

Canyon Crest Elementary School Parent and Student Handbook 2024-2025

Canyon Crest Elementary School follows all Provo City School District (PCSD) policies and procedures. You can find PCSD policies and procedures at the following link: <https://provo.edu/policies-procedures-forms/>

The Canyon Crest Elementary School Parent and Student Handbook is a dynamic working document that will be updated throughout the school year.



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Welcome and Introduction

Welcome Letter

Canyon Crest Elementary is a vibrant and welcoming K-6 elementary school dedicated to fostering a love for learning in young students. Nestled in the foothills of North East Provo, Canyon Crest is fortunate to be surrounded by a supportive community. Students at Canyon Crest are offered the opportunity to learn the Spanish language integrated throughout academics in our Dual Language Immersion program. Students who select the all-day instruction in the English language will also receive an engaging, rigorous, and meaningful education experience. With a dedicated team of educators, Canyon Crest provides a nurturing environment where students are encouraged to ignite their potential, develop critical thinking skills, and build strong social connections. The school's commitment to student success extends beyond the classroom, with various extended day programs, family engagement opportunities, and a focus on character development through our ROAR framework (respect, ownership, attitude, responsibility), helping to prepare children for future challenges and lifelong learning.

The intention of the Canyon Crest Elementary Parent & Student Handbook is to provide Canyon Crest patrons with important information about the operations of the school. The information found in this handbook will help parents and students to be successful members of the school community. If you have any questions, please contact Dr. Sean Edwards (principal) or Mrs. Christine Whatcott (assistant principal).

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The Canyon Crest Elementary Parent & Student Handbook is a dynamic working document that will be continually updated.

School Mission and Vision

Mission Statement

Canyon Crest empowers all students to ignite their potential and demonstrate excellence by activating creativity, maintaining resilience, and exemplifying values of ROAR (respect, ownership, attitude, responsibility).

Vision Statement

Canyon Crest students will have a love of learning, embrace differences and model compassion towards others; and be positive contributors to self, family, local community, and global society.



CANYON CREST

MISSION

Canyon Crest empowers all students to ignite their potential and demonstrate excellence by activating creativity, maintaining resilience, and exemplifying values of ROAR (respect, ownership, attitude, and responsibility).

VISION

Canyon Crest students will have a love of learning; embrace differences and model compassion towards others; and be positive contributors to self, family, local community, and global society.

Canyon Crest Faculty

Principal	Sean Edwards	5th Grade DLI	Autumn Lyons
Assistant Principal	Christine Whatcott	5th Grade DLI Spanish	Maggie Tortolero
Instructional Coach	McKenzie Holden	5th Grade	Brianna Campbell
Social Worker	Michael Blakey	6th Grade DLI	Rodney Egan
Administrative Asst.	Sheliah Saluone	6th Grade DLI Spanish	Pilar Garcia Casanova
Secretary	Nancy Widtfeldt	6th Grade	Kylie Monson
Health Clerk	Meghan Shane	MTSS Teacher-Reading	Tami Anderson
Nurse	Necia Bess	MTSS	Amber Mann

		Teacher-Math	
Kindergarten	Marie Baird	SPED Lead	Seralina McCormick-Danielson
Kindergarten	Peggy McLeod	SPED Teacher	Joane Quilter
1st Grade DLI	Taylor Olson Kinsey	School Psych	Shalise Law
1st Grade DLI Spanish	Vanessa Jorgensen	Speech/Lang. Pathologist	Joy Smith
1st Grade	Kylie Hortin	Music Teacher	Lauren Parker
2nd Grade DLI	Stephanie Merris	Art Instructor	Hideko Lee
2nd Grade DLI Spanish	Daniela Nuila	PE Instructor	Forrest Hassell
2nd Grade	Britti Armantrout	Librarian	Launa Naylor
3rd Grade DLI	Madison Frei	Head Custodian	Brooklyn Powell
3rd Grade DLI Spanish	Yanina Policarpo		
3rd Grade	Connie Stone		
4th Grade DLI	John Lundell		
4th Grade DLI Spanish	Ignacio Ramiro		
4th Grade	Heather Blinzinger		

Canyon Crest Support Staff

Reading Interventions Coordinator	Jil Taylor	Behavioral Aide/504 Aide	Jannell Hughes
Reading Interventionist	Fran Oertle	504 Aide	Fabrizio Fiorentino
Reading Lab	Ali Olmstead	504 Aide	Elaine White
Math	Janae Lamb	Instructional	Rachel Meredith

Interventions Coordinator		Aide	
Math Interventionist	Henry Armond	Instructional Aide	John King
Math Lab/Space Lab	Lisa Hansen	Instructional Aide	TBD

School Policies and Procedures

Attendance

Every minute counts! At Canyon Crest, we believe that a critical component of student success is attendance. On-time attendance is a critical starting point for high levels of student achievement. Opportunities lost through student absence and tardiness leave learning gaps that are difficult to fill.

Please contact the office to excuse student absences in a timely manner. Teachers are not expected to prepare advanced work for absences.

Unexcused absence: A student absence that is not excused by a valid reason will be counted as truancy if not excused within one week of absence.

Valid excuses include: Illness, death of a family member, school activity, medical appointments, family emergency/activity

Truancy definition: When a student is absent without a valid excuse for at least half of the school day.

We follow our district’s attendance policy. Please see the links below for more information.

[District Policy No. 3150 Student Attendance Tiered Responses to Truancy & Chronic Absenteeism](#)

Dress Code

Canyon Crest supports the district position that parents or guardians should oversee the appearance of their students and that school personnel should not take exception to student apparel that is clean, safe, non-disruptive, and meets minimum clothing requirements. We believe dress code incidents should be approached with a high level of sensitivity and discretion.

Students are expected to dress appropriately for the setting and activity that will not take attention away from or disrupt the learning process. While we want our students to feel

comfortable, confident, and able to express themselves, there are specific guidelines all students are expected to follow:

- All students must wear clothing that is appropriate for the setting and activity.
 - Undergarments must be covered at all times.
 - See-through or mesh garments must be worn with appropriate coverage underneath.
- Any illegal, threatening, profane, or lewd content will not be allowed.
- The School Administration reserves the right to determine if an item of clothing does not meet the dress standards.
- Students violating the dress code will be asked to remove/fix the offending items or return home, with parent/guardian notification, to change their attire.

Behavior Expectations

Positive Behavioral Interventions and Supports (PBIS) is a school-wide design to prevent and respond to school and classroom discipline problems. PBIS supports the Canyon Crest staff to teach and promote positive behavior in students. Canyon Crest's focus in using PBIS is to teach appropriate behaviors in all settings, intervene when behavior expectations are not met and recognize student achievement. The purpose of PBIS is to create an environment where everyone feels welcome, promotes unity, and maximizes learning. Canyon Crest Elementary is invested in promoting a positive school climate. Teachers and staff recognize students for positive behavior with individual and group rewards when they demonstrate ROAR values.

R- Respect
O- Ownership
A- Attitude
R- Responsibility

Canyon Crest educators intentionally teach students a formal ROAR lesson at least once per week. An example of a ROAR lesson can be found at the following link:
<https://docs.google.com/presentation/d/1YoH-v-9bjj-nyNg0VJQGMrfJo2xWL1LrMCDGUBm8kQ/edit?usp=sharing>







Additional ROAR lessons can be found at the following link:
<https://drive.google.com/drive/folders/13L7FeQ9zvzhusKnrkJMTuzghDwXj3raJ?usp=sharing>

We reward students for demonstrating ROAR behavior through the following practices:







- ROAR Cards - Teachers can give ROAR cards to students for demonstrating ROAR behavior. We do a weekly drawing where ROAR cards are pulled and students can earn a reward.
- ROAR Certificates - We reward classes with ROAR certificates when groups of students are observed demonstrating ROAR behavior. The class with the most ROAR certificates at certain benchmark points throughout the school year can earn a class celebration.

- ROAR Student of the Month - Teachers select one student from their class each month to recognize a student who has demonstrated exemplary ROAR behavior. The ROAR students of the month are recognized in an assembly or on the weekly video announcements. Additionally, the ROAR students of the month receive a pizza celebration.

Our school's ROAR framework outlines various areas of the school and examples of what ROAR behavior looks-like across these spaces (see below).

<h1>CANYON CREST</h1>					
	IN CLASS 	HALLWAYS 	BATHROOMS 	CAFETERIA 	PLAYGROUND 
Respect Respect everyone and everything	<ul style="list-style-type: none"> • Follow all directions immediately • Allow others to learn • Support classmates' ideas and opinions • KHFAAOOTY 	<ul style="list-style-type: none"> • Follow all directions immediately • Keep up with your class • Walk on the right side 	<ul style="list-style-type: none"> • Use it properly • Respect privacy • Report problems • Leave no trace 	<ul style="list-style-type: none"> • Always walk • Follow adult directions immediately • Never share food 	<ul style="list-style-type: none"> • Follow directions Immediately • Good sportsmanship • Leave rocks, wood chips, and snow on the ground
Ownership Own your actions.	<ul style="list-style-type: none"> • Use materials properly • Work cooperatively • Complete assignments on time • Be willing to help 	<ul style="list-style-type: none"> • Keep hallways clean • Go directly to your destination 	<ul style="list-style-type: none"> • Use it! • Flush it! • Wash your hands! • Toss it in the trash can! 	<ul style="list-style-type: none"> • Leave a clean table, seat, and floor • Eat your own lunch 	<ul style="list-style-type: none"> • Return equipment • Report problems to an adult (Stop. Walk. Talk)
Attitude Always have a positive attitude	<ul style="list-style-type: none"> • Come ready to learn • Have a growth mindset • Celebrate progress • Do your best 	<ul style="list-style-type: none"> • Help others • Stay calm • Hold doors for others 	<ul style="list-style-type: none"> • Set a good example • Don't waste water, soap, or towels 	<ul style="list-style-type: none"> • Use your time wisely • Use good manners 	<ul style="list-style-type: none"> • Be a team player • Line up when the whistle blows • Use clean language
Responsibility Take responsibility for myself and my learning.	<ul style="list-style-type: none"> • Be prepared with your assignments and materials • Be engaged in your learning • Help keep the room clean and organized 	<ul style="list-style-type: none"> • Walk quietly • Be considerate of classrooms and offices • KHFAAOOTY 	<ul style="list-style-type: none"> • Use it properly • Return to class quickly • Use inside voices • KHFAAOOTY 	<ul style="list-style-type: none"> • Use an inside voice • Give others personal space • KHFAAOOTY 	<ul style="list-style-type: none"> • Play safely and fairly • Take care of equipment • Go down the slide • KHFAAOOTY

