessment (set by district) - using RISE test to measure that. Have hired a reading interventionist to help us with goal - is working with them in small group and 1 by 1. Also implemented a school-wide close-reading initiative in all classrooms.
  - Numeracy - increase number of students reaching proficiency by 5% by RISE assessment by the end of the year. Working on a more specific plan right now.
  - Achievement gap goal – This is a school specific goal that is working particularly with African American students and multiple language learners to have a 5% increase of students that are proficient in reading (same as literacy goal, but focused on student subgroup)
  - Cultural goal – Decrease student stress with a one-level improvement. They have already administered a survey for students to self-report on stress and anxiety levels and will work on teaching students strategies to deal with stress and anxiety and will have another self-report again by students at the end of the year to assess changes in stress and anxiety.
  - There were no questions or concerns.

Other concerns?

#### Tik Tok Trends

- Heather Barber reported two current trends: 1) students recording themselves destructing property in the bathrooms; 2) assaulting other students or teachers and employees.
- Adrian Bancroft reported how it has been at Clayton: every month there is supposed to be a new challenge. Last month was "Devious Licks" (theft) - students nationally were stealing things from the school. Clayton has tapered way off, but had several soap dispensers were stolen; someone tried to take a divider off the wall from the urinals. Also missing hall passes and smart board pencils. Toilet paper dispensers were damaged beyond use. Cost about \$1000 for damage at Clayton. May be more than that when considering labor. Was at least one bathroom with replaced items. Will reopen more bathrooms once the challenge seems to be completed. Have not seen anything for this month challenge. Don't anticipate any problems with this one. Has spoken with students and would be treated as an assault.

- Nanette Kearn commented and praised the administration's response. immediate response from administration - direct announcement over PA. Instructed the students that there would be consequences. Clear with expectations from the start once this happened. Really felt very supported as a teacher that the administration was on it right from the beginning. She felt like it cut other students off from doing it who might have been swayed.
- Caroline Moreno asked whether teachers are concerned about the second challenge or not, but Adrian Bancroft said that teachers are generally not concerned because the second challenge is such a step-up in aggression.

Other questions or concerns?

- Aimee Burrows would like to discuss next time period products and whether the school would provide them for students.

Heather Barber thanks everyone for coming. Adrian makes a motion to adjourn the meeting, and it is adjourned after no objectives.

Attached:

- Dress code powerpoint
- HB 58 Positive Behavior plan
- Emergency Plan
- Safe Technology Plan

## Clayton Middle School Positive Behavior Plan 2021-2022

Positive Behavior Specialist: Anena Gardner

Date discussed with and received input from SIC (agenda attached): Will happen on 10/

Date discussed with and received input from SCC (agenda attached): Will happen on 10/12/21

Date plan was completed: TBD

Programs we <b>already</b> have in place that focus on peer pressure, mental health, and creating positive relationships:	
Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Advisory (Homeroom)	Lessons taught through the advisory homeroom are developed by the district, counselors, and teachers to cover a wide variety of topics that foster healthy coping mechanisms, positive peer interactions, relationship building, and how to avoid unhealthy habits. A few specific weeks focus on avoiding substance abuse (G19, red ribbon week, suicide prevention, etc.)
2. C and A Performance Results- 6 practices	C&A is based around authentic learning experiences in supportive classroom environments. Students have opportunities to work in cohorts which creates a sense of community and continuity in their school experience. Students involved in programs that promote a sense of belonging are less likely to be involved in drug, alcohol, and tobacco use.
3. Small Groups	Counselors work with the social worker to cofacilitate small groups for students. These groups provide curriculum that teaches healthy coping skills for anxious or depressive symptoms and emotional regulation. These groups encourage using mindfulness, exercise, relationship building, self-awareness, and responsible decision making instead of turning to unhealthy habits of substances to cope.
4. Botvin Life Skills Program/Health 7 <sup>th</sup>	Evidence-based prevention curriculum proven to reduce substance use, aggression, and violence. This curriculum is taught to all seventh graders as part of their Health class. This program focuses on self-management skills, general social skills, and drug-resistance skills.
5. Multiple elective choices to encourage exploration	Students have opportunities to explore their general interests. These activities often overflow into after school hours and help keep kids busy and have a group of peers that have the same interests.
6. G19 Anti-Harassment/Anti-Bullying presentation	These presentations to students cover the following topics: appropriate peer relationships, verbal interaction, and digital interaction. They also cover the repercussions of e-cigarette, alcohol, and other substance abuse according to district policy. Alternative behaviors and healthy habits are introduced and discussed in depth at teachers' discretion. Small groups and individual counseling are provided for more specific needs.

