



CHINOOK TRAIL

MIDDLE SCHOOL

PLAYBOOK



The Chinook Trail Playbook serves three purposes:

- To give PARENTS a brief overview of what the Ultimate Learner Competencies mean to us and how they fit into our model of learning at Chinook Trail Middle School
- To inform all stakeholders of the CTMS Nuts and Bolts—school information
- To give STUDENTS an overview of how they will practice, develop, and demonstrate the Ultimate Learner Competencies in their quest to become lifelong learners

Section I: Overview

Section II: Parent Playbook

Section III: Nuts and Bolts

Section IV: Student Playbook

This information is supplemental to the *Handbook of Students' Rights and Responsibilities and Annual Notifications to Parents* which you acknowledged through your Infinite Campus Extended Parent Portal.



CHINOOK TRAIL

MIDDLE SCHOOL

OVERVIEW

At Chinook Trail Middle School, we are a child-centered, learning-first community of life-long learners who strive to improve every day for the students we serve. We value integrity, trust, respect, collaboration, inclusivity, excellence, and general wellness for all. What is special about CTMS, though, is how much we:

- share information openly, broadly, and deliberately
- are extraordinarily candid with each other
- focus all our efforts on the method and development of learning

Our core philosophy is people over process in operating as a true learning organization. More specifically, we have great people working together as a team. With this approach, we are a more flexible, fun, stimulating, creative, collaborative, and successful learning organization for children and adults alike. We work hard, and we play hard!

This *Playbook* is intended to be used as a guiding framework and reference.



Engage



Employ



Empower

VISION

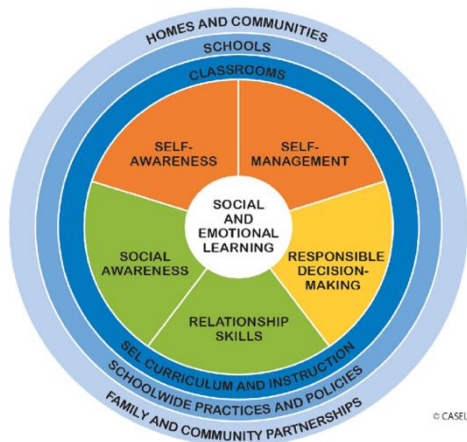
Chinook Trail Middle School is a community of lifelong learners who value relationships built on trust. We create collaborative learning environments that cultivate student curiosity, empathy, and risk taking. Because our students learn through studying real world issues, they are empowered to seek solutions for future success.

OUR APPROACH TO LEARNING

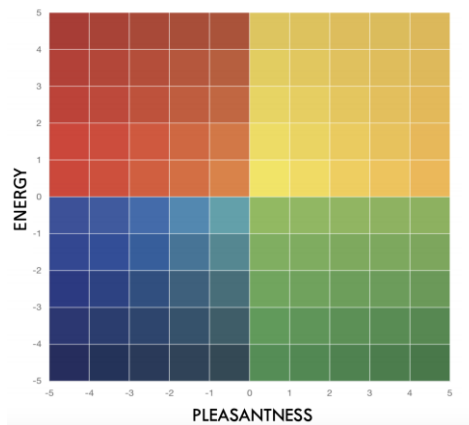
It is clear that our graduates will need to learn and re-learn all of their professional lives, which means we should equip them with a foundation that helps them manage and direct their own learning. When we give students the opportunity to solve real world problems, they develop agency, which allows for greater personalization of the learning process and promotes ownership of their learning. We aim to focus not just on learning, but the process of acquiring and applying new information in an effective way to help our students develop the essential skills to lead, be creative, innovate, problem solve, and collaborate while keeping the human perspective at the center of design and decision-making. We will help students evolve using three approaches to teaching and learning.

WHOLE CHILD EMOTIONAL INTELLIGENCE

Each learner will know and understand who they are by recognizing one’s own emotions and how they influence behavior; by successfully regulating one’s own emotions, thoughts, and behavior; by taking a perspective of and empathizing with others; by establishing and maintaining healthy and rewarding relationships; and by making constructive choices for the well-being of oneself and others. Through an advisory model, as well as supports such as Sources of Strength and RULER, students will harness the power of human connection, allowing them to build lasting relationships based on trust and respect.



The RULER Approach



SOCIAL AND EMOTIONAL LEARNING

CASEL (Collaborative for Academic, Social, and Emotional Learning)
Core Social and Emotional Competencies:

- **Self-Awareness:** Identifying emotions, accurate self-perception, recognize strengths, self-confidence, self-efficacy
- **Self-Management:** impulse control, stress management, self-discipline, self-motivation, goal-setting, organization skills
- **Social-Awareness:** perspective-taking, empathy, appreciating diversity, respect for others
- **Relationship Skills:** communication, social engagement, relationship-building, teamwork
- **Responsible Decision Making:** identifying problems, analyzing solutions, solving problems, evaluating, reflecting and ethical responsibility

Sources of Strength

A best practice youth program designed to harness the power of peer social networks to change unhealthy norms and culture, ultimately preventing bullying, and substance abuse. The mission of Sources of Strength is to prevent suicide by increasing help-seeking behaviors and promoting connections between peers and caring adults. This upstream model strengthens multiple sources of support (protective factors) around young individuals so that when times get hard, they have strengths to rely on.

RULER

RULER is a systematic approach to social emotional learning. RULER is an acronym for the five skills of emotional intelligence:

- Recognizing
- Understanding
- Labeling
- Expressing
- Regulating

COMPETENCY-BASED LEARNING

The first step in realizing this vision is to take a competency-based approach to learning, because we believe it is in the best interest of our students. At its fundamental core, competency-based learning means being explicit about what students will learn and how they will be assessed on their learning. There are two major tasks that we are trying to accomplish; to be clear about the learning goals and evaluation criteria for students and to be equitable in providing them choices to demonstrate their learning. Competency-based learning is part of the vehicle that makes that more possible for our students and our learning community. For us, the state standards are the floor, not the ceiling. Using both the standards and the competencies, students will be equipped with essential tools in order to deliberately develop knowledge, skills, and characteristics that will transfer to life.

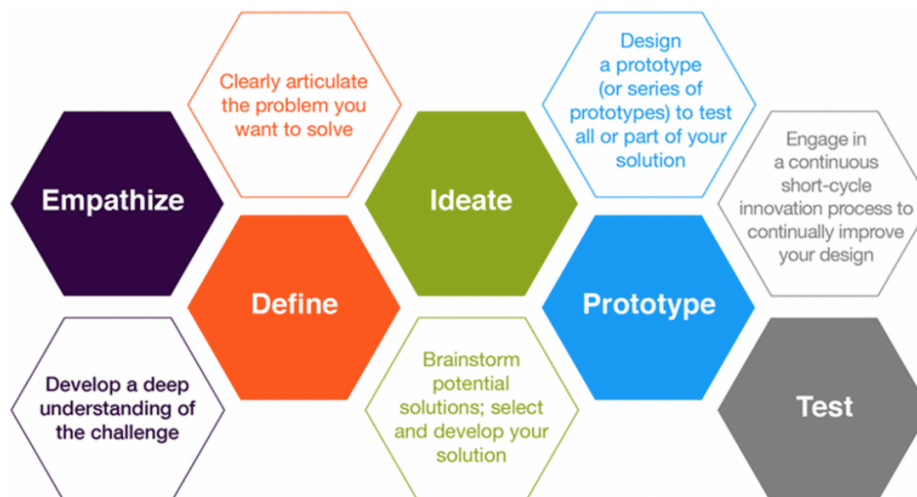


DESIGN THINKING AND SUSTAINABLE DEVELOPMENT GOALS

Design Thinking

Design thinking is a creative and collaborative process for identifying problems and coming up with innovative solutions. It is a strategy for teachers to engage students in an active, meaning-making method that encourages the connection of core content with real-world application. In the end, design thinking is a way to plan and facilitate project-based learning.

The process is adaptable enough to be used in a range of subject areas and is naturally interdisciplinary. In any design project, students have practical and relevant opportunities to improve verbal, written, and visual communication skills. Beyond these considerations, utilizing the design thinking process is an applied way to give students a running start for the jobs and challenges of tomorrow.

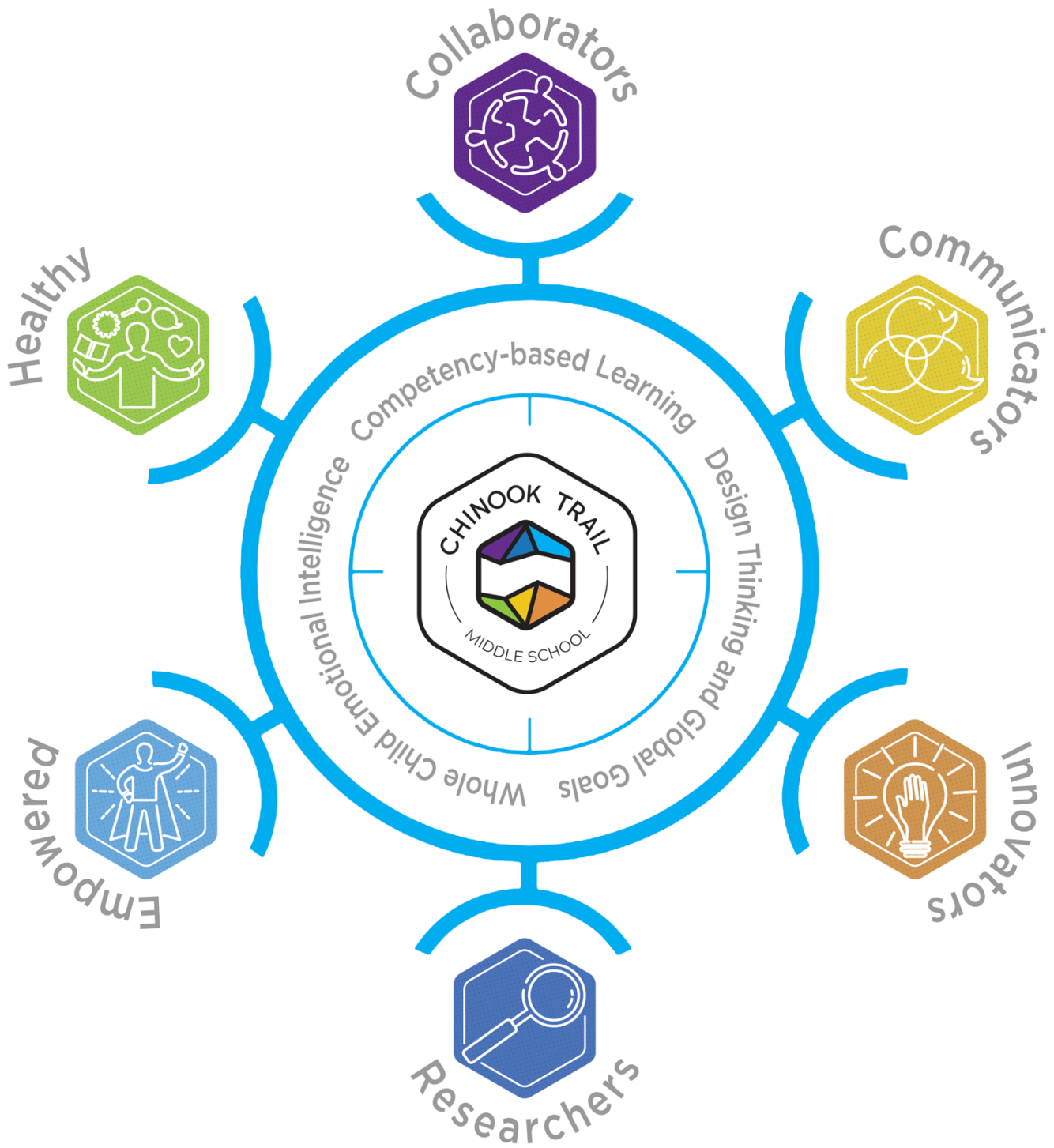


Sustainable Development Goals

In 2015, world leaders agreed to 17 goals for a better world by 2030. These goals encourage us to explore and solve issues surrounding social, economic, and environmental issues. We will use the goals as contexts for learning, allowing students to utilize a design thinking approach to creatively and collaboratively identify problems and come up with innovative solutions, connecting core content to the real world. Goals that we may explore are:



CTMS Learners are collaborators, communicators, innovators, and researchers, who are empowered and healthy for life.