CANYON CREST

	EN CLASE 	PASILLOS 	BAÑOS 	CAFETERÍA 	PATIO DE JUEGOS 
Respeto Respetar a todos y todo.	<ul style="list-style-type: none"> • Sigue todas las instrucciones inmediatamente • Permitir que otros aprendan • KHFAAOOTY 	<ul style="list-style-type: none"> • Caminar en silencio • Estar siempre con mi grup • Caminar por el lado derecho en los pasillos 	<ul style="list-style-type: none"> • Usarlos correctamente • Comunicar problemas • Dejar todo limpio 	<ul style="list-style-type: none"> • Caminar • Seguir las instrucciones de los adultos inmediatamente • No compartir la comida nunca 	<ul style="list-style-type: none"> • Jugar de manera segura y justa • Bajar por el tobogán • Dejar piedras, madera, palitos y nieve en el suelo
Autonomía Ser dueño de mis acciones.	<ul style="list-style-type: none"> • Apoyar las ideas y opiniones de los compañeros de clase • Trabajar cooperativamente • Estar dispuesto a ayudar 	<ul style="list-style-type: none"> • Ayudar a los demás • Mantener la calma • Sostener puertas para los demás 	<ul style="list-style-type: none"> • ¡Usarlo! • ¡Tirar de la cadena! • ¡Lavarme las manos! • ¡Tira lo que no necesites a la basural! 	<ul style="list-style-type: none"> • Dejar la mesa, el asiento y el suelo limpios • Comer mi propio almuerzo 	<ul style="list-style-type: none"> • Devolver a su sitio el material utilizado • Comunicar problemas a adultos
Actitud Tener siempre una actitud positiva	<ul style="list-style-type: none"> • Terminar mis tareas a tiempo • Tener una mentalidad de crecimiento • Esforzarme al máximo 	<ul style="list-style-type: none"> • Mantener los pasillo limpios • Ir directamente a mi destino 	<ul style="list-style-type: none"> • Dar buen ejemplo • No malgastar agua, jabón o papel • Regresar a clase rápidamente 	<ul style="list-style-type: none"> • Comer mi almuerzo • Tener buenos modales 	<ul style="list-style-type: none"> • Cuidar el material • Hacer mi parte • Forma una fila o línea cuando escuches el timbre
Responsabilidad Asumir la responsabilidad de mí mismo y de mi aprendizaje.	<ul style="list-style-type: none"> • Tener mis asignaciones y materiales preparados • Comprometirme con mi aprendizaje • Ayudar a manter la clase limpia y organizada 	<ul style="list-style-type: none"> • Ser respetuoso con mi clase y la oficina • KHFAAOOTY 	<ul style="list-style-type: none"> • Respetar la privacidad • Usar voces internas • KHFAAOOTY 	<ul style="list-style-type: none"> • Usar una voz interna • No invadir el espacio de los demás • KHFAAOOTY 	<ul style="list-style-type: none"> • Utilizar un lenguaje educado • Seguir las instrucciones de los adultos inmediatamente • KHFAAOOTY

Bullying, Harassment, Hazing, and Retaliation Reporting

We believe every student has the right to feel safe at school. We take Bullying, Harassment, Hazing and Retaliation incidents seriously.

If you would like to report an incident of bullying, harassment, hazing, and/or retaliation, please complete the district's incident report form at the following link. Upon completion of this form, please deliver it to the main office or email it to the principal, Dr. Sean Edwards (seane@provo.edu), and assistant principal, Mrs. Christine Whatcott (chriswh@provo.edu). Incident Report Form:

<https://provo.edu/wp-content/uploads/2020/08/3320-F2-Bullying-Harassment-Hazing-Retaliation-Incident-Reporting-Form.pdf>

Anonymous tips can also be provided through a state-supported third-party vendor, SAFE UT. The responder will forward relevant tips to the school. See the following link for more information: <https://safeut.org/>

Students are routinely taught to speak with a trusted adult, such as a parent and a teacher, if they are targeted by bullying or witness bullying. A common phrase we use with students is "Stop, Walk, Talk," which means 1. tell the offender to stop the behavior, 2. walk away from the offender, and 3. talk to an adult about what happened.

We follow our district's policies. To learn more about these policies, please select the links below.

Policy No. 3320 Prohibition of Bullying, Harassment, Hazing, and Retaliation:

<https://provo.edu/policies-procedures-forms/3000-students/policy-no-3320-prohibition-of-bullying-harassment-hazing-and-retaliation/>

Policy No. 3310 Safe Schools:

<https://provo.edu/policies-procedures-forms/3000-students/policy-no-3310-safe-schools-policy/>

Policy No. 3214 Non-Discrimination and Sexual Harassment

<https://provo.edu/policies-procedures-forms/3000-students/policy-no-3214-non-discrimination-and-sexual-harassment/>

Policy No. 3235 Student Threat Assessment

<https://provo.edu/policies-procedures-forms/3000-students/policy-no-3235-student-threat-assessment/>

Discipline

Discipline interventions, or consequences for poor behavior outcomes, are implemented as an opportunity for students to learn acceptable behavior. Each discipline situation is nuanced and treated with a high level of care. There are many factors that are considered when implementing discipline interventions including, but not limited to:

- Is the offense a low-level offense (minor) or high-level offense (major)?*
- Is this the first occurrence or is there a pattern of this behavior?
- Does the student have a disability?
- Are there cultural differences to consider?
- What is the developmental age of the student (e.g., grade level)?

*An example of a low-level offense might be disrupting the flow of instruction in the classroom by calling out. An example of a high-level offense might be making targeted and direct threats to harm another. Our district has a Levels of Behavior Chart that schools use to guide our decision-making regarding low-level and high-level offenses. A parent is more than welcome to review this chart with a school administrator by setting up an appointment.

For most discipline interventions, we try to use a progressive discipline approach, starting with minor interventions and increasing the intensity of the interventions overtime if the poor behavior outcomes persist. To the extent possible, we try to have most discipline interventions occur within the classroom so as to not remove students from instruction.

When determining what discipline interventions to implement, there is often an investigation process to gather information if the reported behavior was not observed by an adult staff member. After gathering information, the school administration will make a determination regarding discipline interventions.

We follow our district's policies. To learn more about these policies, please select the links below.

- Provo City School District Policy 3320 - Prohibition of Bullying, Harassment, Hazing, and Retaliation:
<https://provo.edu/policies-procedures-forms/3000-students/policy-no-3320-prohibition-of-bullying-harassment-hazing-and-retaliation/>
- Provo City School District Policy 3310 - Safe Schools:
<https://provo.edu/policies-procedures-forms/3000-students/policy-no-3310-safe-schools-policy/>
- Provo City School District Policy 3214 - Non-Discrimination and Sexual Harassment:
<https://provo.edu/policies-procedures-forms/3000-students/policy-no-3214-non-discrimination-and-sexual-harassment/>
- Provo City School District Policy 3235 - Student Threat Assessment:
<https://provo.edu/policies-procedures-forms/3000-students/policy-no-3235-student-threat-assessment/>

Academics

School Improvement Plan Goals

SIP Goal - ELA - By May 2025, Canyon Crest students will increase proficiency by at least 3% according to the RISE ELA assessment.

SIP Goal - Math - By May 2025, Canyon Crest students will increase proficiency by at least 5% according to the RISE Math assessment.

SIP Goal - PBIS - By May 2025, at least 90% of students can describe at least one example of what ROAR behavior looks like in the classroom, hallway, bathroom, cafeteria, and playground.

2024-2025 CANYON CREST SCHOOL IMPROVEMENT PLAN GOALS



By May 2025, Canyon Crest students will increase proficiency by at least 3% according to the RISE ELA assessment.

1

By May 2025, Canyon Crest students will increase proficiency by at least 5% according to the RISE Math assessment.

2

By May 2025, at least 90% of students can describe at least one example of what ROAR behavior looks like in the classroom, hallway, bathroom, cafeteria, and playground.

3



Curriculum Overview

Canyon Crest uses the Utah State Board of Education approved state standards for K12 education to direct instruction. The state standards can be found at the following links:

English Language Arts: <https://schools.utah.gov/curr/elaelementary>

Math: <https://schools.utah.gov/curr/mathematics/index>

Science: <https://schools.utah.gov/curr/science>

Social Studies: <https://schools.utah.gov/curr/socialstudies>

Additional Academic Areas: <https://schools.utah.gov/curr/areasprograms>

Educators have been instructed to use district- and state-approved curriculum for core instruction as the foundation for their instruction. Curricular programs that teachers use include, but are not limited to, 95% Core, Wonders, and Into Math. We follow the district's Elementary Curriculum Notebook for instructional pacing, guidelines, and more. The Elementary Curriculum Notebook helps to ensure a guaranteed and viable curriculum across our district.

Our district's Elementary Curriculum Notebook can be found at the following link:

<https://employee.provo.edu/teaching-learning/curriculum-notebooks/>

Learning occurs during blocks of instruction time, which can be found on our master schedule. Our school's Master Schedule can be found at the following link:

https://docs.google.com/spreadsheets/d/1G1BWcxBECbepx_5ZBTS1m3lLw0Pq4KTC/edit?usp=sharing&oid=114883683355177770675&rtpof=true&sd=true

Assessment

When administered properly, assessments allow students to demonstrate their skills, knowledge, and learning. Valid and reliable state assessment results provide the school with information about students' proficiency and growth. Assessment can be used to plan, measure and evaluate effectiveness of school programs; recognize academic excellence, identify needed resources to ensure educational opportunities for all students; and improve instructional programs. Educators are obligated to provide students with opportunities to demonstrate their knowledge through assessment in an ethical manner.

An example of some of our school-wide assessments includes, but is not limited to:

- Acadience Reading (Grades K-6) - Tested in August/September, December, and May
- Acadience Math (Grades K-3) - Tested in August/September, December, and May
- NWEA Math (Grades K-6) - Tested in August/September, December, and May
- RISE English Language Arts (Grades 3-6) - Tested in April
- RISE Math (Grades 3-6) - Tested in April
- RISE Science (Grades 4-6) - Tested in April

For information about opting-out of testing, please see our district policy at the links below:

Policy No. 4405 Opting-Out of State Testing:

<https://provo.edu/policies-procedures-forms/4000-curriculum-instruction-assessment/>

Policy No. 4405 Procedure 1 Opting-Out of State Testing:

<https://provo.edu/wp-content/uploads/2018/09/09112018-4405-P1-Assessment-Opting-Out-of-State-Testing.pdf>

Policy No. 4406 Form 1 Parental Exclusion from State Assessments Form- Elementary State Assessments:

<https://provo.edu/wp-content/uploads/2021/03/4406-F1-Parental-Exclusion-from-State-Assessments-Form-Elementary-State-Assessments.pdf>

Please see more information about assessment at the following links:

Policy No. 4406 Assessment:

<https://provo.edu/wp-content/uploads/2021/03/Policy-No.-4406-Assessment.pdf>

Policy No. 4406 Procedure 1 Assessment- Purpose and Administration of Testing:

<https://provo.edu/wp-content/uploads/2021/03/4406-P1-Assessment-Purpose-and-Administration-of-Testing.pdf>

Elementary Curriculum Notebook:

<https://employee.provo.edu/teaching-learning/curriculum-notebooks/>

Acadience Reading: <https://acadiencelarning.org/acadience-reading/k-grade6/>

Acadience Math: <https://acadiencelarning.org/acadience-math/k-grade6/>

NWEA: <https://www.nwea.org/>

RISE: <https://schools.utah.gov/assessment/assessments>

Grading

Standards reports are a quarterly method of grading student progress that focuses on student learning. Scores are based on a student's demonstrated understanding of each Utah core standard. Standards reports will be shared with parents/guardians either at SEPs or sent home at the end of each quarter.