7.VOICES Groups (Volunteers of America)	The Voices Program is available in over 25 schools throughout Salt Lake County. It utilizes 10–15 structured, yet highly interactive, group education sessions. Facilitated by the Prevention Specialist team, these sessions are conducted in small groups of 5–8 participants. The program is designed to provide youth with the essential life skills they'll need in the future to be successful. The curriculum includes critical thinking skills, decision-making skills, self-acceptance, stress management, body image-related issues, anger management, recognizing self-destructive behavior, proactive communication skills, substance use, and other topics relevant to a teenager.
8.Insights SA counseling (district)	A district program that students attend after a violation at school, students learn about the risks of a variety of life choices. Students are referred by school and/or parents.
9.SafeUT App	SafeUT is a Crisis Chat Line and a School Safety Tip Line developed for all students in Utah that provides therapeutic dialogue for students in all stages of crisis. In addition, it functions as a tip line to report bullying and other behaviors that are of concern to students.
10.Mindful Moments	Counselors lead students through mindfulness activities at the start of the school day, 3 days a week. Mindfulness activities provide students with healthy coping mechanisms to deal with stress, anxiety, and anger. As they learn and practice these techniques, they are less likely to choose unhealthy coping strategies, such as vaping and substance use.
11.Individual Counseling (Counselors, Social Worker, Well Being Team)	Students receive treatment and support for general life stressors and have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).

Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<p>1. SEL Curriculum Advisory lessons</p> <ul style="list-style-type: none"> <li>• Second step</li> <li>• Prevention Dimensions</li> <li>• Mindful schools</li> <li>• Community of caring/PRs</li> <li>• District SEL framework canvas lessons</li> </ul>	<p>Second Step is an anti-harassment, anti – bullying program that was used in select classrooms. Prevention Dimensions was an anti-alcohol, anti-drug program run by the district. Mindful Schools teaches students mindfulness practices and stress reduction techniques. Community of Caring is a nationwide program that focus on promoting positive relationships with others. District SEL framework canvas lessons are ongoing lesson on and on-line format to teach students about their social and emotional selves and how to manage them in positive ways.</p>
<p>2. Multicultural and diversity awareness in curriculum</p>	<p>By increasing awareness of students’ culture and heritage, students are less likely to participate in gangs, substance abuse and vaping. Teachers include multicultural and diversity awareness in content areas.</p>
<p>3. Parent night addressing mental and social health</p>	<p>A parent information night is held annually to cover mental health topics including the use of vaping, tobacco, alcohol, and other substance abuse. Presentations are given by the school nurse about the health repercussion of using these substances. School resource officer discusses the legal repercussions. School social worker discusses the mental health side effects. School counselors provide information on healthy coping mechanisms for mental health including online resources, mindfulness, exercise, relationship building, and opportunities for counseling.</p>
<p>4. Specific Vaping, alcohol, and substance abuse presentation</p>	<p>Red Ribbon Week – October. Student Government will share information with students through homeroom and presentations. There will be a student school-wide presentation for students regarding mental health, drug/alcohol/tobacco/vaping use. Presenters include school nurse, counselors, and School Resource Office (SRO).</p>
<p>5. University of Utah’s Well Being Team</p>	<p>We are partnering with the University of Utah to provide additional mental health supports through the Well Being Team. We have two grad students at our school throughout the week helping with Lunch Bunch and individual counseling supports for students.</p>
<p>6. Zen Den (Calming Room)</p>	<p>We are opening a calming space for students to take a break when they are feeling anxious/stressed/overwhelmed. They will practice healthy coping techniques (deep breathing exercises, yoga, sensory activities). As they learn and practice these techniques, they will be less likely to opt for unhealthy coping strategies, such as vaping and substance use.</p>

Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1.School Play	The school production is inclusive of all students (350+ cast members) and serves as a vehicle to teach self-esteem, perseverance, work ethic, and community. Students involved in extracurricular activities that promote a sense of belonging are less likely to be involved in drug, alcohol, and tobacco use.
2.Student Government	Membership in student government encourages kids to take responsibility and develop community values advocating wise and drug free living. Student government provides public service announcements (PSA) and programming that encourages their peers to make wise choices to say no to substances. Student government members also can model making healthy choices to their peers through their activities.
3.Lunch bunch social group	This optional small group allows student to connect with other students (currently virtually) to build healthy relationships, explore friendship skills, and participate in activities that promote responsible decision making.
4.Intermural lunchtime sports	Proactive time to teach team sports, sportsmanship, and healthy competition. Sports and team participation have been proven to guide children towards healthy activities rather than turn to substance abuse.
5.ROARS Awards (School-Wide PBIS Initiative)	Positive reinforcement for students to build confidence and feelings of success. Students who experience consistent positive reinforcement are less likely to be involved in drug, alcohol, and tobacco use.
6.College and Career week	Students meet representatives from various colleges and different professions. They are given information and guidance as to possible future career paths.
7.Community Fun Run	This annual activity promotes positive healthy activity for every student. Physical activity is proven to be a healthy alternative to substance use.
8.After School	The district after school program provides both academic and social emotional support and activities for students. Students involved in extracurricular activities that promote a sense of belonging are less likely to be involved in drug, alcohol, and tobacco use.

Other programs, clubs, service opportunities and pro-social activities we are **building** or adding:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1.Clubs	Clubs in general create a sense of belonging and community that provide students with safe places to see positively modeled decision making and drug free living. Students that have a safe place to belong are less likely to turn to drug use.
2. Diversity Week (Tentative)	This week of celebration of heritage promotes students to connect with their culture instead of turning to substance abuse and gangs. Connecting to their roots has been proven to guide students in a direction of their dreams rather than turning to unhealthy habits.
3. Clayton Cool VIBE	An afterschool group for LGBTQ+ students, and their allies, aimed at fostering community and a safe school environment for all. Student led group facilitated by faculty members. Providing students positive social encounters and activities help promote pro-social behavior and discourage the use of harmful substances.

## References

- American Academy of Pediatrics. (2014). Adverse Childhood Experiences and the Lifelong Consequences of Trauma. Retrieved 2020, from [https://www.aap.org/en-us/documents/ttb\\_aces\\_consequences.pdf](https://www.aap.org/en-us/documents/ttb_aces_consequences.pdf)
- Moon, S. S., & Rao, U. (2011). Social Activity, School-Related Activity, and Anti-Substance Use Media Messages on Adolescent Tobacco and Alcohol Use. *Journal of Human Behavior in the Social Environment*, 21(5), 475-489. doi:10.1080/10911359.2011.566456

# Dress Code

## **Our values are:**

- All students should be able to dress comfortably for school without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self expression.
- Teachers can focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Students should not face unnecessary barriers to school attendance.
- Reasons for conflict and inconsistent discipline should be minimized whenever possible.

## **A student dress code should accomplish several goals:**

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or drugs.
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

**1. Basic Principle:** Certain body parts must be covered for all students. Clothes must be worn in a way such that genitals, buttocks, and nipples are covered with opaque material. Cleavage should not have coverage requirements. All items listed in the “must wear” and “may wear” categories below must meet this basic principle.

**2. Students Must Wear:\***

- Shirt
- Bottom
- Shoes; activity-specific shoes requirements are permitted (for example for sports)

\*Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress but should not focus on covering girls’ bodies or promoting culturally-specific attire.

**3. Students Cannot Wear:**

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same.
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class.
- Visible underwear. Visible waistbands or straps on undergarments worn under other clothing are not a violation.
- Bathing suits.
- Helmets or headgear that obscures the face (except as a religious observance).