PARENT PLAYBOOK

Here is a brief overview of what these Ultimate Learner Competencies mean to us when working together in support of your child, as well as how it fits into our model of learning at Chinook Trail Middle School.

COLLABORATORS

We actively listen and respectfully participate in groups; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.



Welcome to our team. In order to best support your student, we must foster collaboration, embrace a diversity of viewpoints, and support information sharing. When highly capable people work together in a collaborative context, they inspire each other to be more creative, more productive and ultimately more successful as a team than they could be as a collection of individuals. Collaboration and trust work well because our colleagues are both exceptionally skilled at what they do, and at working well with others.

We strive to have calm confidence, and yet yearn to improve. Relationships must withstand periods of frustration and struggle. In addition, they must be predicated on trust, confidence, and a sincere belief in one's capacity to excel. *We suck compared to how great we want to become.* As we begin this school year, we commit to maintaining the spirit of collaboration at every level. We encourage you to become part of the Chinook Trail community.

Competency-based learning will require your student to collaborate with their teachers to share their current understanding of target learning objectives and areas they may need greater support. Additionally, the design thinking process never occurs in silos and will require students to use effective communication and questioning skills with their peers. We know our leaders of tomorrow will require the soft skills of being able to interact with others in a positive and proactive manner.

COMMUNICATORS

We analyze and respect the perspective of others and ask useful questions to clarify and improve our positions in order to effectively communicate for varied purposes.



In order to best support your student, it is very important that we communicate frequently and honestly about where we stand in our work together, so surprises are rare. In the tension between honesty and kindness, we lean into honesty. No matter how honest, though, we treat people with respect.

Please join us in a back and forth dialogue, so we can clarify the different views in order to come together and make decisions in the best interest of children. We make the assumption that you are coming forward to share questions and concerns in a positive, solution-seeking manner, and we ask that you respect the same in us.

Communication is a vital skill in everyone's world. We will support developing communication skills in your child through a variety of learning experiences, which may culminate in the sharing of ideas and solutions to an audience at the end of a project or unit.

INNOVATORS

We analyze relationships and explain the meaning of challenges or situations in order to generate our own questions, define our opportunities, and ideate to build solutions and test ideas to complex issues.



We believe that learning is constant; that all aspects of a school are evolutionary and subject to improvement, and that change for the sake of advancement is desirable. The idea that we need to iterate and constantly evolve is one of our most important themes. At Chinook Trail Middle School, we encourage our students to take risks, learn from failure, and design a better future. Students and staff understand how future ability evolves from present ability and approach learning to improve both the self and the world.

We will live our motto and **BE CURIOUS!** Curiosity relates to learning and innovation in three ways:

- Curiosity is a way to challenge the status quo by pushing us out of our comfort zone.
- Curiosity directly helps ideas to emerge.
- Curiosity helps us to make connections and repurpose things, which leads to solution finding.

We must try all kinds of things and make plenty of mistakes as we search for improvement. In general, freedom and rapid recovery is better than trying to prevent error. We seek to create innovative learning experiences, not traditional spewing of information for students to regurgitate. We must be agile and respond in a timely and appropriate manner to ineffective plans to correct the course of learning for all stakeholders. We invite you to innovate with us in order to cultivate strong learners.

Through a variety of learning experiences, the process of design thinking, and the exploration of the world around us, we aim to curate curiosity and an innovative mindset within your child.

RESEARCHERS

We collect, analyze, and evaluate data and information ethically to construct explanations in order to generate new knowledge to better understand the world around us.



We strive to operate as action researchers. We will spend lots of time determining learning targets and demonstrations of mastery based in standards, then trust each other to collaborate with your students in a manner that will best meet your child's needs. Once common measures of mastery have been employed and data collected, we will share in candid dialogue about what worked or what didn't. We may find that an approach was too vague or irrelevant for our students, or the learning strategies were not aligned with the agreed target or standard and make the necessary adjustments to ensure student learning. As an organization, we will reflect on how we can do better at the end of instructional units to maximize the learning potential of all individuals.

All units will require some level of research and understanding to gain empathy in order to come up with solutions for the future. Exploring the global goals provides an authentic context for learning and allows students to creatively and collaboratively identify problems and come up with innovative solutions, thus connecting state standards to the real world.

EMPOWERED LEARNERS

We know our purpose; we self-direct, self-evaluate, self-monitor, and self-advocate; we persist in the creative process by innovating from failure in order to demonstrate mastery of our own learning.



Students make important decisions about the direction of their learning and their lives. At Chinook Trail Middle School, we listen to our young people and, instead of prescribing paths, we present options, and teach skills pertaining to leadership and choice.

Our goal is to inspire people more than manage them. We trust our teams to do what they believe is best for our Chinook Trail community — giving them lots of freedom, power, and information in support of their decisions. In turn, this generates a sense of responsibility and self-discipline that drives us to do great work that benefits our students and school. We believe that people thrive on being trusted, on freedom, and on being able to make a difference. So, we foster freedom and empowerment wherever we can.

Inevitably a few members of our organization, both students and staff, may fall short of our expectations. When such instances occur, we aim to address the circumstance in real-time and teach first. This is where open, honest, candid dialogue regarding our expectations take root and keep our students at the center of positive, proactive, solution-oriented decision-making. Please familiarize yourself with the Academy School District 20 Student Code of Conduct for specific policies regarding behavior expectations in our school setting.

Competency-based learning empowers students to own their learning and understand themselves better as a learner. We will be purposeful in creating and nurturing a positive learning community, building meaningful relationships, and encouraging excellent social, emotional and physical health.

HEALTHY LEARNERS

We understand the impact of our choices on our mental, emotional, social, and physical well-being in order to positively enhance lifelong wellness.



Wellness is a multifaceted approach to living that promotes being well in all areas of life. We believe that for educational professionals to promote wellness for our children, we need to model and engage in healthy behaviors ourselves. In other words, we support and encourage each other through our professional and personal strengths and needs, including the daily life struggles we all face. We must engage in mentally stimulating activities, foster creativity, and expand our knowledge and skills. By creating meaningful interpersonal relationships that feel supportive and satisfying, we will contribute positively to each other and our community. We ask the same of you as parents.

Our focus on whole child social-emotional intelligence is all-encompassing effort to develop the skills necessary to be a healthy individual. In addition, by encouraging students to build empathy through the first stage of the design thinking process, students will gain perspective-taking skills and develop a respect for diversity in society.

The next section of this PLAYBOOK contains more nuts and bolts...probably the information you first came here to find.

NUTS and BOLTS



School Hours

Office Hours: 7:45 am - 3:15pm

Academic Day: 8:00 am - 3:05 pm

The school is open from 7:45 am to 3:15 pm Monday through Friday. Campus supervision begins at 7:45 am and ends at 3:15 pm. Any meetings prior to 7:45 am or after 3:15 pm must be pre-arranged with a staff member. During periods of inclement weather, the cafeteria will open at 7:30 am for student access.

Students must leave the building and be off campus by 3:15 pm unless they're in an adult supervised activity.

Two-hour Delayed Start and PLC Late Start Schedule: 10:00 am – 3:05 pm

All before school activities will be cancelled for that day. Adult supervision will start at 9:45 am.

Attendance

Calling in Absences and Signing Students In and Out

If your child will be late or absent, it is important for you to notify our Attendance Office at 719-234-5800. All late arrivals are considered unexcused unless the student is signed in by a parent/guardian or approved by an administrator. If a student needs to leave school early for an appointment, the parent/guardian or a member of the family, as listed in Infinite Campus, should notify the office prior to pick-up. Please sign students out in the Welcome Center before leaving the campus. A photo ID is required.

Attendance and Extracurricular Activities

If a student is absent from school for any reason, they may not participate in after school and/or extra-curricular activity (e.g., athletics, dances, clubs, etc.) on the day of the absence. The student must attend more than half (more than 3.5 hours) of the school day to be eligible to participate in after school and/or extra-curricular activity.

Communication

General Information/Questions

Academy District 20 and Chinook Trail Middle School are committed to a learning and working environment free from any form of violence and abuse including, but not limited to, actions, words, or insults toward our students, staff, and parents. We believe that effective communication is at the heart of student success. The three tenets of effective communication are:

- Be respectful
- Be student-centered
- Be solution-oriented

Communication must begin with the person closest to the student and the problem (in most cases, the teacher). Parents are required to contact teachers first with their concerns prior to contacting a counselor or administrator. Parents who have not contacted the teacher will be directed back to the teacher if the teacher is not aware of concerns from a parent. Teachers will return emails and phone calls within two school days.

20 Alert

20 Alert is an e-mail alert and news system that provides parents with the most current news and information that pertains to the school and district. You will automatically receive bulletins via e-mail, etc. from schools in which you do have students enrolled. If you are not receiving these alerts, please contact the help desk at help@asd20.org.

Emergency Closure Procedure

Snow Days are called by the District 20 Administrative Office. District 20 Alerts will be sent out to parents who have provided this contact information. On days when inclement weather is a factor, please listen to local radio and TV stations for closures or cancellations. You may also check the Weather Alert on the district web site www.asd20.org.

Cell Phones and Personal Electronics

Cell phones do not have a place in the learning environment. Cell phones **will remain** in students' backpacks throughout the day. Students who have their phones out will be redirected to put their cell phone in their backpack as a first warning. If there is a second violation, the staff member will hold the phone until the end of the class period and contact home. A third violation will result in confiscation of the phone, which will be turned into the office and a parent will need to collect it at their convenience.

Personal Electronics include headphones/ear buds/AirPods, iPads, tablets, gaming devices, and anything not associated with educational activities.

Chinook Trail Middle School and Academy School District 20 do not assume responsibility for lost, stolen, or damaged personal electronic devices or property.

Conferences

The goal for any conference is to focus on a positive outcome for student success. Conferences are held in the fall (October) and in the spring (March) and scheduled by appointment.

- Conferences will focus on academic performance and personal growth and will be with all four core teachers.
- Exploratory and learning services teachers will also be available during this time to discuss student performance.

Meetings with individual content teachers may be arranged during any time of the year to address specific academic concern in a more immediate manner.

Field Trips

Parent/Guardian permission slips are required for all field trips. If your child's class is planning a field trip, you will receive detailed information including date, time, special requirements, and any necessary fees for admission/transportation. Any parent volunteer for a field trip must have a Colorado Bureau of Investigation (CBI) background check done. Any non-parent volunteer going on the field trip must have a more extensive background and fingerprint check completed.

Financial Assistance

Applications for free/reduced lunches must be renewed yearly and are available from the D20 Education Administration Center or the school counselor. Children who receive free/reduced lunches are not identified, and all information provided is confidential. If you think you may qualify, please request the form from the district office.