Teachers base each quarter's scores only on standards indicated in the pacing guides for that term. Q1 Standards Report scores reflect student learning of Q1 standards, Q2 Standards Report scores reflect student learning of Q2 standards and so forth.

For a student to earn a standard score of 4, he/she needs to have achieved mastery of ALL standards indicated on the pacing guide for that term. If a student has achieved mastery on some of the standards, then the teacher needs to decide if a 2 or 3 is the more appropriate score. A 3 would be given if the student was very close to mastery on all of the standards, a 2 would be given if a significant number of standards are not yet mastered. The standards report grading scale is as follows:

- 4 = Meets grade level standard
- 3 = Near grade level standard
- 2 = Below grade level standard
- 1 = Well below grade level standard
- NYT = Not yet taught

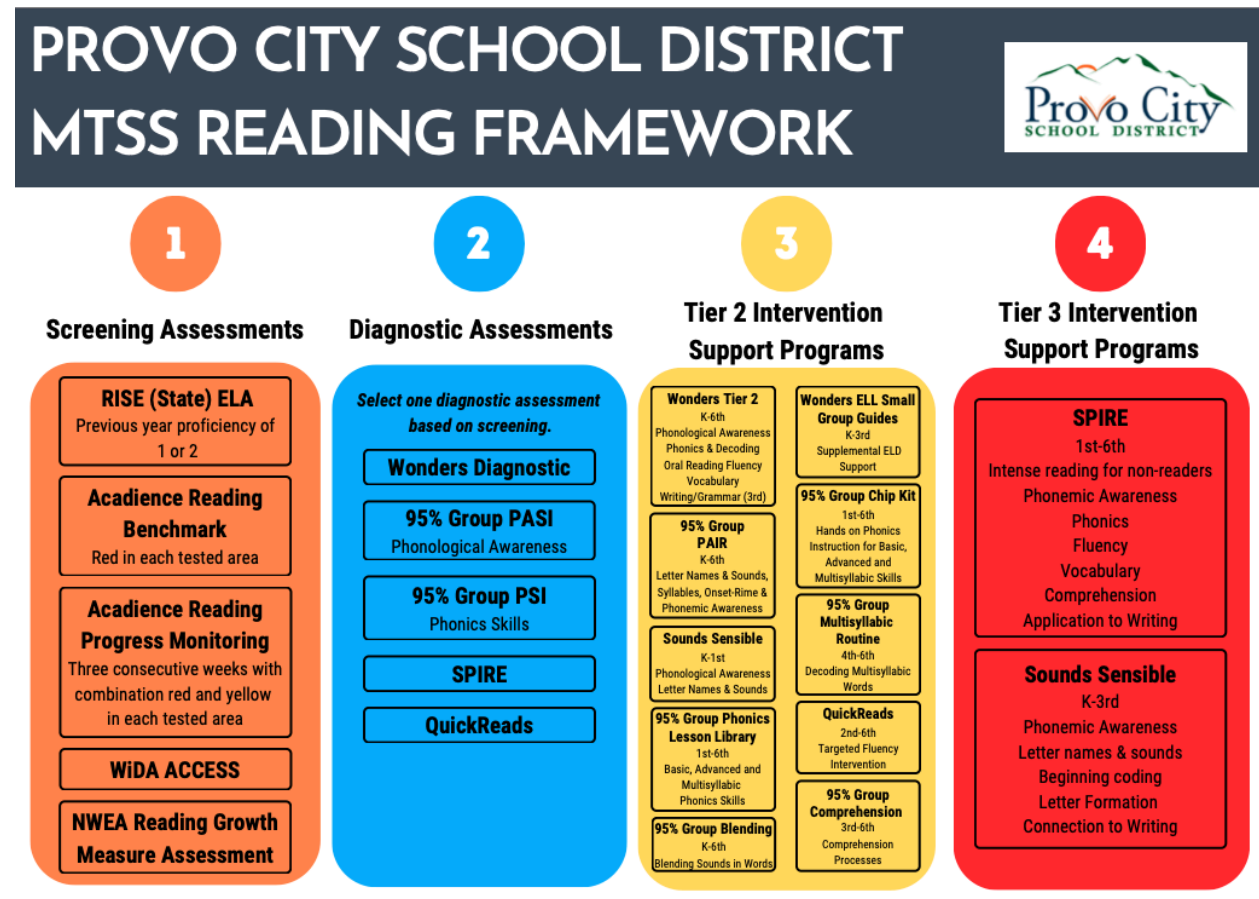
Homework

Homework is an opportunity for students to practice skills and knowledge to maintain and extend learning that occurred in school. Each teacher has their own approach to homework. If parents have questions, they should contact their child’s teacher.

Intervention

Every child learns differently, and some may need extra support to reach their full potential. Our intervention program is built to address those specific needs, helping students who may need more time or different approaches to grasp certain math or reading skills.

At Canyon Crest, we follow the PCSD framework for Reading and Math Interventions.

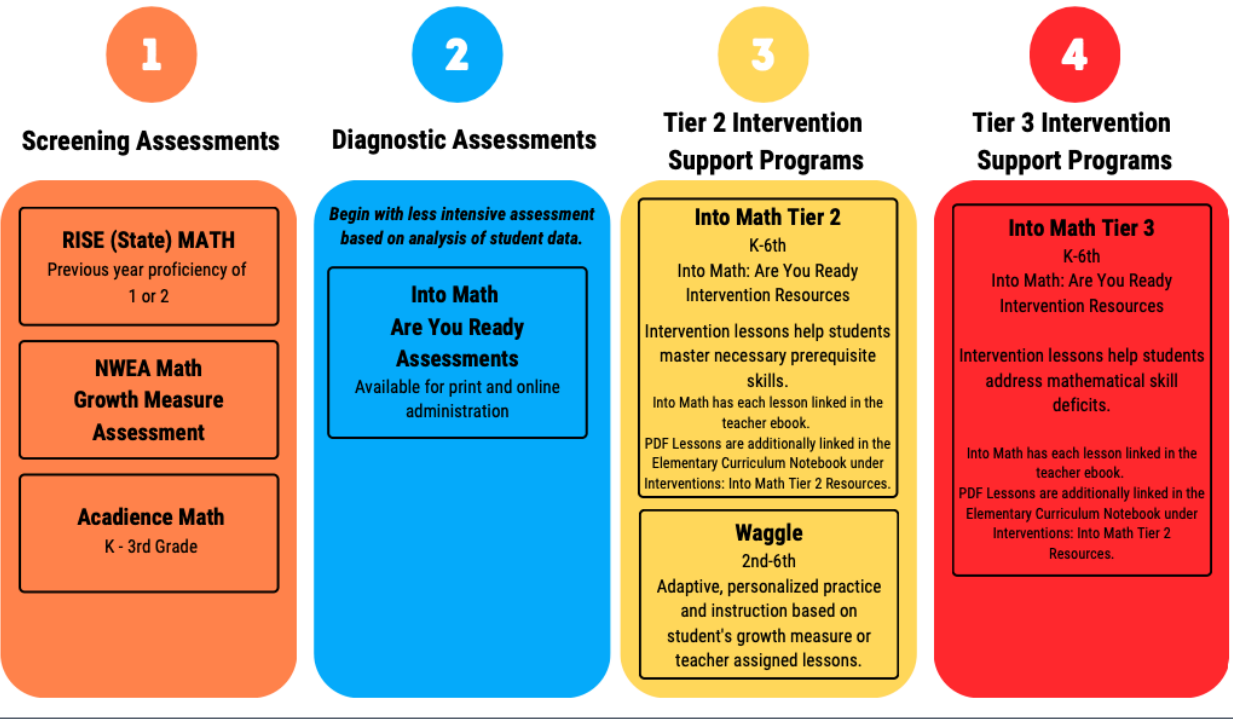


- **READING-**

- Our intervention team consists of administration, school instructional coach, classroom teachers, MTSS Reading Teacher (K-3) and a team of specially trained interventionists who deliver instruction based on the results of these assessments.

- Intervention groups are evaluated each week to determine effectiveness and changes are made based on student performance outcomes on skills assessments as well as Acadience progress monitoring.
- Each grade level focuses on this reading specialized instruction Monday-Thursday for 30 min.

PROVO CITY SCHOOL DISTRICT MTSS MATH FRAMEWORK



● **MATH-**

- Our intervention team consists of administration, school instructional coach, classroom teachers, MTSS Math Teacher (4-6) and a team of specially trained interventionists who deliver instruction based on the results of these assessments.
- Intervention groups are evaluated each week to determine effectiveness and changes are made based on student performance outcomes on skills assessments.
- Each grade level focuses on this specialized math instruction Monday-Thursday for 30 min.

Specialties

Specialty classes expose students to a variety of disciplines and learning opportunities. The specialty classes at Canyon Crest include the following:

- Visual Art
- Library
- Music
- Physical Education
- Band (6th Grade option only)
- Orchestra (6th grade option only)

Students will attend specialty classes four days a week, Monday through Thursday. Specialty classes are 40 minutes in length. A description of the specialty courses is included below.

Visual Art and Music (including Band and Orchestra): A well-rounded education includes the arts. The fine arts provide a place for students to explore new ideas, take appropriate risks, creatively problem solve, collaborate, develop aesthetic awareness, explore the world and other cultures, and to express oneself. The Utah Core standards are organized into strands, which represent significant areas of learning within content areas. The Fine Arts have four strands: Create, Perform/Present/ Produce, Respond, and Connect. These four strands provide the framework for a comprehensive experience in Visual Art and Music (including Band and Orchestra) Specialty courses.

- Create - Conceptualize, generate, develop and organize artistic ideas. Refine through persistence, reflection, and evaluation.
- Perform/Present/Produce - Analyze, interpret, and select artistic work. Develop techniques and concepts to refine work and express meaning through presentation.
- Respond - Perceive, analyze, interpret, articulate, and evaluate work and process.
- Connect - Synthesize and relate knowledge with personal meaning relating to societal, cultural, and historical context

Library: The school library program is critical to the learning process and student academic success. The necessary skills for college and career-ready students include being literate in a wide range of digital, visual, textual, and technological formats. Students need to be able to access, evaluate, and process information strategically and methodically in order to make informed decisions and create products involving critical thinking skills. Library Specialty provides research- and inquiry-based instruction in order to develop the students' ability to find and use information to support their academic learning and personal development. Effective library instruction has three strands: Reading Engagement, Information and Research, and Media Literacy.

- Reading Engagement - Reading engagement is a foundational skill for learning, personal growth, and enjoyment. The degree to which students can read and understand text in all formats and all contexts is a key indicator of success in school and in life. The goal is to actively promote reading and provide equitable

access to literary and informational texts in a variety of subjects, genres, and formats. The standards facilitate the acquisition of tools, knowledge and skills to allow every student to read for interpretation and the development of new understandings.