A school dress code is only as effective and fair as its enforcement. Historically school dress codes have been written and enforced in ways that disproportionately impact girls, students of color and gender expansive students.

- Enforcement will be consistent with the school's overall discipline plan. Failure to comply with the student dress code will be enforced consistently with comparable behavior and conduct violations.
- No student should be disproportionately affected by dress code enforcement because of gender, race, body size, or body maturity.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes but is not limited to kneeling or bending over to check attire fit, measuring straps or skirt length, asking students to account for their attire in the classroom, and directing students to correct a dress code violation during instructional time.

# **Clayton Middle School Emergency Plan**

## **Emergency Procedures and Guidelines for Principals, Teachers, Staff and Administrators**

**Clayton Middle School**  
*1470 South 1900 East*  
*Salt Lake City, Utah 84108*  
*Phone 801 481-4810*  
*Fax 801 481-4884*

**Edited October 11, 2021**



**Salt Lake City School District**

## SECTION ONE: EMERGENCY CONTACTS

# Clayton Middle School Emergency Directory

Emergency Phone Location ..... Main office  
 Emergency Phone Number / Extension \* ..... 801-481-4810 x 1000

### Emergency Contacts:

Title	Emergency position	Name	Work Phone	Cell Phone
Principal	Incident Manager	Dallin Miller	801-481-4810	801-916-3145
School Resource Officer	Emergency Services Liaison	Sgt. Doug Teerlink	385-228-8072	385-228-8072
Executive Director of Communication & Community Relations	Communications Liaison	Yándary Chatwin	801-578-8271	801-682-0816
Public Information Officer		Jason Olsen	801-578-8352	801-540-6802
Assistant principal or secretary	Operations officer	Adrian Bancroft	801-481-4810	385-239-0195
Head Custodian	Safety Officer	Johnny Rodriguez	801-481-4810	801-230-5046
Attendance Secretary	Documentation/accountability	Kristi Runyan	801-481-4810	801-916-7216
Assistant Principals, Secretaries, Counselors, other Office Personnel, Teachers	Branch Directors	Eileen Hall	801-481-4810	801-792-2036
teachers assigned by area	Group leaders			
Superintendent		Dr. Timothy Gadson	801-578-8349	954-729-4365
Associate Superintendent		Dr. Gwendolyn Johnson-White	801-578-8347	561-635-2267
Business Administrator		Alan Kearsley	801-578-8334	801-336-8722
Executive Director of Human Resource Services		Logan Hall	801-578-8420	801-641-8899
Executive Director of Auxiliary Services		Paul Schulte	801-974-8372	801-750-4433
Assistant Director Facility Services		Ricky Martinez	801-886-8929	801-979-8371

- **Principal:** (Incident Manager) point of contact for emergency responders. Approves the activation of the incident management system. Communicates with District personnel. Principal Incident Manager works hand-in-hand with Police/Fire/etc.
- **School Resource Officer:** (Services Liaison) Works closely with Incident Manager. Stays in contact with emergency responders. Participates as first responder.
- **Executive Director of Communication & Community Relations:** (Communications Liaison) reports directly to the Incident Manager. Determines what information is suitable for release to the press. Determines a specific location as a gathering point for the media.
- **Assistant Principal or Principal Secretary:** (Operations Officer) reports directly to the Incident Manager. Supervises Branch Directors, Group Leaders, and Teachers. Responsible for communicating with Branch Directors and relaying pertinent information to Incident Manager.
- **Head Custodian:** (Safety Officer) reports directly to the Incident Manager. Provides advise on the safety of emergency operations
- **Attendance Secretary:** (Documentation/Accountability) must have immediate access to records containing the daily school attendance. Reports to Incident Manager.
- **Assistant Principals, Secretaries, Counselors, other Office Personnel, Teachers under the direction of Operations Officer:** (Branch Directors) Responsible for implementation of the action plan in their assigned branch. Responsible for communications to and from the Group Leaders. Provide update reports to the Operations Officer.
- **Teachers assigned by area responsible for student accountability from a pre-determined group of classrooms:** (Group Leaders) Responsible for sweeping (searching) predetermined "common" areas for students not in class such as hallways, restrooms, library, etc. as well as the classrooms they are assigned to.
- **Teachers:** The teachers are directly responsible for the safety and accountability of their students. The welfare of the students will be dependent on the teachers' knowledge of the incident action plans. Keep students in assigned evacuation area. Teachers report to and receive information from the Group Leaders.