Academics

Learning is our Goal: Grades are not about what a student earns, but what a student learns. The focus at Chinook Trail Middle School is on how students learn best and their individual growth. Remember, that grades are just one way we can communicate that progress. Always feel free to reach out to teachers with questions and to clarify anything you need throughout the year.

Learning Requires Teamwork

- ***Student Role:***
 - Be prepared.
 - Complete all your work on time; every assignment matters!
 - Use your Student Learning Guide as a resource for what you are learning and why you are learning it

- Use feedback from teachers and/or your peers, ask questions to ensure progress toward mastery, and reflect on the Ultimate Learner Competencies when asked
- **Parent Role:**
 - Encourage your student and help bridge communication between your student, their teachers, and you.
 - Read your child's Student Learning Guides provided at the beginning of every instructional unit to know learning goals and how learning will be assessed.
 - Use the Schoology gradebook to see feedback and progress on individual assignments. For a deeper look at your student's growth towards their learning targets, have your student log in to their student schoology account or use your parent login. Select the course you would like to view and then Select the Mastery Tab on the left hand side of the screen.
- **Teacher Role:**
 - Design standards-aligned instruction that is challenging, relevant, and meaningful.
 - Meet all student's individual needs.
 - Communicate with students and families regularly through Schoology and give specific and timely feedback.

Standards-Based Grading and Reporting

How are academic grades determined?

Each class has a set of standards (content knowledge and skills) that your student will work on mastering throughout the year. Teachers will track work through a body of evidence (classwork, assessments, applications of learning, observations, dialogue with students) to show how students are growing in their learning as reported in Schoology. The score for each standard is the most accurate reflection of how your child is progressing towards the identified learning target. Students can work to demonstrate the knowledge and skills being assessed as many times as it takes for them to master the standards. You will be able to see this progress by viewing the Mastery section of Schoology, which your students can show you.

Proficiency Level Descriptors

Student growth will be tracked on a 1 to 4 scale. If a student is between two proficiency levels, they may receive a .25 increment to indicate progression towards the next level.

4—Exceeds: The student regularly meets, and, at times, exceeds the standards described

3—Meets: The student consistently meets the standards

2—Progressing: The student is beginning to and occasionally does meet the standards

1—Not Yet: The student is emerging, often needing help or is not yet meeting the standards described

From 4-1 to A-F

The Mastery Tracker score for each standard is the most accurate reflection of how your child is progressing. The student's final letter grade, as reported in infinite Campus, will be made by the teacher after considering the student's entire body of evidence. This is how our percentages translate to a letter grade.

1 = D → 37.5 - 49% 2 = C → 50 - 62% 2.5 = B → 62.5 - 74% 3 = A → 75 - 89% 4=A+ → 90-100

Schoology

Teachers use the Schoology gradebook to report formative assessment, summative assessment, and other demonstrations of mastery from the body of evidence they've been collecting. Within the Schoology gradebook, students will have a bar graph that shows a student's mastery of the standards (content knowledge and skills). Please see the video titled *Standards-Based Grading Through Schoology* in the **Video Links** page of our website for a thorough explanation.

Grades View—Schoology

You can see a list of all the assignments with grades, as well as any comments left by the teacher. Each assignment link takes you to your student's work and the teacher's feedback. If multiple targets are being assessed, click the box icon to see your student's overall rubric. A dash will be shown if your student has not submitted an assignment or an assignment has not been scored by the teacher.

Assignments for most classes will be placed into categories corresponding to each unit of learning. For Math classes, students will have three categories, Academic Standards for their class assignments, assessments and any demonstrations of mastery, Collaborators for group work such as their team tests, and Empowered Learner for independent practice such as homework.

Assignment	Grade
Design Thinking Checkpoint	Meets
Final Design Project	8 / 12
Monday Aug 24: A Day in the Life Timeline	Approaching
Thursday August 27: Top Ideating	Not Yet
Top Data Collection	Meets
Tuesday August 25: Picture Stories	Meets
Wednesday August 26: Defining a Problem	Approaching
(no grading period)	(0%)

Mastery Tracker—Schoology

Within the Schoology gradebook, students will have a bar graph that shows a student's mastery of the standards (content knowledge and skills.) This information allows parents to see a student's strengths and areas for growth towards specific learning targets.

This is how your course looks to Butter Fly

Use this tool to see how your course appears to each member. You can always change the visibility of your course materials by adjusting the availability of each item.

Enter a member's name

CTMS Jennifer Richardson Sandbox: Section 1

Butter Fly Objectives Report

Learning Objectives	Grade	Progress
Design Thinking 1 I can empathize with a target audience.	★ Exceeds	100% Tuesday September 1: Design Thinking Checkpoint Wednesday/Thursday September 2/3: Final Design Project Monday Aug 24: A Day in the Life Timeline Tuesday 25: Pi Sto
Design Thinking 3 I can present my product to my peers and share it with CTMS.	★ Meets	100%

We highly encourage you to use our document titled *How to Access 20 Learn Schoology at CTMS* so you can see what and how students are learning, as well as feedback and mastery scores. Please contact your student's teacher if you have questions or need more explanation of our gradebook.

Reporting in Infinite Campus

Throughout the quarter, teachers will synch their grades to Infinite Campus for ease of use and communication with parents and students. Please watch for any messages that help identify missing work or current D and F grades.

At the end of the quarter teachers will examine the entire body of evidence (classwork, assessments, applications of learning, observations, dialogue with students) and the grades reported throughout the quarter to provide a letter grade in Infinite Campus. In addition to Infinite Campus, please ask your child about their learning; they may be receiving oral/written comments from teachers, feedback through Schoology, peer feedback, and may even be self-assessing. Your student is more than a letter grade.

Missing Work

Missing work will be marked in Infinite Campus by all teachers. This will help with accountability in Wing Time as well as holding students more accountable. If work is not turned in by the deadline, it will be marked as missing until it is turned in. This will also count the assignment as a zero until it is turned in and graded. Should an assignment be marked as a zero, that indicates that the assignment may no longer be made up.

Late Work

Deadlines are important and we are working to build students who are ready for high school and beyond. While we want to ensure students are mastering the standards, we also want to build responsibility and timeliness as well. Teachers will provide students with deadlines for assignments and projects through Schoology as well as through their classroom structures.

Should a student not meet the arranged deadline, it becomes that student's responsibility to develop an alternate way to demonstrate mastery on that standard and propose it to the teacher. There is a planning sheet to propose their alternative to the teacher that will be approved or revised and returned to allow for students to move forward. If a student misses the deadline for their make-up assignment, the assignment will no longer be accepted. This will be at the teacher's discretion. If it is more beneficial for the student to submit the late assignment, that can be arranged with the student as well.

6th Grade: One-week grace period

7th Grade: Three-day grace period

8th Grade: Two-day grace period 1st semester, No grace period 2nd semester

Should a student be absent from school they receive one additional day per absent day to make up their work. Students should work directly to ensure they understand their new deadlines. For pre-planned and extended absences, please ensure that you give prior notice to the attendance office and teachers.

Revising Work

Students are encouraged to revise and resubmit their work after they have received feedback and to continue to learn and grow. When students would like to revise their work, they must meet with the teacher and submit a "Road to Redo" form. They must have completed some studying or have worked to master the material in a new way. Once the form has been submitted, the student may set up a time with the teacher or create a plan to revise and resubmit the work. If they do not complete the plan as collaboratively determined, the work will no longer be accepted and the current grade will stand. Please have your student email their teacher if they are resubmitting or turning in an assignment late. This will help the teachers track the work.

Homework

Homework will remain limited to allow students to enjoy their time away from school. Students should expect Math Practice nightly, to complete Silent Sustained Reading, instrument practice (if applicable) and to

complete any work that did not get done during the school day. While we want to respect student's time outside of school, we also want them to utilize their school time appropriately. If they are coming home with work to finish often, this may be a sign that they are not always using their class time as intended.

How are Ultimate Learner grades determined?

Teachers will also assign students a grade by assessing the various skills and dispositions that make up the Ultimate Learner Competencies. Scores in this category give students the feedback to help them develop their own academic and interpersonal growth as learners. Like any other skill, teachers will provide instruction about what these skills and dispositions look like in the context of each class and then assess whether students are demonstrating them. These scores reflect the belief that if the Ultimate Learner Competencies are evident, then students will be successful academically and socially, at school and beyond. These scores will be given in Owl Time for the two competencies we are focusing on each quarter. Although these scores are strong indicators of successful life skills, they are not part of a student's calculated academic grade in Schoology or Infinite Campus.

A tutorial about the Schoology gradebook can be found on our webpage.

Curiosity Center

The Curiosity Center (CC) is open each day from 7:45 am to 3:15 pm, unless otherwise announced. Students must have a CTMS student ID card in order to check out books. Books can be borrowed for two weeks, with a limit of four books, and may be renewed if not on hold for another student. Materials can be borrowed from all Academy District 20 libraries through the inter-library loan program.

Young Adult Literature

The library collection includes materials for a diverse student population, ranging in age and maturity levels. Parents are encouraged to be aware of the materials their student is checking out from the CC.

Overdue Library Book Policy

Fines are only charged for lost or damaged items; there are no fines for overdue books. Overdue lists are communicated to teachers and students.

Individual Career and Academic Plans (ICAP)

The counseling department is responsible for the Individual Career and Academic Plans (ICAP) for students. ICAP is the result of the efforts of teachers, students, counselors, administrators and parents on the Graduation Requirements Implementation Committee. The committee understood the need for good post-secondary planning to assure that all students will be prepared to make decisions about their futures. ICAP is much like a portfolio where students learn about and record information such as learning styles, interest inventory results, awards, and community service records. Additionally, we will use ICAP to help students plan for high school course work, keep track of graduation credits, and record college entrance exam scores. An integral component of ICAP is Naviance (<http://www.naviance.com>), an online program used in District 20. Naviance provides grade level appropriate career interest and abilities inventories, a work values survey, detailed information on careers, training and education, postsecondary majors, and college admissions. You can access Naviance from home through the "Logins" button on the Chinook Trail Middle School website. Once there, enter your user ID and password. CTMS students will be participating in the ICAP program through their team/Owl Time teachers with the support of their grade level counselor. Students are encouraged to discuss with their parents what they have learned and visit the Naviance website together. As with all learning, your dialogue with your child will make this experience even more meaningful for him/her. You are very important in this process of post-secondary planning, so please let us know if we can assist you in any way. In order for your child to participate in ICAP, you will need to allow your child internet access by completing the District Internet Agreement. If you have questions or concerns about ICAP or Naviance, please contact the counseling office at 234-5836.



District Issued Device (laptop)

Each student in grades 3-12 will be provided with a District Issued Mobile Technology Device for their exclusive use during the school year. All students will be assessed a Use Fee of \$50 to support technical infrastructure, resources, software, and devices. District 20 believes that digital resources should be used to enrich learning, promote student achievement, and advance students towards deep, authentic learning in a healthy, balanced, and safe digital environment that is representative of the ever-changing, digitized, modern world.

Student Planners

Student organization and planning skills are key to success and look different for each learner. We encourage the use of a tool that best suits your learner's needs.

Behavior

Student Code of Conduct

District Policy JICDA, Student Code of Conduct, addresses student behavior expectations including appropriate on and off campus language and student interactions, dress code, contraband, and damage to school property. For a comprehensive list, please see the Handbook of Students' Rights and Responsibilities below.