- Information and Research - Through engagement in the research process, students will apply critical thinking skills (e.g., analysis, evaluation, organization, synthesis) to draw conclusions and construct new understandings. Additionally, students will engage in research processes (e.g., inquiry-based, information problem solving). Such experiences will develop student self-confidence in solving problems in an environment where information resources and technologies are increasingly complex.
- Media Literacy - Media literacy is the competent application of literacy skills to media and technology messages. Its goal is to help students develop the habits of inquiry and skills of expression that they need to be critical thinkers, effective communicators, and active, digital citizens in today's world. By learning the standards and objectives, students will acquire an understanding of the elements, construction, and potential impact of media messages while learning to make informed choices in the use of media. Through collaboration with classroom teachers, these standards can be integrated into curricular units throughout a wide range of subjects to ensure students are equipped with these essential 21st century skills.

Physical Education: The goal of physical education is to develop healthy, responsible students who have the knowledge, skills, and dispositions to work together in groups, think critically, and participate in a variety of activities that lead to a lifelong healthy lifestyle. Research tells us that students who are physically active have higher self-confidence and more active synapses in the brain, experience a decrease in chronic illnesses, and are less likely to be absent from school. Such students are ready for career and college success. Time given to physical activity in school must not only be incorporated, but also be of the highest quality. The Physical Education Core utilizes appropriate instructional practices to develop competence and confidence in a variety of lifetime activities and movement forms, including sports, dance, outdoor recreation, and physical fitness. The emphasis is on providing success and enjoyment for all students. Knowledge of the relationship between proper nutrition and a consistent fitness regimen is the common thread running through the core. Students develop life skills through cooperative and competitive activity participation, and learn the value of a physically active life.

Dual Language Immersion

Utah's Dual Language Immersion (DLI) program offers a rich bilingual experience for young learners when their minds are developmentally best able to acquire a second language.

Instruction is divided between two classrooms:

- One English (around 50% of the school day)
- One in the Second or Target Language - Spanish (around 50% of the school day)

The following are possible benefits of participating in DLI:

- Second Language Skills: DLI students may achieve proficiency in the second or target language.
- Improved Performance on Standardized Tests: DLI students may perform as well as or better than non-immersion students on standardized tests of English and math administered in English.
- Enhanced Cognitive Skills: DLI students may develop skills such as cognitive flexibility, attention control, memory, and problem solving.
- Increased Cultural Sensitivity: DLI students may be aware of and show positive attitudes towards other cultures and an appreciation of other people.
- Long Term Benefits: DLI students may be prepared for the global community and job markets where a second language is an asset.

The Utah DLI program objectives include:

- Maximize students' second language proficiency
- Provide a rich academic environment in both first and second language
- Develop students' ability to work successfully in multiple cultural settings
- Offer a rich, culturally diverse experience for the entire school community

The DLI program focuses on the following core instruction areas.

Grade	Spanish DLI Teacher	English DLI Teacher
1	Spanish Language Literacy Math	English Language Arts Science Social Studies
2	Spanish Language Literacy Math	English Language Arts Science Social Studies
3	Spanish Language Literacy Math	English Language Arts Science Social Studies
4	Spanish Language Literacy Science	English Language Arts Math Social Studies
5	Spanish Language Literacy Science	English Language Arts Math Social Studies
6	Spanish Language Literacy Science	English Language Arts Math Social Studies

Who can participate?

- The immersion program seeks to enroll students of varying backgrounds and all ability levels. Applications are open to all students entering first grade. Parents are encouraged to make the best decision for their child. If parents have questions, they are more than welcome to reach out to the school principal, Dr. Sean Edwards, and assistant principal, Mrs. Christine Whatcott, for more information.

How can I enroll my child in the 1st grade DLI program?

- Families with incoming 1st grade students should submit a Dual Language Immersion Application per the application window published by Provo City School District's Student Services Department. Students who live outside the school boundaries will be prompted to fill out the Open Enrollment Application that is within the DLI application. If you have questions, call the Student Services Department at (801) 374-4838. Students with siblings currently in dual language immersion are still required to submit an application. Please note that there is limited space available and there have been years where we have had to close the application process due to seats being filled quickly.

How can I enroll my child in the 2nd-6th grade DLI program?

- Parents of students in 2nd through 6th grade should contact the school principal, Dr. Sean Edwards, and assistant principal, Mrs. Christine Whatcott, to arrange a meeting to discuss the request to enroll a child in the DLI program after 1st grade. These situations are handled on a case-by-case basis pending availability within the program.

What are the parent responsibilities?

- Commit to long-term participation in the immersion program throughout elementary, middle, and high school (to the greatest extent possible)
- Commit to regular and punctual student school attendance
- Develop an understanding of immersion education
- Read in English for 20 minutes daily
- Encourage the use of the target language (Spanish) outside of school
- Provide community support and, when possible, volunteer
- Enjoy the challenges; celebrate the results

Canyon Crest implements an A/B Calendar for DLI students. On A Days, DLI students start the day in their assigned homeroom teacher's class. On B Days, DLI students start the day in the other DLI teacher's class. For example, if John has Mstra. Jorgensen for his assigned homeroom teacher. He will start in her class on A Days. On B Days, John will start the day in Mrs. Kinsey's class (the other DLI teacher).

Starting in 3rd Grade, DLI students begin taking the ACTFL Assessment of Performance towards Proficiency in Languages (AAPPL) assessment to determine their Spanish language proficiency outcomes.

- 3rd Grade - Assessed in Speaking

- 4th Grade - Assessed in Reading, Listening, and Writing
- 5th Grade - Assessed in Speaking
- 6th Grade - Assessed in Reading, Listening, and Writing

If you have any questions about the AAPPL assessment, please contact your child's DLI Spanish Teacher.

For more information about DLI, please visit the Utah Dual Immersion website at the following link: <https://www.utahdli.org/>

Special Education

Special Education services are provided to students who have a disability as defined by the Individuals with Disabilities Education Act - 2004 (IDEA) and, per a team decision, require specially designed instruction and/or related services to access education.

Canyon Crest Elementary School follows and adheres to the Utah State Board of Education Special Education Rules and Regulations, which can be found at the following link:

https://www.schools.utah.gov/specialeducation/_specialeducation/_rulesandpolicies/_specialeducationrules/RulesSpecialEducationReport.pdf

Students are typically referred for an evaluation to determine eligibility for special education services by the students' parents or an educator. These referrals or requests to determine eligibility for special education services must be submitted to the school principal. Once a referral or request is submitted, the process is generally as follows:

- 1. Request additional information, data, anecdotal notes, and input as needed from parents, teachers, etc.
- 2. The request is brought before our school's Student Success Team (SST), which includes administrators, instructional coach, social worker, school psychologist, special education teachers, general education teachers (as needed), and a district family advocate. The SST reviews the request, including the data, to make a recommendation to the principal regarding whether or not to try different interventions or proceed with the referral for an evaluation to determine eligibility for special education services.
- 3. The principal contacts the parents to provide an update regarding the SST's recommendation. If moving forward with the referral process, the principal will complete the referral form with parents and submit it to the special education teacher leader.
- 4. The special education teacher leader will generate a permission to test form after receiving the referral form. The permission to test form will be sent home with the student for parents to review and sign (if in agreement).
- 5. Once the permission to test form is signed and returned, the school has forty-five (45) school days to complete the evaluation process and hold a meeting with parents, general education teacher(s), administration, special education teacher, and related service providers (as needed) to review evaluation results and determine eligibility for a disability classification.

- 6. If the team decides from this meeting that the student qualifies for a classification under IDEA and requires specially designed instruction and/or related services, the team will work collaboratively to develop an individualized education program (IEP).

An IEP is a formal, legal document that supports a student with disabilities. It addresses the following, including, but not limited to:

- Student Demographic Information
- Procedural Safeguards
- Present Levels of Academic Achievement and Functional Performance
- Special Factors to Consider
- Measurable Annual Goals
- Service Times
- Accommodations
- Participation in State/District Assessments
- Participation in General Education Curriculum
- Extended School Year
- Team Signatures
- At the secondary level, IEPs also address Transition and Graduation

An important provision of IDEA is to ensure students with disabilities receive education in their least restrictive environment (LRE). It is our goal to provide students with the opportunity to learn in their LRE, which is decided collaboratively with the IEP team.

It is important to note that parents of students with disabilities and students with disabilities have procedural safeguards. These procedural safeguards can be accessed at the following link:

https://www.schools.utah.gov/specialeducation/specialeducation_rulesandpolicies_proceduralsafeguards/Notice2023English.pdf

The following are possible related services that students with IEPs may have access to as determined by the IEP team:

- Communication Services
- School Psych Services
- Occupational Therapy Services
- Physical Therapy Services
- Adapted Physical Education Services

Parents should contact the school principal if they have any questions about special education. Parents of students with existing IEPs can contact the school's special education teacher leader or their child's special education case manager with any questions.

504 Services

Section 504 of the Rehabilitation Act provides direction to identify, evaluate, and provide appropriate educational services for students who have a disability that substantially

limits a major life activity (such as learning), which impacts their ability to access education. “No qualified individual with disabilities, shall, solely by reason of his or her disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Section 504 protects persons from discrimination based upon their disability status. A person is disabled within the definition of Section 504 if he or she:

- Has a mental or physical impairment which substantially limits one or more of such person’s major life activities;
- Has a record of such impairments; or
- Is regarded as having such impairment.

Students who may be potentially eligible for protection under Section 504 include, but are not limited to:

- Attention Deficit Hyperactive Disorder (ADHD) - The student does not meet eligibility requirements under IDEA as emotionally disturbed or learning disabled. The student is regarded as having a disability (ADHD) by a doctor or mental health professional. The disability substantially limits the major activity of learning.
- Acquired Immunodeficiency Syndrome (AIDS) - The student frequently misses school and does not have the strength to attend a full day. This student has a record of a disability which substantially limits the life activities of learning and working.
- Arthritis - A student with arthritis may have persistent pain, tenderness, or swelling in one or more joints. A student experiencing arthritic pain may require a modified physical education program.
- Asthma - A student has been diagnosed as having asthma. The doctor has advised the student not to participate in physical activity outdoors. The disability limits the major life function of breathing. The school is required to make reasonable accommodations in the physical education program.
- Cancer - A student with a long-term medical problem may be given considerations to accommodate special needs. For example, a student with cancer may need a class schedule that allows for rest and recuperation following chemotherapy in order to access his/her education.
- Emotionally Disturbed - A student who is emotionally disturbed may need an adjusted class schedule to allow time for regular counseling or therapy.
- Obesity - A student has an extreme eating disorder that may require special accommodations. Obesity may be considered a disability under Section 504 where it substantially impairs a major life activity or is perceived by others as doing so.
- Student With Special Health Care Needs - The student has a special health care concern. The school is required to provide trained personnel to perform the procedures, or to provide the student a private location to perform the procedure.

The following outlines the process for referral and qualifying a student for 504 services:

- Step I – Pre-Referral to 504 Team
 - Team should have a completed At-Risk Documentation form with accompanying data or interventions completed by classroom teacher(s).
- Step II – Evaluation 504 Team Membership
 - Someone knowledgeable of the child – usually the classroom teacher(s), parent(s)/ guardian(s) should also have input.
 - Someone knowledgeable of the testing – usually a psychologist, social worker, special education teacher, or school nurse.
 - Someone knowledgeable of placement/program options – Usually the building 504 Coordinator and Team Leader. This is typically the principal or a designee.
 - Parent(s)/guardian(s) should be part of the process but are not required members; however, cooperation and collaboration with the parent(s)/guardian(s) is the District’s philosophy. Every effort should be made to include the parent(s)/guardian(s).
- Step III – Disability Determination
 - If the team determines the student qualifies for services the team should complete the Accommodations Section. The team should brainstorm and prioritize those areas of concern which are educationally relevant and specific to the student’s disability. The team selects the highest priority accommodations in collaboration with the classroom teacher(s).