## SECTION ONE: EMERGENCY CONTACTS

### Clayton Middle School Crisis Team

Position	Name	Work Phone	Home Phone	Cell Phone
Emergency Coordinator	Adrian Bancroft	801-481-4810	N/A	385-239-0195
Resource Officer	Det. Blake Noble	801-586-1661	N/A	385-602-6260
Head Custodian	Johnny Rodriguez	801-481-4810	N/A	801-230-5046
School Nurse	Stacey McLean	801-481-4810	801-485-8968	801-870-8715
Counselor	Mark Catmull	801-481-4810	N/A	801-493-5572
SCC Chairperson	Heather Barber	N/A	801-718-4811	8017184811
SIC Chairperson	Brooke Barrigar	801-481-4810	N/A	801-243-0954
Food Services Manager	Tiffany Bozarth	801-481-4810	N/A	801-974-9849
PTA President	Kalleen Wright	N/A	801-364-3904	801-706-5092
Network Directors	Brian Conley	801-578-8350	N/A	801-641-2470

### Persons Certified in First Aid / CPR / CERT

Name	Room No. or Location	Phone or Ext	First Aid	CPR	CERT
Adrian Bancroft	1023	801-481-4810	N	Y	N
Mark Catmull	1014	801-481-4810	N	Y	N
Kristi Runyan	1010	801-481-4810	N	Y	N
Caitlin Swan Cowley	2015	801-481-4810	N	Y	N
Gina Williams	1013	801-481-4810	N	Y	N

## **SECTION THREE: RELOCATION AND REUNIFICATION**

### **Emergency Release of Students**

Release of students in grades K-8, other than the regularly scheduled hours, is prohibited unless a parent or another authorized responsible person has been notified and has assumed responsibility for the child. Students in grades 9-12 may be released without such notification if the Principal or designee determines that the child is reasonably responsible and notification is not practical.

- Principal will contact the Superintendent or designee for authorization to cancel school or close school early.
- When a decision is made, Principal will notify Network Director and the District Executive Director of Communications and Community Relations.
- Principal will determine and communicate the pick-up point or alternate pick up point for bus drivers and parents. Principal will relay this information as soon as possible to the Transportation Manager.
- Principal will notify Network Directors Services to arrange for bus transportation and Food Service support as needed.
- If cancellation or closure is approved, principal will initiate School Messenger plan to contact as many parents and authorized guardians as possible using email, robocall, text alert, etc., and the school calling tree. Principal will work with Executive Director of Communications to determine whether social media and/or the school or district website should also be used to communicate

### **On/Near-Site Evacuation Assembly Points**

Primary location ..... West Field  
Secondary location.....Church directly North of Clayton

### **Off-Site Emergency Relocation Center**

Name .....Church directly North of Clayton  
Address .....  
Contact Person .....  
Contact Phone Number.....

### **Location of Emergency Supplies**

First Aid ..... Room 1015 (Sick Room)  
72-Hour Kits ..... Room 1015 (Sick Room)  
CERT supplies ..... Room 1015 (Sick Room)

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## **SAFE TECHNOLOGY and DIGITAL CITIZENSHIP** **A New Responsibility for School Community Councils**

### **Summary of Responsibilities**

The intent of HB 213 Safe Technology Utilization and Digital Citizenship in Public Schools is to involve school community councils in an on-going discussion (at least annually) about creating a safe technology environment for students in public schools. As with other responsibilities of school community councils, it is intended that administrators, staff and parents engage together to bring about the best possible result for students.

The State Board Rule R277-491 requires a report to the councils from the district and school level administration about the technology and training that is currently in place at your district and school. The report will provide some background for the councils to begin a school specific discussion of safe technology and digital citizenship.