Academic Integrity

Cheating, Plagiarism, and Copying the Work of Others: Cheating on assignments or assessments, using resources inappropriately, and copying other people's work – students' or otherwise – is not only unfair, but in the case of plagiarism, illegal. There should never be a time when students should feel the need to submit someone else's work as their own, use a resource such as the Web inappropriately (i.e., term paper sites, translation sites, ChatGPT), or copy someone else's assessment, project, or product.

If students are unsure about an assignment or assessment, they should speak with their teacher and ask for clarification and guidance. Furthermore, it is the sole responsibility of the student to recognize academic dishonesty and refrain from it, and/or immediately alert a teacher if it has been observed. Specific guidelines regarding plagiarism will be reviewed with students. The school will determine appropriate consequences, but cheating, plagiarism, and copying other's work will be taken very seriously, as it is in college and beyond. Consequences for breaking this policy may result in disciplinary referrals and/or an assignment score of zero entered into Infinite Campus.

Bullying Prevention and Reporting Plan

Chinook Trail Middle School promotes a pro-social, non-violent school climate that does not tolerate bullying. We address individual needs and work with parents to ensure state laws and district policies regarding safety and social and emotional wellness are strictly adhered to. The counselors are available to address student concerns before problems escalate. Students may be referred by staff, parents, peers or they may self-refer.

We use Restorative Justice practices to build and maintain a healthy classroom community among teachers and students. One of the components utilized during Owl Time is Community Circles. This process empowers students to proactively build the relationships and skills students need to support one another and collectively address the challenges they face.

What is Bullying? The following definition is from *StopBullying.gov*. "Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time." Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Bullying does not necessarily include all conflicts between students. In order to be considered bullying, the behavior must be aggressive and include:

- **An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

The school cannot respond to allegations of bullying unless it knows about them. The most effective way a student can address a peer-related issue is by reporting a problem in a timely manner to an adult. Please encourage your student to tell the nearest adult in the building if they have been bullied or if they have witnessed bullying.

Safe2Tell® is a way for students to anonymously report any threatening behavior that endangers them, their friends, family or community that occur outside of school hours. To make a report using Safe2Tell®, call 877-542-SAFE (877-542-7233) or online at *Submit a Tip*.

Counseling

The most formative school years are during the middle school grades. Children build a foundation for lifelong learning, self-awareness, and interpersonal skills. As children progress through middle school, they move from childhood to preteen stages, changing from being self-focused to developing an awareness of others. They begin learning how to cooperate, solve problems, develop responsibility, and form friendships. The school counselor understands child development and offers support to enhance individual success at school.

**Right of Refusal: should you prefer your child not speak to the counselor regarding social-emotional issues, please inform your student's grade level administrator.*

Safety

Fire and Emergency Drills

SAFETY is our first priority! Fire/Tornado/Lockdown/Evacuation Drills – Drills for each of these situations will occur regularly to teach students the safest and quickest manner in which to respond to emergency events. This is a state requirement. Please help your child understand how important it is to follow the instructions of staff quickly and quietly. If you are in the building during this time, please join in the drill as we want to keep you safe also.

Health

**PLEASE HELP US PROVIDE THE PROPER CARE FOR YOUR CHILD BY KEEPING ALL EMERGENCY INFORMATION, INCLUDING ALL CELL PHONE NUMBERS CURRENT. Parents are responsible for maintaining current contact and address information via the Infinite Campus Parent Portal. It is extremely helpful when your child has your phone number memorized.*

Allergies

If your student has a severe allergy, please ensure it has been communicated to the school nurse and uploaded into Infinite Campus. Please follow the school's guidance as to what foods, if any, may be sent to school for consumption in the classroom. If a severely allergic child is in your student's classroom, parents will be notified so appropriate safety measures can be taken.

Cafeteria Accommodations for Allergies: Appropriate accommodations will be made in the cafeteria for students with severe food allergies. Please check with the school administration and school nurse to establish and identify plans for individual student's needs.

Illness Guidelines

Students with one or more of the following symptoms will be excluded from school until symptoms have resolved.

1. Temperature of 100.5 Fahrenheit or higher. Temperature must be normal for 24 hours without

the aid of anti-febrile medications before returning to school. Flu-like symptoms- should be free of symptoms for 48 hours before returning to school.

2. Constant runny nose.
3. Abnormal color or consistency of nasal or eye discharge.
4. Uncontrolled cough or unusual cough.
5. Frequent sneezing other than allergy related.
6. Lung or nasal discharge.
7. Vomiting or diarrhea in the last 24 hours. Symptoms must be resolved for 24 hours before returning to school.
8. If antibiotics are prescribed, student must receive the antibiotics 24 hours before returning to school.
9. Undiagnosed skin rashes and/or open lesions.

Infectious Diseases in School Setting

Guidelines for School Nurses and Personnel (Revised Dec. 2004) per Colorado Department of Public Health and Environment. Students should be allowed to return to school once the exclusion period is met, or a health care provider clears the student. Generally, if any of the following conditions apply, exclusion from school should be considered:

- If the student does not feel well enough to participate comfortably in usual activities.
- If the student requires more care than school personnel are able to provide.
- If the student has a high fever, behavior changes, persistent crying, difficulty breathing, lack of energy, uncontrolled coughing, or other signs suggesting a severe illness.
- If the student is ill with a potentially contagious illness and exclusion is recommended by a health care provider, the state or local public health agency, or these guidelines.

Medication

When possible, please try to administer medications at home (before school, after school, and at bedtime for those to be taken 3 times per day). Please note:

- No medication may be dispensed without having filed the appropriate paperwork at school. You will need to complete and sign the Permission to Administer Medication Form.
- Have your health care provider with prescriptive authority sign the form as well.
- Prescription medications must come in the original container dispensed by the pharmacy and labeled with the child's name, medication name, dosage, administration time(s), expiration date, physician's name and phone number, and the pharmacy's name and phone number.
- All medications must be transported to and from the office by parents/legal guardians.
- All over-the-counter medications including cough drops and pain relievers also require the Permission to Administer Medication Form signed by the Health Care Provider, must be in the original package and labeled with the child's name. The dosage must match the signed health care provider's authorization.
- No medication will be given if it comes in a baggie, plain bottle, envelope, etc. This is to safeguard your child, as well as the staff member dispensing the medication.

Scent-Free School

Chinook Trail Middle School encourages the appropriate use of hygiene products before our students come to school. Chemicals in fragrances can cause irritation and/or allergic reactions in sensitive individuals. Be aware that scented products may pose a health risk to others, so please be considerate. Students are not to bring to or use these items at school. The use of any aerosols, fragrances, or any other scented product may lead to disciplinary consequences.

Tobacco-Free Schools

District policy and state law forbid possession, smoking, chewing, vaping or other use of any tobacco/nicotine product on school property or at school activities at any time. See Policy ADC.

School Involvement

Volunteers

Volunteer services are valued and vital to the successful operation of our school program. Chinook Trail Middle School volunteers give countless valuable hours helping children. Parents will have many opportunities to volunteer during the school year. All parent volunteers working directly with students on a regular basis must first pass a Colorado Bureau of Investigation (CBI) background check prior to volunteering in any classroom, volunteering for field trips, or volunteering to help over time. If you do not have your Colorado Bureau of Investigation (CBI) background check from a prior school, please call 234-5800 for more information. Your Colorado Bureau of Investigation (CBI) background check is good for your tenure at Chinook Trail Middle School.

Parent-Teacher-Student Association (PTSA)

Our mission is to enhance the experience of every member of the Chinook Trail Middle School community by helping to create a welcoming school environment, providing financial and volunteer support for staff and student-initiated programs, and promoting communication. All parents, staff, and students are welcome and encouraged to join PTSA and attend our monthly meetings.

Chinook Trail Middle School Accountability Committee (CTAC)

The Chinook Trail Middle School Accountability Committee is where parents and patrons work with school administration and teachers in such areas as goal setting, accreditation, and budget issues. CTAC provides information to parents on current events in the district. It is an opportunity for parents and community members to get involved to learn what is happening with our school and D-20.

Visitors

We encourage people to be a part of our learning environment and experience for our students. A photo ID is required. Please know, some daytime events are limited to just students. Parents wishing to discuss their child's academic progress are encouraged to communicate via email with the teacher to pre-arrange a time to meet.

*Whether your commitment is for individual activities, special projects, or regularly scheduled times, **you are a valuable asset** in meeting the educational needs of our students.*

Please refer to the policies referenced in this playbook in their entirety, including revisions which may have occurred after publication of this document, on the District website at <http://www.boarddocs.com/co/asd20/Board.nsf/Public>

This CTMS *Parent Playbook* was inspired by the book *Built to Last* by Jim Collins, *Netflix Culture* by co-founders Reed Hastings and Marc Randolph, *The Epic Playbook from NYC Public High Schools*, and many years of personal experience and sleepless nights of how to do better for kids.



STUDENT PLAYBOOK

Here is a brief overview of what the Ultimate Learner Competencies mean for our students as well as how it fits into our model of learning at Chinook Trail Middle School.

COLLABORATORS

We actively listen and respectfully participate in groups; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.



In order to best support you, we must foster collaboration, embrace a diversity of viewpoints, and support information sharing. When highly capable people work together in a collaborative context, they inspire each other to be more creative, more productive and ultimately more successful as a team than they could be as a collection of individuals. CTMS learners will be collaborating on a regular basis in order to meet our Ultimate Learner Collaborators Competency.

Individual performance during collaborative times looks like:

- taking responsibility for oneself
- helping the team
- respecting others

Team performance during collaborative times looks like:

- making and following agreements
- organizing your own work
- working as a whole team and doing your part

Ask and answer high level questions to push your thinking and the thinking of your peers. As we begin this school year, we commit to maintaining the spirit of collaboration at every level.

COMMUNICATORS

We analyze and respect the perspective of others and ask useful questions to clarify and improve our positions in order to effectively communicate for varied purposes.



Communication skills are vital in our world. Whether you are writing, talking with others, or giving a presentation, you need to be confident in your ability to communicate your thoughts, ideas, and perspectives. To be the most effective communicators we must:

- Listen actively by being attentive and concentrating on what is being said.
 - Be impartial – don't form an opinion, just listen.
 - Reflect back – restating what has been said helps the speaker know that you understand.
 - Summarize - pull together the important messages so that you and the speaker recognize what was important during the conversation.
- Express our thoughts and feelings by being open and honest – collaboration between parents and professionals begins with the understanding that you trust each other with all information.
- Communicate without being adversarial by expressing concerns non-judgmentally – talk about your questions or concerns without blaming other people.
- Use "I" messages. Rather than say, "You didn't explain that very well", say, "I didn't understand what you just said. Please explain it again."

INNOVATORS

We analyze relationships and explain the meaning of challenges or situations in order to generate our own questions, define our opportunities and ideate to build solutions and test ideas to complex issues.



We believe that learning is constant; that all aspects of an individual are evolutionary and are able to be improved. The idea that we need to create and constantly evolve is one of our most important themes. At Chinook Trail Middle School, we encourage you to take risks, learn from failure, and design a better future for yourself and the world we live in. We encourage you, our students, to display a growth mindset and always strive to get better. Set ambitious academic goals and hold yourself to exceeding them.

We will live our motto and **BE CURIOUS!** Curiosity relates to learning and innovation in three ways:

- Curiosity is a way to challenge the status quo by pushing us out of our comfort zone.
- Curiosity directly helps ideas to emerge.
- Curiosity helps us to make connections and repurpose things, which leads to solution finding.