For more information, see Provo City School District Policy 3440 - Educational Accommodations at the following links:

- 3440 Educational Accommodations:
<https://provo.edu/policies-procedures-forms/3000-students/policy-no-3440-educational-accommodations-504/>
- 3440 Procedure 1 Educational Accommodations:
<https://provo.edu/policies-procedures-forms/3000-students/policy-3440-p1-educational-accommodations-504/>
- 3440 Form 1 Educational Accommodations (“504”):
<https://provo.edu/wp-content/uploads/2020/08/3440-F1-Educational-Accommodations.pdf>

Additional information from Provo City School District’s Student Services Department about 504, including parent forms, can be found at the following link:

<https://provo.edu/student-services/section-504/>

Multilingual Learner (ML) Services

Title III, of the Elementary and Secondary Education Act, provides financial assistance to local education agencies (LEAs) and schools to:

- Help ensure that English Learners/Multilingual Learners (ELs/MLs), including immigrant children and youth, attain English proficiency;
- Ensure all English learners, including immigrant children and youth, can meet the same challenging state academic standards that all children are expected to meet;

- Assist teachers, principal, and other educational leaders to develop and enhance their capacity to establish, implement, and sustain effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
- Promote parental, family, and community participation in language instruction educational programs for parents, families, and communities of English learners, including immigrant children and youth.

Schools are expected to identify, assess, and provide appropriate services for ML students. One of the preliminary identification procedures includes the Home Language Survey (HLS). The HLS is included on the school registration form and is completed online by the parent/guardian when a student is registered. The HLS does not identify the student as an English learner. Rather, its purpose is to identify those students who may be potentially designated as English learners so that each student can be assessed in the domains of listening, speaking, reading and writing.

When a parent or guardian responds to any of the following HLS questions listing a language other than English, the EL Supervisor at the school will work with the parent and Title III Department to determine if s/he should be assessed to determine if s/he qualifies for English Language support services.

- What is the primary language used in the home, regardless of the language spoken by the student?
- What is the language most often spoken by the student?
- What is the language that the student first acquired?
- What language do you prefer for school-to-home information?
- Does your family come from a refugee background?

Purposes of the Home Language Survey:

- Identifies a student whose home language is not English; and,
- Identifies a student who may be tested on the skills of listening, speaking, reading and writing in English because a language other than english is spoken in the home.
- The English proficiency assessment determines if the student needs language support services along with the regular educational program.
- The student is entitled to these language support services as a civil right.

School Responsibilities:


- At registration, the questions on the Home Language Survey are required to be answered. The school registrar should ensure parents understand the questions
- Students must be tested for services within the first 30 days of the school year or within two weeks of entry into the school, if after the first 30 days

Once a school identifies a student for assessment and receives permission from the Title III Department at the district office, testing will be administered by a staff member at the school who has completed the necessary trainings & certifications for the appropriate assessments. This testing is called WIDA ACCESS testing (World-Class

Instructional Design and Assessment Assessing Comprehension and Communication in English State-to-State). The ML Supervisor (assistant principal) is responsible for scoring test data. WIDA screener results will be shared with the teacher and parents if the student is identified as ML. The school will determine the appropriate level of ML services to support the student with language development in the areas of listening, speaking, reading, and writing. Depending on the students' WIDA ACCESS testing outcomes, students may receive a continuum of ML services that include, but are not limited to,;

- Pull-out ML intervention and instruction
- ML instructional support strategies implemented by the classroom teacher during tier 1, core instruction

An Identification and Program Placement of English Learners can be found below.



IDENTIFICATION & PROGRAM PLACEMENT OF ENGLISH LEARNERS *PRE-K TO 12TH

USBE APPROVED
*4 year old Pre-K identification begins Spring of the currently enrolled program.

STEP 1 ENGLISH LANGUAGE IDENTIFICATION	STEP 2 ENGLISH LANGUAGE SCREENING	STEP 3 PROFICIENCY ASSESSMENT & PLACEMENT	STEP 4 MONITORING & EXIT CRITERIA
<p style="text-align: center;">Home Language Survey</p> <p>[HLS] filled out online by parent/guardian at registration. <i>Federal Law requires this information for ALL students.</i></p> <p>Registration Questions</p> <ol style="list-style-type: none"> 1. What is the primary language used in the home, regardless of the language spoken by the student? 2. What is the language most often spoken by the student? 3. What is the language that the student first acquired? 4. What language do you prefer for school-to-home information? 5. Does your family come from a refugee background? 	<p style="text-align: center;">YES</p> <p>A language other than English is used in the home = may be EL.</p> <p style="text-align: center;">NO</p> <p>A language other than English is NOT used in the home = Does not qualify for screening or EL services.</p>	<p style="text-align: center;">Before Screening Procedures</p> <p>Check previous enrollments for evidence of EL Identification.</p> <ul style="list-style-type: none"> • CUM folder • USBE DataGateway • Call previous school <p>If no previous evidence, administer WiDA Screener of appropriate grade level.</p> <p><i>*School administrator may call home to confirm the second language spoken in the home before testing.</i></p>	<p style="text-align: center;">Students are proficient if they receive an overall score of a 5, 6, or a 4.2-4.9 with a 3.5 or better on the speaking domain.</p> <p>Students who are NOT proficient will be given the WIDA ACCESS Assessment annually.</p> <p>Students who are proficient may be given the WIDA ACCESS Assessment if necessary as determined by teacher, admin team & parent.</p> <p><i>*Students cannot opt out of taking the WIDA ACCESS assessment, however, they can opt out of services, but must do so annually following district procedures.</i></p>
<p>Monitoring</p> <p>Once students are proficient, they are monitored for 4 years prior to exiting as an EL student. Evidence of English proficiency includes:</p> <ol style="list-style-type: none"> 1. Standardized assessments 2. Classroom assessments 3. Classroom performance 4. Teacher observation <p>Following a 4 year monitoring period, the school's exiting committee reviews the EL plan to assess whether criteria for exiting has been met.</p> <p>If YES - exit from services If NO - continue to monitor <i>*Communicate with parents</i></p>			

• If a teacher believes the HLS was marked incorrectly by the parent/guardian and feels a student should be tested, the teacher should contact the EL Supervisor with the evidence as to why.

PROVO CITY SCHOOL DISTRICT - TITLE III
UPDATED_SEPT2024

WIDA ACCESS testing evaluates student proficiency across various standards including:

- English Language Proficiency Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.
- English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

- English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
- English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.
- English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

WIDA ACCESS testing evaluates student proficiency across the following domains for the above standards:

- Listening
- Speaking
- Reading
- Writing

WIDA ACCESS testing outcomes range across five model performance indicators for each standard and domain, including:

- Level 1: Entering
- Level 2: Beginning
- Level 3: Developing
- Level 4: Expanding
- Level 5: Bridging
- Level 6: Reaching

The graphic below shows at the given level of English language proficiency, how ML students will process, understand, produce, or use the language.

6 Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content area at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to proficient English peers
5 Bridging	<ul style="list-style-type: none"> the technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers when presented with grade level material
4 Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
3 Developing	<ul style="list-style-type: none"> general and some specific language of the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support
2 Beginning	<ul style="list-style-type: none"> general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
1 Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support

Additional information about ML services including identification, assessment, services, and exiting from services can be found at the following link:

<https://provo.edu/student-services/government-programs/k-12-english-learnerstitle-iii/>

Health and Safety

Health Services

Our school has a range of health services offered to students. Canyon Crest has a school nurse that is on-site once to twice per week and a health clerk that is on site Monday through Friday. The following information captures some of the health services students have access to.

- Physical Health Services
 - First aid services when students experience injury, physical discomfort, illness, etc.
 - Health screening services such as vision and hearing
 - Immunization monitoring to ensure compliance with laws and policy
 - Medication administration per student health care plans
- Health Education
 - Teachers can request the school nurse and/or health clerk to teach students about the importance of healthy living
- Develops Individual Health Care Plans

- Some students require individual health care plans to access education and remain safe at school. Our school nurse and health clerk support students by collaboratively working with parents, teachers, and administrators to develop health care plans
- Community Partnerships
 - Our school nurse and health clerk can help parents get connected with community resources such as Utah County Department of Health, Wasatch Mental Health, etc.
- Emergency Preparedness
 - Our school nurse and health clerk support our emergency preparedness efforts, including facilitating trainings and drills (e.g., Stop the Bleed Training, administering epinephrine, responding to seizures, etc.) and keeping emergency supplies updated (e.g., first aid kits, shelter supplies, etc.)

More information about health services can be found at the following link:

<https://provo.edu/student-services/nurses/>

Emergency Procedures

Provo City School District has adopted the I Love You Guys Foundation standard response protocols for emergency situations. Students and faculty/staff practice at least one protocol each month. The protocols include the following:

- Hold
 - There are situations that require students and staff to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.
- Secure
 - The Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.
- Lockdown
 - Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.
- Evacuate
 - Evacuate is called when there is a need to move people from one location to another for safety reasons. An on-site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal. An off-site evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak, fire, or bomb threat.
- Shelter

- Shelter is called when specific protective actions are needed based on a threat or hazard. Training includes response to threats such as tornadoes, earthquakes, hazardous materials situations, or other local threats. Depending on the severity of the threat or hazard, students may be required to remain at the school building until reunification with parents can safely occur.

An emergency procedures parent handout published by the I Love You Guys Foundation can be found below.



STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

Students are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Adults and staff are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



EVACUATE

"To a Location"

Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.





STANDARD RESPONSE PROTOCOL

PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

SECURE

“Get Inside. Lock outside doors”



Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.

WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

LOCKDOWN

“Locks, Lights, Out of Sight”



A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unannounced drills, however it is highly discouraged to conduct one without announcing that it as a drill. That's called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It's important to differentiate between a **drill** and an exercise. A drill is used to create the “Muscle Memory” associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.



Additional information about the emergency procedures can be found at the following link: <https://iloveguys.org/The-Standard-Response-Protocol.html#Pre-K-12>

Provo City School District has also published the following information about emergency procedures: <https://provo.edu/student-services/emergency-situations-procedures/>

Please Note: Canyon Crest also has a Safety and Emergency Management Plan that outlines specific procedures and details. This information is released and shared on a need-to-know basis because it includes sensitive information such as reunification sites, individual student care plans, faculty/staff contact information, and other sensitive information.