### **Administration Responsibilities – Report to School Community Councils**

The district report should include but may not be limited to:

- What filters are being used and how do they work?

Salt Lake City School District uses the iBoss Internet Filter. This device sits between the Internet and the District network. All Internet Traffic passes through this filter. Each web page has a category such as Education, Sports, News, etc... Sites are blocked or allowed based upon these site categories. Some newer websites have not been categorized. Uncategorized websites are automatically blocked. Faculty and Staff can request that a website be unblocked. At that point, the website is either categorized or manually reviewed for propriety. If the website is appropriate, then it is unblocked.

- Are there different settings used for different grades and school levels?

Currently filtering levels are set to differentiate between elementary students, secondary students and staff, however, iBoss has the capability of applying settings for different grades and we are actively working to configure filtering for different grades and school levels.

- What is the district filtering policy on frequently used sites such as YouTube, Google Images, Weebly, and etc.?

YouTube is generally blocked for students, but not for faculty. We have opened YouTube for students during remote learning to create greater accessibility to educational resources. Google Images is not blocked, but is forced into Safe Search mode to prevent inappropriate images from displaying. Weebly is not currently blocked. Similar sites to these are reviewed by District Administrators for educational appropriateness to determine if they should be allowed.

- Are there management systems available (MDM, Chrome management, LanSchool, and etc.) that can add additional control and who accesses those systems?

Salt Lake City School District uses Casper Jamf Mobile Device Management to force mobile devices to use the iBoss filter, whether on or off campus. Jamf also adds additional controls such as who can access the system or which applications can be installed. LanSchool is used in many of our schools to monitor student's screens during lab time.

- What resources does the district provide concerning educating students on safe internet use and digital citizenship?

During registration, students and parents are presented with the District's Acceptable Use Policy which outlines the District's expectation for responsible use and digital citizenship. In addition, every year, each school is responsible for reviewing responsible and acceptable use with the students. Some of the tools that schools employ are a video created by the Utah Education Telehealth Network, the NetSmartz website, Common Sense Media, and Digital Responsibility.

- What is the protocol in district schools when inappropriate content is accessed for students, employees and parents?

Students, parents, and employees are asked to report any inappropriate content that is accessed through the District's Internet Filter. The websites are then reviewed and blocked. If a student, parent, or employee fail to report inappropriate content and it is discovered, the District Administrator responsible for the student, parent, or employee reviews the material and may remove Internet privileges or impose other discipline. District Administrators may request a report of Internet Activity at any time. Each elementary and middle school Principal automatically receives a weekly report of Internet Activity for their school. High school Principals receive a daily report.

- Explanation of district capabilities or inability to change filtering, settings and management tools based on best practices, technological limitations, and funding. Where applicable, districts could include what is provided in connection with e-rate funding.

Salt Lake City School District chose the iBoss filtering system because it was the system chosen by UETN. This is the most cost effective solution, because UETN pays the licensing costs, while providing good filtering and reporting capabilities. Changes to the District's filtering system and/or mobile device management system would require increased funding and additional training.

**Schools should add to the district report (at a minimum):**

- What devices are being used and how are classes using them?
- What are the main applications, programs, and sites used in different classes, grade levels, and subject areas?
- What supervision practices are in place when students are online?
- Are there management tools used that allow teachers to digitally monitor student use or limit access to some applications or sites?

- What are the school rules when inappropriate information appears for students, staff and parents? Are there safe reporting procedures for students, staff, and parents so that reporting is safe and encouraged, when it happens?
- How does the school balance access and safety appropriate for the grade levels at your school?
- What does the administration see as important opportunities for our students related to constructive, proactive technology use?
- What does the administration see as their greatest threats for your students?
- What are the policies in place for devices brought from home – tablets, cell phones, etc.?
- What does the administration see as the greatest threats for our students on the internet or online?
- Explanation of training currently provided:
  - o To students about digital citizenship and safe use of technology?
  - o To parents and guardians about how to discuss and support digital citizenship and safe technology use with their children and how to report inappropriate content?