We must try all kinds of things and make plenty of mistakes as we search for improvement.

RESEARCHERS

We collect, analyze, and evaluate data and information ethically to construct explanations in order to generate new knowledge to better understand the world around us.



We strive to operate as action researchers. We will spend lots of time accessing information to be informed and to inform others. In doing this, you will build empathy for others who need your ideas in order to solve current and future issues. By presenting information in a variety of formats and platforms, you will be able to share your learning and ideas with others, possibly generating more solutions that could help others in the future.

EMPOWERED LEARNERS

We know our purpose; we self-direct, self-evaluate, self-monitor, and self-advocate; we persist in the creative process by innovating from failure in order to demonstrate mastery of our own learning.



You will make important decisions about the direction of your learning and your life. At Chinook Trail Middle School, we listen to our young people and, instead of prescribing paths, we present options, and teach skills pertaining to leadership and choice. We trust our students to do what they believe is best for our community — giving them lots of freedom, power, and information in support of their decisions. In turn, this generates a sense of responsibility and self-discipline that drives us to do great work that benefits all of us. We believe that people thrive on being trusted, on freedom, and on being able to make a difference. We foster freedom and empowerment in our students.

Inevitably a few members of our school will fall short of academic and behavior expectations. When such instances occur, we aim to address the circumstance in real-time and teach first. This is where open, honest, candid dialogue, in partnership with your families, take root and keep you moving in a direction that is in your best interest.

HEALTHY LEARNERS

We understand the impact of our choices on our mental, emotional, social, and physical well-being in order to positively enhance lifelong wellness.

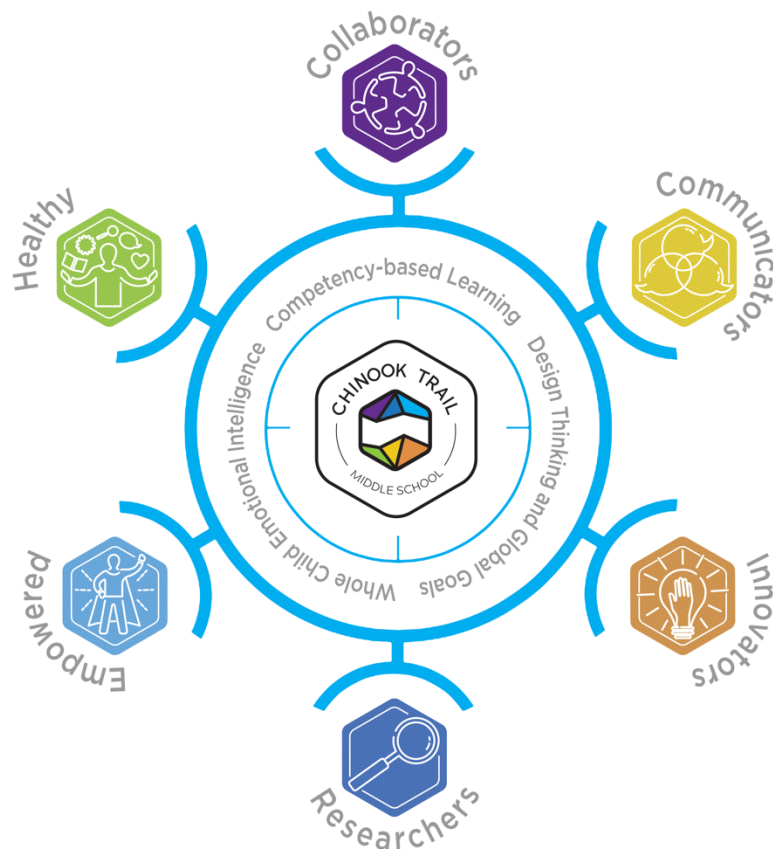


Wellness is a multifaceted approach to living that promotes being well in all areas of life. We encourage you to engage in healthy behaviors. Find your personal strengths, share your needs, including the daily life struggles we all face. We must engage in mentally stimulating activities, foster creativity, and expand our knowledge and skills. By creating meaningful interpersonal relationships that feel supportive and satisfying, we will contribute positively to each other and our community.

Our goal for you is to develop skills in the following areas:

- **Self-Awareness:** identifying emotions, accurate self-perception, recognize strengths, self-confidence, self-efficacy
- **Self-Management:** impulse control, stress management, self-discipline, self-motivation, goal-setting, organization skills
- **Social-Awareness:** perspective-taking, empathy, appreciating diversity, respect for others
- **Relationship Skills:** communication, social engagement, relationship-building, teamwork
- **Responsible Decision Making:** identifying problems, analyzing solutions, solving problems, evaluating, reflecting, and ethical responsibility

We encourage you to become a part of our school community by participating in the many extracurricular activities we offer. This is a time to try something new. Find a pleasurable physical activity and eat food that is nutritious to support the enormous growth your mind and body are going through at this stage in your life. We encourage all our students to not only take care of themselves physically, but also sleep well to maximize your personal health.



Academy District 20

Handbook of Students' Rights and Responsibilities and Annual Notifications to Parents

School Year 2023-2024



This document is provided as a resource to Academy District 20's parents and students. **Readers should be aware that much of this information is in summary form. Current policies in their entirety, including revisions which may have occurred after publication of this document, are available on the District website at <http://www.boarddocs.com/co/asd20/Board.nsf/Public>.** Policies may also be reviewed at the Education and Administration Center of Academy District 20 located at 1110 Chapel Hills Drive. A printed copy of the Handbook of Students' Rights and Responsibilities and Annual Notifications to Parents may be requested at no cost in the administrative office of any school or by calling Legal Relations at 719-234-1200. Policies are subject to change as necessary at any time during the school year. Students are expected to be knowledgeable about and comply with District and school policies, including ones which may not be included in this publication but are on the website.

INTRODUCTION

Public school students have certain rights guaranteed by the constitution and laws of Colorado as well as the United States of America. These rights are not the same as adults because the school is a special setting. The law provides that school officials need flexibility to control student behavior in the schools and at school activities, even possibly for actions that occur off-campus, on weekends or during the summer, if the actions have a nexus to school or are detrimental to the welfare of students or staff at the school. However, students do have numerous protections from undue censorship, arbitrary actions of school staff members and elected officials, and unlawful search and seizure, among other things.

This handbook informs you of your rights and your responsibilities as an Academy District 20 student. It will help you be a successful student and citizen in our District. Please read it carefully and ask questions of your principal, your counselor, or your teachers if you do not understand.

Academic Rights

To function well in the classroom, you must have a clear idea of what the teachers expect of you. Therefore, you have a right to know exactly what the requirements are for each course in which you are enrolled. If the course requirements seem unclear to you, or if you have questions, you have not only a right but also an obligation to yourself, your fellow classmates, and to your teacher, to ask for clarification.

Academy District 20 Mission Statement

The mission of Academy School District 20 is to educate and inspire students to thrive.

Asbestos Hazard Emergency Response Act (AHERA) Annual Legal Notification:

In accordance with the United States Environmental Protection Agency's Asbestos Hazard Emergency Response Act, the District has Asbestos Management Plans available for review at each school and at Facilities Management, 10221 Lexington Dr., Colorado Springs, CO 80920. Contact the Director for Facilities with any questions. Telephone: 719-234-1510.

Assessments (administrative policy [IKA](#)):

State and federal laws require District students to take standardized assessments in the instructional areas of English language arts, math and science. If a student's parent/guardian chooses to opt the student out of taking a state assessment, the District shall not prohibit the student from participating in an activity, or receiving any other form of reward, that the District provides to students for participating in the state assessment. C.R.S. § 22-7-1013 (8)(b).

Attendance and Truancy (administrative policies [JE](#), [JH](#), [JHB](#)):

Daily attendance at school is a critical factor in school success. Students are expected to arrive at school each day on time, ready to learn. It is difficult to replace the learning that occurs in the classroom through the exchange of ideas with study outside the classroom. Excessive absences and/or tardies, whether excused or unexcused, may have a negative effect on a student's learning and grades.

Colorado law requires every student who is age six by August 1 and under 17 to attend school a certain number of hours [C.R.S. § 22-33-104(1)(a)]. Parents have a legal obligation to ensure that every child under their care and supervision receives adequate education and training [C.R.S. § 22-33-104(5)(a)].

Per District policy [JE](#) and state law, excused absences are as follows:

1. Absences approved by the principal or designee.
2. Absences due to temporary illness or injury.
3. Absences for an extended period of time due to physical, mental or emotional disabilities.
4. Absences due to being in the custody of the court or law enforcement authorities.

If an absence does not fall into one of the above categories, it will be considered unexcused. Medical notes may be requested if a student has excessive absences.

State statute defines any student who has four unexcused absences in a month or ten unexcused absences in a school year as habitually truant. [Administrative policy [JE](#) and C.R.S § 22-33-102(3.5)]. Be aware that the District will first take steps to work with families to reduce truancy, but that we partner with local juvenile courts to intervene and address “habitual truancy.” When a student has an excessive number of absences, whether excused or unexcused, they negatively impact the student’s academic success. The principal may identify a student who is absent 10% of a quarter, even if the absences are excused, as “chronically absent.” [Administrative policy [JH](#), Student Absences and Excuses]. Legal action may be taken by school administrators if parents and students fail to follow compulsory attendance laws [Administrative policy [JHB](#), Truancy].

Balancing Rights and Responsibilities

With student rights come student responsibilities. In most cases, this means “follow the rules.” The rights of all others in the school environment are protected when students exercise responsibility and follow the rules.

The rules and regulations, the most important of which are summarized in this handbook, are designed to protect rights, yours and others’. They help set expectations so that students learn behavior patterns which enable them to become responsible members of society. The rules also allow us, if necessary, to discipline individuals who do not respect rules. They also help protect every student’s right to an education. Given the Columbine tragedy and other more recent events, students need to tell an adult if they are aware of other students who are planning to harm themselves or others in the school or community. This is not being a “snitch” or a “tattle-tale.” It is responsible citizenship that could save lives, including your own. Safe2Tell® provides a way for students to anonymously report any threatening behaviors or activities endangering them or someone they know. A report can be made by calling 877-542-SAFE (877-542-7233) or online at [Make a Report](#).

Bullying (administrative policy JICDE):

The District supports a school climate that is free from threats, harassment and any types of bullying behavior. All types of bullying are unacceptable. “Bullying” is defined in District policy JICDE and state law as “the use of coercion or intimidation to obtain control over another person or to cause physical, mental, or emotional harm to another person. Bullying can occur through written, verbal, or electronically transmitted expressions (i.e., cyberbullying) or by means of physical act or gesture.” Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of his or her academic performance or any basis protected by federal and state law, including disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry or the need for special education services, whether such characteristic(s) is actual or perceived. Bullying does not necessarily include all conflicts between students. A student who engages in an act of bullying and/or a student that takes retaliatory action against a person, who in good faith reports an incident of bullying, is subject to appropriate disciplinary action, including suspension, expulsion and/or referral to law enforcement authorities. The District cannot respond to allegations of bullying unless it knows about them. Please tell an adult in your building if you have been bullied or if you have witnessed bullying. Safe2Tell® is a way to anonymously report any threatening behavior that endangers you, your friends, your family or your community. To make a report using Safe2Tell®, call 877-542-SAFE (877-542-7233) or online at [Make a Report](#).