Student Safety

To improve and enhance student safety, Canyon Crest has also implemented various safety measures, included, but not limited to:

- Visitor Management System and Secure Vestibule
 - All visitors, including parents, are required to check-in using the visitor management system located in the secure vestibule. Visitors must bring a valid ID (such as a driver's license) in order to check-in. The secure vestibule doors remain locked and/or guarded during school hours.
- Exterior Doors Remain Locked
 - All exterior doors should be locked during school hours. Instruction has been provided to students and faculty/staff to never prop exterior doors open during school hours.
- Drop-Off and Pick-Up Procedures
 - We ask parents and guardians to drop-off and pick-up students from the far right (east-most) lane.
- Safety Trainings
 - Students receive safety trainings in their classrooms about internet safety, not opening school exterior doors for strangers, what to do if you see a stranger on campus, emergency procedures, and more.
- Gates
 - Gates leading to the back of the school remain locked during the school day.
- Interior Door Locks
 - Retrofitting doors so they can lock from the inside.

Micromobility Vehicles

A micromobility vehicle is any small, low-speed, human- or electric-powered transportation device, including bicycles, scooters, electric-assist bicycles, electric scooters (e-scooters), and other small, lightweight, wheeled conveyances. A pedestrian conveyance is any human-powered device by which a pedestrian may move other than by walking (e.g., roller skates, roller blades, skateboard, non-motorized wheelchairs).

To ensure student safety, unless otherwise approved, students must not use micromobility vehicles or pedestrian conveyances on school grounds, including school sidewalks outside the school building.

The following safety regulations also apply (for those who have been approved to use a micromobility vehicle or pedestrian conveyance while on school campus grounds):

- All users must adhere to traffic laws and regulations while operating micromobility vehicles and pedestrian conveyances on a school campus.
- School campus sidewalks experience high traffic volumes during class change times, lunch breaks, and before and after school. Pedestrians have the right of way on sidewalks at all times. Anyone riding a device on campus must yield to pedestrians.
- Protective gear, including helmets, must be worn at all times while riding.
- The speed limit for all micromobility vehicles and pedestrian conveyances on a school campus is 10 mph.
- Micromobility vehicles and pedestrian conveyances must be operated in a responsible manner, avoiding reckless or dangerous behavior and demonstrating awareness of surroundings.
- Bicyclists have the same rights as motor vehicles but also must yield to pedestrians.
- All users should remove headphones, airpods, and earbuds and avoid cell phone distractions while riding on campus.

Parking and storage information is as follows:

- Designated parking areas for micromobility vehicles and pedestrian conveyances may be provided on the school campus.
- Users must park and store their vehicles in the designated areas only. Parking in non-designated areas is strictly prohibited.

Prohibited activities include the following:

- Riding micromobility vehicles and pedestrian conveyances indoors or in areas not designated for their use.
- Operating micromobility vehicles and pedestrian conveyances under the influence of alcohol or drugs.
- Allowing unauthorized individuals to use micromobility vehicles. Students may not drive golf carts on a school campus unless supervised by a campus employee.

Enforcement information is as follows:

- Report unsafe behavior on sidewalks and school campuses to the school administration.
- Violations of this policy may result in disciplinary action, which may include warnings, fines, confiscation of vehicles, or other appropriate measures deemed necessary by the school administration.

- Repeat violations may lead to more severe disciplinary action, including suspension or revocation of privileges to operate micromobility vehicles and pedestrian conveyances on the school campus.

For more information, please see Provo City School District Policy 7270: Use of Micromobility Vehicles and Pedestrian Conveyances on School Campuses at the following link:

<https://provo.edu/policies-procedures-forms/7000-community/policy-no-7270-use-of-micromobility-vehicles-and-pedestrian-conveyances-on-school-campuses/>

Homemade Foods

Parents are encouraged to provide healthy food options or non-food items to students for birthdays, celebrations, or parties. In accordance with Utah County Food Code (3-201.11 Compliance with Food Law), homemade or home packaged foods may not be served or sold at school. All foods served or sold at school outside of the school meal programs *must be commercially prepared and packaged* (never made from home). For more information, please see Provo City School District Policy 3401 Wellness at the following link:

<https://provo.edu/policies-procedures-forms/3000-students/policy-no-3401-wellness/>

Communication

School Calendar

Canyon Crest keeps a live, updated school calendar that includes important dates, events, and more, including, but not limited to:

- Monday through Thursday Early Release Dates
- Student, Educator Parent (SEP) Conferences
- Parent Teacher Association (PTA) Meetings
- Extended Day Programming
- Special Events such as Field Day, Graduation, Culture Day, Día de los Niños, Holiday Performances and Activities, STEM Night, STEM Fair, Hearing and Vision Screenings, Picture Day, Reflections, School Fundraisers, and more
- Safety Drills
- Initiatives such as White Ribbon Week, Red Ribbon Week, Sub For Santa, Bike to School Week, and more

This information can be accessed through our school's Google Calendar. We kindly ask that all parents stay informed by adding the Canyon Crest Google Calendar by going to the following link: <https://canyoncrest.provo.edu/school-information/calendar/> (select the "Subscribe to the Canyon Crest Calendar on Google" link)

The A/B calendar for students who participate in the Dual Language Immersion (DLI) program can access this calendar at the following link: <https://canyoncrest.provo.edu/> (see A/B Calendar link on the right-hand side of the screen)

Additionally, Provo City School District calendars can be found at the following link:
<https://provo.edu/human-resources/calendars/>

School Website and Social Media

Canyon Crest strives to keep an updated school website and social media to share important information with important stakeholders, including parents. We ask parents to check the school website at least weekly to stay routinely informed. If possible, we also recommend parents follow the school's Instagram social media pages.

School Website: <https://canyoncrest.provo.edu/>

School Instagram - @canyoncrest_cubs: https://www.instagram.com/canyoncrest_cubs/

Principal Instagram - @principaledwards: <https://www.instagram.com/principaledwards/>

Parents who do not want their child featured on the school website or in social media posts should contact the school's administrative assistant for more information about how to opt-out of photos.

Extended Day Programming

Program Options

Canyon Crest's Extended Day Programs provide activities that help children explore and discover new talents and areas of interest that they might not have the opportunity to experience otherwise. In the process, we hope the children will also develop a love for learning as well as valuable skills that will help them succeed throughout life, such as creativity, confidence, self-discipline, the ability to solve problems and work together as a team. The classes provide a safe environment for children to enjoy enrichment activities and to socialize with their peers. Programs are available Monday-Thursday for students in Grades 1 through 6.

Information about the classes offered can be found at the following link:
<https://canyoncrest.provo.edu/school-information/before-after-school/>

The following gives you an idea of some extended day program classes that have been offered at Canyon Crest:

- Art
- Board Games
- Canyon Crest Singers
- Chess Club
- Choir
- Cyber Defenders
- Drama
- Kindness Club and HOPE Squad
- Pickleball - Grades 1-3
- Pickleball - Grades 4-6
- Ukulele

There are no fees for participation in extended day program classes. The school calendar keeps an updated schedule for the days extended day program classes are held: <https://canyoncrest.provo.edu/school-information/calendar/>

Please contact the following individuals for more information:

- Kindness Club and HOPE Squad - Michael Blakey (social worker) - michaelbl@provo.edu
- Choir - Lauren Parker (music teacher) - laurenpa@provo.edu
- All Other Extended Day Program Classes - Angela Colton (extended day program coordinator) - angelac@provo.edu

Participation Requirements

Before a student attends any classes, parents are expected to read the Extended Day Program Guidelines (link and information below) and fill out the Registration Form online at

<https://canyoncrest.provo.edu/school-information/before-after-school/>

There are no fees for extended day program classes.

Health and Safety:

- **Illness:** A student may not attend the Before/After School Program with any of the following symptoms: Fever over 100°, Discolored Nasal Discharge, Sore Throat, Undiagnosed Rash, Severe Cold, Diarrhea, Inflamed or Watery Eyes, Vomiting, Contagious Illness. Parents and/or emergency contacts will be called to pick up your child if they come with, or develop, any of these symptoms during the day. Parents must come into the school and check out their student in the main office. The child may attend the program again when they are free of symptoms for a 24-hour period. All parents in the program will be notified in writing if their child has been exposed to a contagious illness. When our staff deems that emergency medical attention is necessary, they will call 911 then IMMEDIATELY contact the parent/guardian. After 911 has been called, it is up to the paramedics to decide on the appropriate action and medical care facility. The parent/guardian will be responsible for all medical costs. Provo School District will not be responsible for medical costs.

Technology Use

- Computer and Network services are provided to students who agree to act in a considerate and responsible manner and in accordance with the Provo School District Electronic Use Policy. Since the use of these services is a privilege and not a right, inappropriate use will result in the loss of these privileges and possibly disciplinary or legal action including criminal prosecution, suspension or expulsion. The Electronic Use Policy can be found at the following link: <https://provo.edu/wp-content/uploads/2022/02/4202-Procedure-1-Electronic-Resources-Students-1.pdf>

Attendance

- Consistent and regular attendance will enhance your child's enjoyment and experience in the program. Please encourage your student to attend every class. Attendance will be taken for enrichment classes. Because of class size limitations, we want to make sure we can serve as many students as possible. If your student does not attend regularly you will be notified by the program instructor. If attendance doesn't improve your student may be dismissed from the class so another student may fill their spot.

Pick-Up Policy

- For safety reasons, ONLY those authorized people listed by the parent/guardian on the Registration form will be allowed to pick up any student. If there is a change to these instructions they must be made PRIOR TO THE PICK-UP TIME. In the case of last minute changes, a phone call is acceptable. When a parent/guardian is picking-up a student before the end of an after school class, they must sign out the student at the main office before they can be released to go home. We will only release students according to the Transportation/Pick-up Policy. Students must be picked-up within ten minutes from the time the After School program ends. It is understood that conditions are sometimes beyond one's control (inclement weather, traffic, etc.) If these conditions arise, it is imperative that parents notify the school and put their emergency pick up plan into effect. Consistent late pick-up (more than 3 times) may jeopardize a student's continued participation in the program. If we have not been contacted, and parents or emergency contacts cannot be reached by phone, the student will be released to the local police department or social services. For security and safety purposes, program teachers and/or staff are not allowed to give any student a ride home.

Discipline

- All students are expected to follow these guidelines:
 - All Canyon Crest school rules (ROAR), the Provo City School District Policies, including Safe School Policies, and Computer Use policies.
 - Show respect for other students and teachers.
 - Stay with your before/after school program group.
 - Leave all personal belongings (e.g., phones, hand held video games and music players, etc.) in their backpacks. The school will not take responsibility for lost, damaged or stolen belongings.

Please discuss these guidelines with your students BEFORE they begin in the extended day program class(es). If a student does not abide by the guidelines, they will be given a warning. If they are asked a second time to abide by the rules, they will sit out from the activity for 5 minutes. If behavior has not improved and they are asked a third time to improve behavior, they will sit out for the rest of that day's program and a parent/guardian will be contacted about their student's behavior. If misbehavior continues, a conference between the Program Coordinator, class instructor,

parent/guardian, and student will be held to discuss ways to improve behavior and actions of the student and to improve staff and student relations.

Parents/guardians or students, who have questions or concerns about guidelines and procedures may speak with, or set an appointment with the Program Coordinator at 801-221-9873. Continued behavior problems or failure to follow the guidelines may result in removal from the program.

Extended Day Program Guidelines document:

<https://drive.google.com/file/d/1ecIDwXwL5rSC4M9uztG0jv7GziWzRsGU/view>.