Cell Phones and other Electronic Devices (administrative policy JICJ)

Policy [JICJ](#) allows students to carry electronic communication devices approved by the building principal, but these devices must be turned off and put away during instructional time unless they are being used for instructional purposes and with approval of the teacher. During non-instructional time, school staff may restrict students’ use of such devices if, in their judgment, use of the devices interferes with the educational environment. Violation of this policy may result in disciplinary action and confiscation of the electronic communication device. A conference between the parent/guardian, student and school personnel may be required in the event an electronic communication device is confiscated. School personnel will not accept responsibility for lost or stolen personal property. The student will assume responsibility for replacement costs in the event that an electronic device or cell phone is lost or stolen.

Clubs (see Student Organizations, administrative policy JJA)

Meetings of student groups must be organized, scheduled, and conducted within the guidelines established by policy JJA and accompanying procedure. All proposed student organizations shall use the common District-wide application that can be found in [JJA E](#). The principal, or designee, will communicate a final decision to all proposals using the submitted District-wide application.

College Classes-Opportunity to Earn College Credits and Accelerate Learning Pathways to College

Students may earn college credit at a significant cost and time savings.

Concurrent Enrollment (CE) Programs Act [C.R.S § 22-35- 103(6)(a)] and **District 20 Concurrent Enrollment policy IHDA** make it possible for eligible students in grades 9-12 who are under the age of 21 and officially registered at an Academy District 20 high school and at a qualified institution of higher education with whom the District has a written cooperative agreement to earn college credit at a significant cost and time savings. Interested students may contact the high school counselor for information on the eligibility criteria and application process as identified by the statute and the District policy.

Accelerating Students through Concurrent Enrollment (ASCENT) (administrative procedure IHDA R 2) is a fifth-year program which allows eligible students to participate in concurrent enrollment courses for the year after 12th grade. Student eligibility includes meeting graduation requirements and the completion of at least 12 credit hours of transcribed postsecondary courses (non-remedial) by the completion of the 12th grade year. [C.R.S § 22-35-108]. ASCENT is a fifth year only program. Participation in the CE or ASCENT programs must align with a student's Individual Career and Academic Plan (ICAP). Students must complete the District's ASCENT application process and submit all approved documents to the high school concurrent enrollment designee by the published deadline.

Confidential Student Records-also see (The) Family Educational Rights and Privacy Act (FERPA)

The District protects the confidentiality of student records in accordance with the Family Educational Rights and Privacy Act (FERPA). Therefore, without written consent from a parent or guardian, we do not disclose personally identifiable information from a child's education records unless disclosure is covered by one of the exceptions in FERPA (see administrative policy [JRA/JRC](#)). If you wish to allow a third party (for example, a step-parent or other family members) access to personally identifiable information from your child's education records, please contact your building administrator to request a third-party consent form. Each parent or guardian must complete the form and have his or her signature notarized. Return the notarized forms to your building administrator. The permission will be effective until a parent/guardian revokes permission in writing and submits the revocation to the building administrator.

Disciplinary Removal from Classroom (administrative policy JKBA)

It is the policy of the District to maintain classrooms in which student behavior does not interfere with the ability of the licensed staff member to teach effectively or the ability of other students to participate in classroom learning activities.

Students shall be expected to abide by the code of conduct adopted by the District and any other appropriate classroom rules of behavior established by the licensed staff member, and approved by the building principal, for the purpose of maintaining order and a favorable academic atmosphere. Any student who violates the code of conduct or other classroom rules may be subject to removal from class and/or disciplinary removal.

Student removal from class is a serious measure and should not be imposed in an arbitrary, casual, discriminatory or inconsistent manner. Behavioral expectations are always more constructive and more likely to be followed when they are communicated as clearly as possible

to students. However, it is neither possible nor necessary to specify every type of improper or inappropriate behavior, or every circumstance that would justify removal from class under this policy. Licensed staff members are expected to exercise their best professional judgment in deciding whether it is appropriate to formally remove a student from class in any particular circumstance. All instances of formal removal from class shall be documented.

A licensed staff member is authorized to immediately remove a student from his or her classroom if the student's behavior:

1. violates the code of conduct adopted by the District administrative policy; or
2. is dangerous, unruly, or disruptive; or
3. seriously interferes with the ability of the teacher to teach the class or of the students to learn.

A student with a disability may be removed from class and placed in an alternative educational setting only to the extent authorized by state and federal laws and regulations.

Removal from class under this policy does not prohibit the District from pursuing or implementing additional disciplinary measures including, but not limited to, detentions, suspensions, or expulsions for the conduct or behavior for which the student was removed, in accordance with District policy concerning student suspensions, expulsions and other disciplinary interventions. Parents/guardians should be notified of the student's removal from class in accordance with established procedures.

Equal Educational Opportunity (administrative policy JB)

Every student of this school district shall have equal educational opportunities through programs offered in the school district regardless of disability, race, color, ancestry, creed, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, age, genetic information or need for special education services.

Evaluation

You have a right to be evaluated fairly. Grades, progress reports, and other forms of evaluation should be based on requirements that are clearly set forth by teachers and they should be applied fairly to all students.

(The) Family Educational Rights and Privacy Act (FERPA) (administrative policy JRA/JRC), Notification of Rights under:

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA does permit disclosure without a parent’s or guardian’s written consent to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, teacher, or support staff member (including but not limited to paraprofessionals, transportation personnel, health and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contactor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own staff members and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor medical consultant, or therapist; a parent or student volunteering to serve on an official committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

FERPA Notice for Directory Information (administrative policy [JRA/JRC](#)):

FERPA requires that the District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, the District may disclose appropriately designated “directory information” without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this

type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's or guardian's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want the District to disclose directory information from your child's education records without your prior written consent, you may opt out using the Extended Parent Portal. Contact your school if you need access to a computer.

The District has designated the following information as directory information:

- Student's name
- Student's photograph
- Student's grade
- Dates of attendance
- Enrollment status
- Participation in officially recognized activities & sports
- Weight and height of members of athletic teams
- Major field of study
- Degrees, honors, and awards received
- The most recent previous educational agency or institution attended

Please note that FERPA contains a specific exclusion for records such as investigative reports, risk assessments, and other records created and maintained by school security personnel, which may be disclosed without consent. 20 U.S.C. § 1232g(a)(4)(ii)(B)(II).

Free Association

You are generally free to associate with groups of your own choosing. However, any group, school-sponsored or not, that acts to interfere with the rights of others, or disrupt the educational process, may be subject to disciplinary actions by school officials or appropriate law enforcement agencies.

Free or Reduced Lunch (administrative policy EF)

Students do best in school if they have eaten a nutritious and balanced meal. Academy District 20 participates in the National School Lunch Program that provides free or reduced-price lunches to eligible students. The Board of Education agrees to the federal eligibility regulations, and the food service program meets all state and federal requirements relating to meal and menu records, fiscal controls and accountability, free and reduced-price meals, civil rights compliance, sanitation, and safety.

Gangs (administrative policy JICF):

Gang activities at school impose a threat to the welfare and safety of students and others in the school community and cause substantial disruption to the educational process.

The term "gang" as used in this policy refers to two or more individuals who share a common interest, bond, or activity characterized by criminal, delinquent, or otherwise disruptive conduct engaged in collectively or individually.

The Board of Education and District administration desire to keep District schools and students free from the threats of harmful influence of any groups or gangs which advocate drug and/or alcohol use, violence, or disruptive behavior. School district personnel shall maintain supervision of school premises, school vehicles, and school-related activities to deter gang intimidation of students and confrontations between members of different gangs. The superintendent or designee shall establish open lines of communication with local law enforcement authorities to share information and provide mutual support in this effort. The superintendent or designee shall provide periodic in-service training to help staff members identify gangs and gang symbols, recognize early manifestations of disruptive activities and respond appropriately to gang behavior.

Any apparel or manner of grooming which by virtue of its color, arrangement, trademark, or any other attribute denotes membership in or affiliation with any gang is prohibited on school premises, in school vehicles, and at school-related activities. Any gestures, signals, or graffiti which connote gang membership or activities are also prohibited. These prohibitions shall be applied at the principal's discretion after consultation with the superintendent or designee, as the need arises at individual school sites.

Homeless Students Notification

Specific rights and protections are ensured to parents, children and youth experiencing homelessness as defined under the McKinney-Vento Homeless Assistance Act. For more information about services for homeless students, refer to administrative policy [JFABD](#) or contact the Homeless Liaison Coordinator Aubrey Ranson at 719-234-1362.

Homework Responsibilities

To function well in the classroom, you must do homework as required by the teacher. Homework is a critical component of the instructional program. Homework provides opportunities for

extended learning for students. The District has a homework policy (administrative policy [IKB](#)) which states that each school must develop homework guidelines and communicate them to students and parents.

Identification

For the protection of all, you must identify yourself when requested by school authorities: in the school building, on school grounds, on the bus, at the bus stops or at school activities, including off-campus activities.

Individual Dignity

Every person is entitled to be treated with respect and dignity regardless of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, age, genetic information, marital status, national origin, religion, ancestry need for special education services, or conditions related to pregnancy or childbirth. The dignity of each individual is best served when all concerned, whether staff or students, treat one another respectfully. Academy District 20 is committed to a learning and working environment free from any form of violence or abuse including, but not limited to, actions, words, or insults towards our students, staff, and parents.

The District does not tolerate harassment or bullying in Academy District 20 schools, at school activities or on school buses or at District bus stops. To enhance safety on school buses, video and audio recording devices have been installed and may be in operation at any time.

Non-Discrimination under Title VI, Title IX, Section 504, Age Discrimination Act, Title II of the American with Disabilities Act, and the Boy Scouts of America Equal Access Act, Notice of:

In accordance with federal and state law, Academy District 20 does not discriminate on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, or need for special education services in its programs, activities, operations and employment decisions and provide equal access to the Boy Scouts and other designated youth groups. Administrative policy [AC](#) – Nondiscrimination/Equal Opportunity, and procedures [AC-R-1](#) and [AC-R-2](#), outline the formal complaint process. The following person has been designated to handle inquiries regarding the non-discrimination policies:

General Counsel
Academy District 20
1110 Chapel Hills Drive
Colorado Springs, CO 80920
719-234-1200

Peaceful Assembly

The First Amendment to the United States Constitution allows students of a school to peacefully assemble on the school grounds, in compliance with attendance rules and procedures as well as building regulations.

(The) Protection of Pupil Rights Amendment (PPRA), Notification of Rights under (policy JLDAC-E):

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, affords parents certain rights regarding the District's conducting of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) -

1. Political affiliations or beliefs of the student or student's parent/guardian;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents/guardians; and/or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of -

1. Any other protected information survey, regardless of funding; and
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use -

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under state law.

Academy District 20 has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The

District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under state law.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

Respect for Property

Students are expected to treat all property with care and respect. This applies to property of the school, private property brought to school by school staff or other students, and to property surrounding the school. Neither the District nor the school is responsible for loss, damage or theft of personal property.

Screening and Testing of Students (and Treatment of Mental Disorders) [administrative policy [JLDAC](#)] and Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA) [JLDAC-E]

Parents and eligible students have the right to review any survey, assessment, analysis or evaluation administered or distributed by a school to students. Parents and eligible students have the right to consent before students are required to submit to a survey that concerns one or more protected areas, and to opt out, as detailed in administrative policy [JLDAC](#) and accompanying notification [JLDAC-E](#).

Seeking Change through the Proper Channels

Students and parents are encouraged to participate in the District in a variety of ways. Building and District committees offer positive ways of influencing the operation of the District. Most positive changes come about through the committee process. The District and the Board of

Education also want to maintain open lines of communication. Administrative policy [KE](#) and the associated regulation [KE-R](#) contain information on public concerns and complaints.

Sex Education/Health and Family Life

The District teaches about family life and sex education in regular courses on anatomy, physiology, science, health, consumer and family studies. If a separate program for family life or sex education is developed, it shall not be required. Any curriculum that includes instruction on human sexuality shall comply with applicable law and the District's academic standards. See policy [IMB](#) – Teaching About Controversial Issues. In accordance with this policy, procedure [IMB-R](#) details how a parent may request an exemption from such curricula.

Sex Offenders, Notification Regarding:

Colorado Revised Statute § 22-1-124 instructs school districts to notify parents of their right to request information concerning registered sex offenders in the community. More information on accessing such information may be obtained online at either of the following:

http://www.sheriffalerts.com/cap_main.php?office=54430

OR

<https://coloradosprings.gov/police-department/page/sex-offender-information>

For additional information parents may also contact the District's Director for Security at 719-234-1300.

Sexual Harassment (administrative policy JBB)

Academy District 20 complies with Title IX and the implementing regulations. In accordance with administrative policy [AC](#) and its corresponding regulations, no discrimination on the basis of sex, sexual orientation, gender identity or gender expression is permitted in the programs or activities District 20 operates. Sexual harassment is recognized as a form of sex discrimination and thus is a violation of the laws which prohibit sex discrimination. A learning environment that is free from sexual harassment shall be maintained. It shall be a violation of policy for any staff member to harass students or for students to harass other students through conduct or communications of a sexual nature.

Unwelcome sexual advances, requests for sexual favors, or other verbal, non-verbal or physical conduct of a sexual nature may constitute sexual harassment, even if the harasser and the student being harassed are the same sex and whether or not the student resists or submits to the harasser. Acts of verbal or physical aggression, intimidation or hostility based on sex, but not involving conduct of a sexual nature, may also constitute sexual harassment.

Students are encouraged to report all incidences of sexual harassment to an adult at school and file a formal grievance, through the complaint process outlined in JBB E. In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred shall be investigated. See administrative policy [JBB](#), Sexual Harassment of Students, and the reporting form [JBB-E](#).

Sharing/Release of Student Information (administrative policy JRCA):

To the extent required or allowed by state law, the District will facilitate the sharing of relevant student records and information when necessary to protect the safety and welfare of school district staff, visitors, students, and the public and to protect property. School personnel who share disciplinary and attendance information concerning a student pursuant to this policy are immune from civil and criminal liability if they act in good faith compliance with state law. Within the bounds of state law, school district personnel shall seek to obtain such information regarding students as is required to perform their legal duties and responsibilities; such information may be obtained from the judicial department or any state agency that performs duties and functions under the Colorado Children’s Code. If such information is shared with another school or school district to which a student may be transferring, it shall only be shared in compliance with the requirements of federal law, including the Family Educational Rights and Privacy Act (FERPA). See policy [JRCA](#), Sharing of Student Records/Information between School District and State Agencies.

Student Code of Conduct:

The descriptions below are summaries of more detailed policies. For complete information, please consult the latest version of each administrative policy at [Board Docs - Academy District 20](#).

Code of Conduct (administrative policy JICDA):

The principal or designee may suspend or recommend expulsion of a student who engages in one or more of the following activities while in school buildings, on District property, when being transported in vehicles dispatched by the District or one of its schools, during a school-sponsored or District-sponsored activity or event and off school property when the conduct has a nexus to school or any District curricular or non-curricular event.

1. Causing or attempting to cause damage to school property or stealing or attempting to steal school property of value.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Willful destruction or defacing of District property.
4. Commission of any act which if committed by an adult would be robbery or assault as defined by state law.
5. Committing extortion, coercion or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
6. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, either orally or in writing or derogatory statements addressed publicly to others that precipitate disruption of the District or school program or incite violence.
7. Engaging in “hazing” activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.
8. Violation of the District's policy on bullying prevention and education.

9. Violation of criminal law which has an effect on the District or on the general safety or welfare of students or staff.
10. Violation of any District policy or regulations, or established school rules.
11. Violation of the District's policy on weapons in the schools. Expulsion shall be mandatory for bringing or possessing a firearm, in accordance with federal law.
12. Violation of the District's policy on student conduct involving drugs and alcohol.
13. Violation of the District's violent and aggressive behavior policy.
14. Violation of the District's tobacco-free schools policy.
15. Violation of the District's policies prohibiting sexual or other harassment.
16. Violation of the District's policy on nondiscrimination.
17. Violation of the District's dress code policy.
18. Violation of the District's policy on gangs and gang-like activity.
19. Throwing objects, unless part of a supervised school activity, that can or do cause bodily injury or damage to property.
20. Directing profanity, vulgar language or obscene gestures toward other students, school personnel or others.
21. Lying or giving false information, either verbally or in writing, to a District staff member.
22. Engaging in scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism or unauthorized collaboration with another person in preparing written work.
23. Making a false accusation of criminal activity against a District staff member to law enforcement or to the District.
24. Behavior on or off school property that is detrimental to the welfare or safety of other students or school personnel, including behavior that creates a threat of physical harm to the student exhibiting the behavior or to one or more other students.
25. Repeated interference with the District's ability to provide educational opportunities to other students.
26. Continued willful disobedience or open and persistent defiance of proper authority including deliberate refusal to obey a member of the District staff.

Dress Code for Students (administrative policy [JICA](#)):

You have a right to dress as you want in accordance with your own taste so long as it is not materially and substantially disruptive to the educational process. The Student Dress Code, administrative policy JICA, defines certain clothing or appearance as disruptive if it advocates drug use, violence, or unlawful activity. If your clothes are inappropriately revealing or tattered and torn, you will be in violation of the dress code as well. A safe and disciplined learning environment is essential to a quality educational program. District-wide standards on student attire are intended to help encourage school pride and thereby help students concentrate on schoolwork, reduce discipline problems, and improve school safety. The District administration is committed to the idea that students have a right to express themselves through dress and personal appearance, and that student dress has an effect on behavior, work quality and school pride. Students are not permitted to wear apparel that is disruptive or potentially disruptive to the classroom environment or to the maintenance of a safe and orderly school.

Subject to approval by the superintendent or designee, school administrators may develop and adopt additional specific dress code standards for their own schools consistent with this policy. Disciplinary actions for violation of the dress code standards will include notification to the student of the violation, the requirement that the clothing be changed before re-entering class, and at the discretion of the building administrator, a parental conference. More severe disciplinary consequences, including suspension or expulsion, may result from repeated or serious violations.

The following shall not be worn in school buildings, on school grounds or at school activities:

1. Any clothing, paraphernalia, grooming, jewelry, accessories, or body adornments that: are disruptive, or potentially disruptive, to the educational environment as determined by the administrator; including but not limited to items that:
 - refer to drug, tobacco, or alcohol;
 - are obscene, profane, vulgar or defamatory in design or message;
 - advocate drug use, violence, or disruptive behavior;
 - threaten the safety or welfare of any person.

2. Clothing that:
 - reveals all or part of the stomach, buttocks or chest; or
 - is backless; or
 - reveals underwear; or
 - is inappropriately sheer, short, tight or low-cut.

Exceptions:

Appropriate clothing may be worn in physical education classes or when participating in, or attending, school sponsored sports activities. Clothing normally worn when participating in, or attending, other school sponsored extracurricular activities such as prom or homecoming, may be worn when approved by the administrator and sponsor or coach.

Drug and Alcohol Involvement by Students (administrative policy JICH):

It shall be a violation of District policy and considered to be behavior that is detrimental to the welfare and safety of other students or school personnel for any student to possess, use or distribute alcohol or drugs, or to possess drug paraphernalia on school property or at school-sponsored events. **Sharing any controlled substance, including prescription medication, is also a violation of District policy.** In order to promote a healthy and safe learning environment, the school district will take disciplinary action that may include suspension or expulsion from school and may include referral to law enforcement for criminal prosecution.

Students who use or possess alcohol or drugs or are under the influence of alcohol or drugs in violation of policy JICH will be disciplined in the following manner:

- First Offense - The student will be suspended for five school days, and the principal may request the superintendent to extend the suspension up to an additional five days. At the discretion of the principal and with the concurrence of the superintendent, this period

may be shortened up to five days provided that the student agrees to complete an appropriate program, which may include an alcohol and/or drug education/treatment/counseling program and/or community service, details of which shall be agreed to between principal and parent. Costs of the program shall be borne by student and parent. Failure to provide documentation of completion of the program within the prescribed time limits will result in the imposition of the additional days of suspension.

Based on circumstances of individual cases, including but not limited to situations involving particularly pernicious, harmful, or addictive illegal drugs such as felony class-controlled substances, the principal or designee, at his or her discretion, may recommend additional suspension or expulsion. Violations of administrative policy [JLCD](#) on Administering Medications to Students may result in disciplinary action, at the discretion of the principal or designee.

- Second Offense - The student will be suspended for ten school days and the principal may recommend expulsion.
- Third and Subsequent Offense(s) - The principal or designee may recommend to the superintendent expulsion of the student for up to one calendar year for third offense and all subsequent offenses occurring within three years.

Penalties for Possession of Drug Paraphernalia

Students who possess drug paraphernalia at school, on the school bus, or at school sponsored events will be disciplined in the following manner:

- First Offense - The student will be suspended for three school days.
- Second Offense - The student will be suspended for five school days.
- Third Offense - The student will be suspended for five school days and the principal may recommend an additional five days' suspension, or expulsion.

Penalties for Distribution, Selling, Purchasing or Exchanging Alcohol or Drugs

Students who distribute, sell, purchase or exchange alcohol or drugs, whether by selling or giving, may be expelled, provided that the purchase or exchange of over-the-counter drugs may be limited to a suspension in appropriate circumstances at the discretion of the principal.

Electronic Communication Devices, including Cell Phones (administrative policy [JICJ](#)):

Electronic communication devices can play a vital communication role. However, unless expressly permitted by a teacher for instructional purposes, the use of electronic communication devices within the classroom is not permitted. For purposes of this policy, an "electronic communication device" is any device which records, replays, transmits, receives or otherwise conveys information electronically between the student and another person or entity.

Students may carry electronic communication devices approved by the building principal, but these devices must be turned off and put away during instructional time, unless they are being used for instructional purposes and with approval of the teacher. Regarding non-instructional time, school staff members have the authority to restrict students' use of such devices in school buildings, on school buses, at school-sponsored activities and on field trips, if in the judgment of the staff member, the use of the device interferes with the educational environment. Use of a device to record all or part of any classroom instruction is permissible only with the approval of the teacher.

Use of electronic communication devices with cameras is prohibited in locker rooms, bathrooms, or other locations where such operation may violate the privacy rights of another person. It is the student's responsibility to ensure that the device is turned off and out of sight during unauthorized times.

Violation of this policy and/or use that violates any other District policy may result in disciplinary action and confiscation of the electronic communication device. A conference between the parent/guardian, student and school personnel may be required in the event an electronic communication device is confiscated.

The District shall not be responsible for loss, theft or destruction of electronic communication devices brought onto school property.

Screening and Testing of Students (and Treatment of Mental Disorders) (administrative policy JLDAC)

Parents/guardians and eligible students have the right to review any survey, assessment, analysis or evaluation administered or distributed by a school to students whether created by the District or a third party. "Eligible student" means a student 18 years of age or older or an emancipated minor. Any survey, assessment, analysis, or evaluation administered or distributed by a school to students shall be subject to applicable state and federal laws protecting the confidentiality of student records.