More information about before and after school programs can be found at:

<https://canyoncrest.provo.edu/school-information/before-after-school/>

Parent/Guardian Involvement

Parent Teacher Association (PTA)

Canyon Crest's Parent Teacher Association (PTA) is made up of dedicated Parents, Teachers, and Staff. As a school, we are incredibly grateful for the service to our students and community the PTA provides. All parents are welcome to join PTA meetings whether they are an official member of the PTA or not. PTA meetings can be identified by accessing the school's calendar (link below). Generally, PTA meetings are held once per month. Often, a Zoom link is provided via email from the school a few days prior to PTA meetings so those who can not attend in person can participate virtually.

School Calendar Link: <https://canyoncrest.provo.edu/school-information/calendar/>

The following information comes directly from the school's PTA:

Our mission is to make every child's potential a reality by encouraging parent, teacher, and community involvement at Canyon Crest and to improve our school by funding and supporting programs that encourage learning and involvement.

The PTA fulfills many important needs at our school. As a PTA we:

- Organize volunteers for our school
- Improve communication
- Raise valuable funds for the school

The PTA is involved in many programs that benefit the health and well-being of the students at Canyon Crest from vision and hearing screenings, to digital safety, science, the arts, and beyond.

Although changes occur every school year, our goal remains the same - to encourage community among our students and families and to support our school with the necessary funding.

Help us make this the best year ever at Canyon Crest by joining PTA today!! Go to the following link to join: <https://canyoncrest.givebacks.com/>

We would also love to have you volunteer to help in any way you can. Go to the following link to volunteer: <https://canyoncrest.givebacks.com/>

Questions? E-mail canyoncrestpta@gmail.com.

Volunteering

Canyon Crest is grateful for the volunteers that support many school activities, events, and more. In many cases, we would not be able to adequately support or supervise activities such as field trips, field days, and more without the service our volunteers provide. If you have volunteered or are planning to volunteer, we express our immense appreciation for your time and service.

A "volunteer" is a person, whether parent, guardian, or other community member, who donates time and services without pay or other compensation. The different types of volunteers include the following:

- Volunteer "A": Individuals are given supervised access to students within sight of a District employee or in a public space. (5630 F1)
- Volunteer "B": Individuals may be given approved unsupervised access to students. Requires reference checks and a background check paid for by the school/location. (5630 F2 and F3)
- Volunteer "C": Paid volunteers who may be given approved unsupervised access to students. Requires reference checks and a background check paid for by the applicant. (5630 F2 and F3)

The work of volunteers will supplement and in no way supplant or replace the work of the professional and/or support staff. Volunteers are not to be left alone with a student or students out of sight of an employee without having completed a background check.

To be an approved school volunteer, an individual must read and sign the Provo City School District Approved Volunteers List. A parent signature on the list allows the parent to serve as an official school volunteer throughout the school year identified on the list. Volunteers must sign the list each school year.

Once an individual signs the Approved Volunteers List, the scope of the particular volunteer services, including duties, permitted and prohibited activities, and dates and times of service, will be provided by the supervising employee. In many cases, this would be a teacher. For example, volunteers for a field trip would be supervised and directed by the teachers attending the field trip.

Volunteers are subject to applicable school and District policies, rules, and procedures. In general, when interacting with students they must adhere to the same standards of conduct outlined for employees. To the extent possible, a volunteer should never be alone with a student.

Volunteers must acknowledge and agree to the following conditions:

- You have read and agree to abide by Provo City School District Policy No. 5630 – Volunteers.
- Volunteers are selected and approved at the discretion of the supervising employee.
- The particular services provided by a volunteer, including location, class, students, and duties to be completed, are chosen by the supervising employee. Volunteers must follow directives and instructions given.
- Volunteering in District schools is an appreciated service, but it is not a right. Volunteers may be directed to cease their activities and leave District property at any time for any or no reason.
- Volunteers are not to be left alone with a student or students out of the sight of an employee without having completed a background check and reference check.
- Volunteers hold no authority over any aspect of school or District programs, such as student participation or discipline, and may not hold themselves out as coaches/advisors, decision-makers, or representatives of the District or any team, group, program, or school thereof.
- Volunteers must adhere to applicable school and District policies, rules, and procedures. Volunteers must be appropriate and civil with students and must be honest and ethical in all their volunteer activities.
- Volunteers must not share or discuss their personal religious or political beliefs with or in the presence of students.
- Volunteers who become aware of any potential student disciplinary issue must report the issue to the supervising employee or the building administrator.
- Volunteers must maintain the confidentiality of student records and other information obtained during the course of their volunteer service.
- Properly recognized volunteers performing an approved service as assigned by the school or District may be eligible for worker's compensation in the case of an injury received in the course of the volunteer service. They may also be eligible for liability protection and indemnification normally afforded to paid employees of the District.

For more information about volunteers, please see the following links:

- Provo City School District Policy 5630 - Volunteers:
<https://provo.edu/wp-content/uploads/2018/07/07182018-5630-Volunteers.pdf>
- Provo City School District Policy 5630 Procedure 1 - Volunteers:
<https://provo.edu/wp-content/uploads/2021/08/5630-P1-Volunteers.pdf>
- Provo City School District Policy 5630 Form 1 - Approved Volunteer:
<https://provo.edu/wp-content/uploads/2018/02/02162018-5630-F1-Supervised-Volunteer-A-Approval-Form.pdf>

- Provo City School District Policy 5630 Form 2 - Volunteer Agreement: <https://provo.edu/wp-content/uploads/2018/07/07182018-5630-F2-VolunteerAgreement-ConsentForReferenceCheckandBCI.pdf>
- Provo City School District Policy 5630 Form 3 - Reference Check Form Volunteer B or C: <https://provo.edu/wp-content/uploads/2018/07/07182018-5630-F3-ReferenceCheckFormForSchoolVolunteer.pdf>

School Services

Child Nutrition

Child Nutrition is a critical component of our students' overall school experience including learning, holistic development, and health. All students at Canyon Crest have 25 minutes for their lunch block in order to provide them with the time needed to eat. If students need longer to complete their meal, they are welcome to stay in the cafeteria during their lunch recess time.

The Child Nutrition Department is run through Provo City School District. The Child Nutrition Department's mission is to provide all students with a wide range of safe, nutritious, and freshly prepared meals, including delicious entrées, as well as a variety of fresh fruits and vegetables every day. Child Nutrition strives to enhance student achievement by promoting nutrition, education, and physical activity, ensuring that each student can achieve their highest potential in lifelong learning, health, and overall well-being.

Apply for Free or Reduced Meals: <https://www.myschoolapps.com/>

Pay for School Meals and Add Meal Funds: <https://www.myschoolbucks.com/ver2/getmain.action?clientKey=&requestAction=home%27>

School Meal Menus: https://paypams.com/TN_Menus.aspx

For more information about Child Nutrition services, please see the following link: <https://provo.edu/child-nutrition/>

Transportation

Canyon Crest has three (3) buses that transport students to and from school. At school, bus drop-off and pick-up is in the front of the school building just off Canyon Road.

The Transportation Department is run through Provo City School District. The mission of the Transportation Department is to transport Provo city students to and from school in a safe, efficient, and positive environment. The Transportation Department states the following, "We recognize that we have a great responsibility in contributing to the social, emotional and moral development of our students. We believe kindness and caring can

effectively promote learning. We strive to create an atmosphere of mutual respect between co-workers, students and parents. We aim to serve as positive role models for the students in Provo.”

Canyon Crest Boundary Map:

<https://provo.edu/wp-content/uploads/2017/04/cc-boundary.png>

Find Your Bus Route: <https://provo.edu/transportation/find-your-bus-route/>

For more information about Transportation services, please see the following link:

<https://provo.edu/transportation/>

Social Work

Canyon Crest has one (1) full-time social worker that provides services to students and families. School social workers provide supports to students that enhance their emotional well-being and improve academic performance. School social workers are trained, licensed mental health professionals skilled in assessing and supporting the various needs of students and their families. One of the main goals of a social worker is to help students be safe, feel happy, and have a great educational experience at school.

Our school social worker offers the following services:

- Providing crisis management services, including assessing for safety
- Assessing students for support systems, physical and emotional functioning, barriers to academic performance, peer issues, suicidal/homicidal ideation, substance use, and similar issues
- Increasing student engagement and attendance in school by providing positive interventions and behavior support
- Providing therapeutic services to students on a case-by-case basis
- Conducting home visits and coordinating with parents
- Advocating for students to receive services to help them to be more successful in the classroom
- Providing access to and managing wellness spaces (where available)
- Providing case management services including, but not limited to, referrals to community resources and collaboration with other professionals
- Providing trainings and workshops to teachers, school staff and parents
- Providing behavior support
- Advocating for students while working closely with the school principal, counselor/psychologist, nurse, teachers, and other district personnel in a multidisciplinary team.

The school social worker also facilitates various groups and clubs such as:

- Kindness Club
- HOPE Squad
- Friendship/Social Skills
- Emotional Regulation
- Healthy Relationships
- Student Success

Additional information can be found at the following link:

<https://provo.edu/student-services/social-workers/district-social-worker-faq/>

Library

The Canyon Crest School Library and Media Center are integral parts of our educational program, providing a welcoming space where students can explore, create, and learn. The library is equipped with a various collection of books, digital resources, and multimedia materials to support literacy, research, and educational growth.

Students have the opportunity to visit the library at least once per week during their regularly scheduled Library Specialty time. The Library Specialty course is provided to students because the school library program is critical to the learning process and student academic success. The necessary skills for college and career-ready students include being literate in a wide range of digital, visual, textual, and technological formats. Students need to be able to access, evaluate, and process information strategically and methodically in order to make informed decisions and create products involving critical thinking skills. Library Specialty provides research- and inquiry-based instruction in order to develop the students' ability to find and use information to support their academic learning and personal development. Effective library instruction has three strands: Reading Engagement, Information and Research, and Media Literacy.

- Reading Engagement - Reading engagement is a foundational skill for learning, personal growth, and enjoyment. The degree to which students can read and understand text in all formats and all contexts is a key indicator of success in school and in life. The goal is to actively promote reading and provide equitable access to literary and informational texts in a variety of subjects, genres, and formats. The standards facilitate the acquisition of tools, knowledge and skills to allow every student to read for interpretation and the development of new understandings.
- Information and Research - Through engagement in the research process, students will apply critical thinking skills (e.g., analysis, evaluation, organization, synthesis) to draw conclusions and construct new understandings. Additionally, students will engage in research processes (e.g., inquiry-based, information problem solving). Such experiences will develop student self-confidence in solving problems in an environment where information resources and technologies are increasingly complex.
- Media Literacy - Media literacy is the competent application of literacy skills to media and technology messages. Its goal is to help students develop the habits of inquiry and skills of expression that they need to be critical thinkers, effective communicators, and active, digital citizens in today's world. By learning the standards and objectives, students will acquire an understanding of the elements, construction, and potential impact of media messages while learning to make informed choices in the use of media. Through collaboration with classroom teachers, these standards can be integrated into curricular units throughout a wide range of subjects to ensure students are equipped with these essential 21st century skills.

Students are encouraged to check-out books to read at home. We encourage students to independently read at home for at least twenty (20) minutes per day. We ask that students treat library books and materials with a high level of care and respect. Students are also expected to return any checked-out books before or on the date expected. Families may be responsible for replacing lost or damaged items.

Our school's library and media center also run book fairs throughout the school year, which include parent and community events such as Donuts and Grown-Ups, where parents (or a trusted adult) are welcome to come to the school building with their child(ren) to read with them at the school before school begins. Parents can purchase a book from the library or bring a book from home for this event. Book fair dates can be found on the school's calendar at the following link:
<https://canyoncrest.provo.edu/school-information/calendar/>

Canyon Crest is committed to creating a vibrant library experience where all students feel inspired to explore, read, and learn!

Technology

At Canyon Crest, we believe that technology is a powerful tool and resource for learning, exploration, and creativity. An important 21st Century skill for students to embrace is technology literacy and how to be responsible stewards of the technology they have access to.

Students are expected to use all technology devices, including school-provided equipment (such as Chromebooks), in a respectful, ethical, and appropriate manner. This includes following Provo City School District guidelines (see below), accessing only age-appropriate content, protecting personal information, and interacting kindly and respectfully in online and virtual spaces.

To support responsible technology use, we teach digital citizenship skills, such as:

- Online Safety: Understanding how to protect personal information and avoid unsafe or inappropriate content.
- Respectful Communication: Practicing kindness and respect when interacting with others online.
- Ethical Use: Avoiding plagiarism, respecting copyrights, and only using technology for its intended purposes.

Our internet safety and technology stewardship program includes lessons taught by the classroom teacher and an in-class or in-person assembly once per year. These resources are provided by the Net Positive organization. Parents can learn more about Net Positive at the following link: <https://www.benetpositive.org/>

Provo City School District Policy 4202 Procedure 1 - Electronic Resources: Students outlines the following expectations:

“Acceptable network use by district students includes:

- Creation of files, projects, videos, web pages and podcasts using network resources in support of educational research;
- Participation in blogs, wikis, bulletin boards, social networking sites and groups and the creation of content for podcasts, e-mail and web pages that support educational research;
- The online publication of original educational material with parental permission;
- Curriculum related materials and student work. (Sources outside the classroom or school must be cited appropriately.); and
- Accessing cloud resources such as e-mail, file shares, and other educational services.

Unacceptable network use by district students and staff includes but is not limited to:

- Personal gain, commercial solicitation and compensation of any kind;
- Liability or cost incurred by the district;
- Downloading, installation and use of games, audio files, video files or other applications (including shareware or freeware) except where prior approval from school principal, administrator, or the technology department has been given;
- Support or opposition for ballot measures, candidates and any other political activity;
- Using obscene, vulgar or inappropriate language;
- Hacking, cracking, vandalizing, disabling anti-virus software, the introduction of viruses, worms, malware, Trojan horses, time bombs, network scanning, etc. and making changes to hardware, software and monitoring tools;
- Unauthorized access to district servers, computers, electronic devices, networking equipment and information systems;
- Physically damaging computers, computer systems or computer networks;
- Cyber-bullying, hate mail, defamation, libel, harassment of any kind, discriminatory jokes/remarks/images;
- Information posted, sent or stored online that could endanger others (e.g., bomb construction, drug manufacturing);
- Using the equipment in any way that is inconsistent with individual school policies;
- Circumventing Internet or email filters to access non-CIPA compliant content. (CIPA – Children’s Internet Protections Act);
- Possess, while at school or any school-related activity, any pornographic or sexually explicit material in any form on any device personal or District (Cloud storage services such as dropbox, copy, and sugarsync place digital copies of files on a your device);
- Violating copyright laws;
- Sharing passwords or granting access to a district network service by logging in for students, patrons, or employees;
- Using your password to authorize District information not directly necessary to accomplish current duties;
- Trespassing in others' folders, work or files (School officials may monitor folders, work, or files without permission or notice);

- Intentionally disrupting the system or wasting resources in any way (such as disk space, printing capacity or electronic intrusion);
- Accessing, uploading, downloading, storage and distribution of obscene, pornographic or sexually explicit material; and
- Attaching unauthorized equipment to the district network. Any such equipment may be confiscated.”

Provo City School District Policy 4200: Fostering Ideal Learning Environments: Electronic Device Restrictions outlines expectations and the district-wide policy for cell phones, smart watches, and other similar devices. This policy states the following:

“In our ongoing efforts to foster an ideal learning environment, we acknowledge the significance of cell phones and other electronic devices in modern society. This electronic device policy is designed to establish guidelines for the appropriate use of cell phones and electronic devices within the Provo City School District as we seek to balance the educational benefits of technology with the need for maintaining a productive and focused learning environment. By adhering to this policy, students contribute to a positive and focused learning environment that prioritizes academic achievement and personal responsibility. Cooperation and respect for these guidelines are essential for the safety and well-being of all members of the school community. We also acknowledge the need for educators to design and implement rigorous, engaging lessons from bell to bell to provide productive learning environments that lead to increased student performance.

Purpose

The purpose of this policy is to accomplish the following:

- Ensure student safety and well-being
- Increase student proficiency and mastery of standards
- Create a productive learning environment by minimizing distractions and interruptions during instructional time
- Encourage responsible and respectful use of technology
- Support effective classroom management practices

Electronic Devices Framework for All School Levels

- Cell phones and other electronic devices are permitted on school grounds, but their use is restricted to specific times and dedicated locations.
- Students are solely responsible for the care and security of their cell phones and electronic devices. The school is not liable for any loss, theft, or damage to personal devices.
- Usage during class or school activities requires explicit approval from teachers or administrators, aligned with educational purposes. Administrative exceptions may be granted for students with individual education plans (IEPs), 504 accommodations, and individual health plans.
- In the event of an emergency, students may use their cell phones to contact parents/guardians, emergency services, or school personnel. Students must

immediately inform a teacher or school administrator if they need to use their cell phone for an emergency situation and follow their school's rules for such use.

- Each individual school shall develop a schoolwide policy for electronic devices that aligns with the requirements and restrictions for their particular level.

Electronic Devices Framework for Elementary Schools:

- Cell phones, smart watches*, headphones and earbuds are not to be seen, heard or used in the school building during school hours. Electronic devices must be stowed away in a backpack, secured by the student and set to a mode where notifications cannot be received. Smart watches must also be set so that notifications cannot be received.
- If a student needs to communicate with a parent/guardian, they may use their cell phone in either the front office or counseling office with permission. Students are only to contact parents or guardians who may be assisting them with a crisis during the school day.

*Note: In January 2025, schools received notification that the district's Board of Education intends to adjust this language for elementary school students, which will allow students to wear smart watches on the condition that they are not a distraction and not disruptive during the school day.

- No sending messages
- No making or taking phone calls

Consequences for Violations

Each school will follow this series of consequences for cell phone, smart watch, earbuds, headphones, and other electronic device violations and communicate this clearly with students and parents. Teachers will be asked to remind students at the beginning of the school day or at the beginning of class to put their phones, earbuds, and headphones away in their backpacks and to set their electronic devices in a mode where they will not receive notifications

Violations of this cell phone policy will result in disciplinary action, which will include:

- First offense: Students will be given a container or pouch that can be locked. The student will place their cell phone and/or electronic device(s) in the container, and it will be locked. The student will keep the locked container with their electronic device(s) throughout the remainder of the school day. At the end of the school day, the student will go to the office where an administrator will unlock the container allowing the student to access their electronic device(s).
 - The incident will be recorded as a disciplinary incident in PowerSchool.
 - No cell phones or electronic devices will be confiscated by teachers.
 - Parent/caretaker will be notified if a cell phone or other electronic device has been locked up in a container.
- Second offense: The same process will be followed as for the first offense, except the administrator will not unlock the container with the phone or electronic device(s) until a parent is contacted and notified of the second offense. At the

parent's request, the electronic device(s) will be unlocked, and the device(s) returned to the student.

- The incident will be recorded as a second disciplinary incident in PowerSchool.
- No cell phones or electronic devices will be confiscated by teachers.
- Parent/caretaker will be notified by the administrator and parent/caretaker will request that the cell phone and/or electronic device(s) be unlocked and returned to the student.
- Third offense: The same process will be followed as for the second offense, except the parent and student will be required to meet with the administrator to create a cell phone and electronic device contract and a plan for supporting the student in following this policy.
- Repeat violations may result in escalated consequences, up to and including suspension or loss of privileges.
- Provo City School District and individual schools will clearly communicate progressive consequences regarding cell phone violations so that parents and students are aware of expectations.
- Students who refuse to lock up their cell phones and electronic devices when prompted by a teacher to do so will be immediately referred to the administration. Students who seek to undermine the consequences of inappropriate use of electronic devices will face further consequences, including but not limited to losing the privilege to bring their phone on campus and receiving a fine for damaging a locked container.

Families are encouraged to reinforce technology values at home by monitoring their child's technology use and having open discussions about responsible online behavior.

Violations of our technology guidelines may result in restricted access to devices or additional instruction on responsible technology use. Our goal is to equip students with the skills they need to navigate the digital world safely, responsibly, and effectively.

For more information about technology, please see the following links:

- Provo City School District Policy 4202 - Electronic Resources:
<https://provo.edu/wp-content/uploads/2022/09/4202-Electronic-Resources.pdf>
- Provo City School District Policy 4202 Procedure 1 - Electronic Resources: Students:
<https://provo.edu/wp-content/uploads/2022/02/4202-Procedure-1-Electronic-Resources-Students-1.pdf>
- Provo City School District Policy 4202 Procedure 3 - Electronic Device User Agreement Students:
<https://provo.edu/wp-content/uploads/2022/02/4202-Procedure-3-Electronic-Device-User-Agreement-Students.pdf>
- Provo City School District Policy 4200 - Fostering Ideal Learning Environments: Electronic Device Restrictions:
<https://provo.edu/policies-procedures-forms/4000-curriculum-instruction-assessment/policy-district-cell-phone-policy/>

In an effort to keep students safe, Provo City School District uses a platform, Bark for Schools, to help us monitor school-issued accounts for signs of digital dangers. When potential issues like cyberbullying, suicidal ideation, and threats of violence arise, Bark sends the school a notification. Bark for Families links you to your child enabling you to receive these alerts. For more information, please see the following website:

<https://www.bark.us/schools>

Parents can also contact Provo City School District's Technology Department for technical support and more information (including using the Blocks platform to manage Chromebooks at home) by going to the following website:

<https://provo.edu/departments/technology-support/>

Feedback and Concerns

Procedure

In the spirit of continuous improvement, we appreciate the feedback and concerns that stakeholders, including parents, share with us. To share feedback or report concerns at Canyon Crest Elementary, we generally suggest the following approach:

- 1. First, communicate with the individual to share direct feedback (e.g., your child's teacher). Start by discussing the concern directly with the individual. Open and respectful communication is key to finding a solution together. It always helps when the individual can understand the perspective of parents and students.
- 2. If the issue remains unresolved, contact a member of the administrative team: If further support is needed after speaking with the individual (e.g., your child's teacher), reach out to the school's administrative team. They are available to assist in addressing your concerns and ensuring a positive outcome for your child's learning experience.