Parents/guardians and eligible students shall receive notice and have the opportunity to opt a student out of activities involving the collection, disclosure or use of personal information collected from the student for the purpose of marketing or selling that information or otherwise providing the information to others for that purpose.

School personnel is prohibited under state law from recommending or requiring the use of psychotropic drugs for students. School personnel is also prohibited from testing or requiring testing for a student's behavior without giving notice to the parent/guardian describing the recommended testing and how any test results will be used. Prior to conducting any such testing, school personnel shall obtain written permission from the parent/guardian or eligible student in accordance with applicable law.

Licensed school personnel is encouraged to be knowledgeable about psychiatric or psychological methods and procedures but shall not be involved in any diagnosis, assessment or treatment of any type of mental disorder or disability unless appropriately certified.

Student Expression

Students have a limited right to free expression based on the First Amendment to the United States Constitution. Your right to speak (including written expression), however, must not create a material and substantial disruption to the educational process, be obscene, lead to unlawful action, harm someone's reputation, or create a clear and present danger to others.

These legal requirements also apply to how you dress when you come to school or school activities. If you cross the line from protected speech, where you are expressing your point of view/opinion, to speech which creates a material and substantial disruption, you may be disciplined. See policies on Student Publications, [JICE](#); Suspension, Expulsion and Denial of Admission, [JKD/JKE](#); and the Student Dress Code, [JICA](#).

Student Conduct (administrative policy JIC):

It is the intention of the Board of Education and District administration that the District's schools help students achieve maximum development of individual knowledge, skills and competence and that they learn behavior patterns which will enable them to be responsible, contributing members of society.

The District, in accordance with state law, has adopted a written student conduct and discipline code based upon the principle that every student is expected to follow accepted rules of conduct and to show respect for and to obey persons in authority. The code shall emphasize that certain behavior, especially behavior that disrupts the classroom, is unacceptable and may result in disciplinary action. The code shall emphasize proportionate disciplinary interventions and consequences and keeping students engaged in learning. The code shall be enforced uniformly, fairly and consistently for all students.

All administrative policies and regulations containing the letters "JIC" in the file name shall be considered as constituting the conduct section of the legally required code.

The rules shall not infringe upon constitutionally protected rights, shall be clearly and specifically described, shall be printed in a handbook or some other publication made available to students and parents/guardians, and shall have an effective date subsequent to the dissemination of the published handbook.

The superintendent shall arrange to have the conduct and discipline code distributed once to each student in elementary, middle, junior high and high school and once to each new student in the District. The superintendent shall ensure reasonable measures are taken to ensure each student is familiar with the code. Copies shall be posted or kept on file in each school of the District.

The code shall apply to behavior in the classroom, on school grounds, in school vehicles, at school activities and events, and in certain circumstances, to off-campus behavior. In all instances, students shall be expected to conduct themselves in keeping with their level of maturity, acting with due regard for the supervisory authority vested by the board in all District staff members, the educational purpose underlying all school activities, the widely shared use of school property, and the rights and welfare of other students. All staff members of the District shall be expected to share the responsibility for supervising the behavior of students and for seeing that they abide by the established rules of conduct.

Student Discipline (administrative policy JK)

The District, in accordance with state law, has adopted a written student Conduct and Discipline Code based upon the principle that every student is expected to follow accepted rules of conduct and to show respect for and to obey persons in authority. The Code also emphasizes that certain behavior, especially behavior that disrupts the classroom, is unacceptable and may result in disciplinary action. Additionally, the District has adopted policies and procedures for handling general and major discipline problems for all students of the District which are designed to achieve these broad objectives. All administrative policies and regulations containing the letters “JK” in the file name constitute the discipline section of the legally required code.

Student Fees and Fines (administrative policy JQ)

All student fees and charges levied to students shall be adopted by the Board. The school shall specify whether the fee is voluntary or mandatory, purpose of the fee, and the specific activity from which the students will be excluded if the fee is not paid.

All fees shall be waived or reduced for indigent students. An indigent student is defined as any child who is deemed eligible for a fee or reduced price lunch under the income guidelines established by the federal government. Applications and information regarding the free and reduced price lunch program can be obtained by contacting the free and reduced lunch registrar at 234-1416.

Student Interrogations, Searches, and Arrests (administrative policy JIH):

The Board of Education and District administration seek to maintain a climate in the schools which is conducive to learning and protective of the safety and welfare of staff and students. To achieve this goal, it may be necessary for school personnel to search the person and/or the personal property of the student and to seize any property deemed injurious or detrimental to the safety and welfare of students and staff.

Interviews by school administrators

When a violation of District policy or school rules occurs, the principal or designee may question potential student victims and witnesses without prior consent of the student's parent/guardian. If a school official is investigating a report of child abuse and the suspected perpetrator is a member of the student's family, no contact with the student's family will be made.

Searches conducted by school personnel

Searches may be conducted by a school official who has reasonable grounds for suspecting that a search will turn up evidence that the student has violated either the law or policy. When reasonable grounds for a search exists, school personnel may search a student and/or the student's personal property while on school premises or during a school activity in accordance with this policy and may seize any illegal, unauthorized or contraband materials.

Whenever possible, the student shall be informed of the reason(s) for conducting the search and the student's permission to perform the search shall be requested. A student's failure to cooperate with school officials conducting a search shall be considered grounds for disciplinary action.

Search of school property

School lockers, desks and other storage areas are school property and remain at all times under the control of the school. All such lockers, desks and other storage areas, as well as their contents, are subject to inspection at any time, with or without notice.

Students shall assume full responsibility for the security of their lockers and/or other storage areas in the manner approved by the administration. Students shall be responsible for whatever is contained in desks and lockers assigned to them by the school, as well as for any loss or damage relating to the contents of such desks and lockers.

Search of the student's person or personal effects

The principal or designee may search the person of a student or a student's personal effects such as a purse, backpack, book bag, or briefcase on school property or at school-sponsored events or activities if the school official has reasonable grounds to suspect that the search will uncover:

- Evidence of a violation of District policies, school rules, or federal, state, or local laws.
- Anything which, because of its presence, presents an immediate danger of physical harm or illness to any person.

Search of the person shall be limited to the student's pockets, any object in the student's possession such as a purse, backpack, book bag, or briefcase, and a "pat down" of the exterior of the student's clothing. The extent of the search of a student's person or personal effects, as well as the means to conduct the search, must be reasonably related to the objectives of the search and the nature of the suspected violation. Additionally, school officials conducting the search shall be respectful of privacy considerations, in light of the sex and age of the student.

Searches of the person shall be conducted out of the presence of other students and as privately as possible by a person of the same sex as the student being searched. At least one person of the same sex as the student being searched shall witness but not participate in the search.

Searches of a student's person and/or personal effects may be conducted without the prior consent of the student's parent/guardian. However, the parent/guardian of any student searched shall be notified of the search as soon as reasonably possible.

Searches of the person which may require removal of clothing other than a coat or jacket shall be referred to a law enforcement officer. School personnel shall not participate in such searches.

Detection canines

Searches of school facilities, lockers, personal property, cars, and parking lots may be conducted by authorized persons using trained detection canines under the direction of the school principal or designee.

Law enforcement officers' involvement--Interrogations and interviews

When law enforcement officials request permission to question students when students are in school or participating in school activities, the principal or designee shall ascertain that the law enforcement officer has proper identification and shall be present unless a court order provides otherwise. Except when law enforcement officers have a warrant or other court order, or when an emergency or other exigent circumstances exist, such interrogations and interviews are discouraged during students' class time.

It is the responsibility of the law enforcement officer interviewing student witnesses or interrogating student suspects to assure compliance with all applicable procedural safeguards. Upon request by law enforcement to interview a student witness or interrogate a student suspect, school officials shall make an effort to notify the student's parent/guardian, except in cases involving investigation of reported child abuse where the suspected perpetrator is a member of the student's family, when law enforcement has a court order directing that the student's parent/guardian not be notified, or when an emergency or other exigent circumstances exist. However, whether or not to postpone the interview or interrogation until the parent/guardian arrives is the law enforcement officer's decision.

Seizure of items

Anything found in the course of a search conducted by school officials which is evidence of a violation of law or District policy or school rules or which by its presence presents an immediate danger of physical harm may be:

- Seized and offered as evidence in any expulsion proceeding. Such material shall be kept in a secure place by the principal until it is presented at the hearing.
- Returned to the student or the parent/guardian.
- Turned over to a law enforcement officer in accordance with this policy.

Search and seizure

The principal or designee may request a search on school premises be conducted by a law enforcement officer. When law enforcement officers respond to such a request, no school staff member shall assist or otherwise participate in the search. It is expected that searches by law enforcement will be conducted in accordance with the requirements of applicable law.

Custody and/or arrest

Students will be released to law enforcement officers if the student has been placed under arrest or if the student's parent/guardian and the student consent to such release. When a student is removed from school by law enforcement officers for any reason, school officials will make reasonable efforts to notify the student's parent/guardian.

It is expected that all procedural safeguards prescribed by law are followed by law enforcement officers conducting student arrests. However, District staff is not responsible for an officer's legal compliance when arresting a student.

Parking Lot/Vehicle Searches (administrative policy [JIHB](#))

The privilege of bringing a student-operated vehicle on to school premises is conditioned on consent by the student driver to allow for search of the vehicle when there is reasonable suspicion that the search will yield evidence of contraband.

Refusal by a student, parent/guardian, or owner of the vehicle to allow access to a motor vehicle on school premises at the time of request to search the vehicle shall be cause for termination without further hearing of the privilege of bringing the vehicle on to school premises. If a student refuses to consent to search, a parent or guardian will be contacted to obtain their consent to search. If the consent to search is denied by parent, then the vehicle shall be removed immediately from District property and forever banned from all District property. In such cases, there will be no refund of the parking fees paid, and the student will not be permitted to purchase a future parking pass. Should the vehicle be subsequently found on District property, it is subject to being towed at the owner's expense immediately without notice. Refusal to submit to search also may result in disciplinary action and notification of law enforcement officials.

Student Organizations (administrative policy [JJA](#))

Students in middle and high schools in this District shall be permitted to conduct meetings of student clubs or student organizations to meet on school premises during noninstructional time, in accordance with administrative policy [JJA](#). Curriculum-related student organizations serve as an extension of the regular school curriculum and bear a direct relationship to and alignment with Colorado Academic Standards. The function of curriculum-related student organizations is to enhance the participants' educational experience and supplement the course materials within the educational program of the schools. Curriculum-related student organizations must articulate how the content and activities of the proposed student organization will extend the regular school curriculum and how they align with the Colorado Academic Standards. Student organizations meeting these criteria and approved by the principal will be deemed to be officially recognized, school-sponsored student organizations. All proposed student organizations shall

use the common District-wide application that can be found in [JJA E](#). The principal, or designee, will communicate a final decision to all proposals using the submitted District-wide application.

Secondary school students are also permitted to organize and conduct meetings to pursue activities outside of the school curriculum. Such organizations must be student initiated and directed, and persons not attending school in this District, parents, school personnel or non-school persons are prohibited from directing, conducting, controlling, or regularly attending the activities of a noncurricular student group. Noncurricular student groups shall not be deemed to be school-sponsored or endorsed. Students seeking approval for a student organization to meet at school during noninstructional time should seek approval from the principal or his or her designee in accordance with administrative procedure [JJA R](#).

Student Use of the Internet and Electronic Communications (administrative policy JS)

The Internet and electronic communications are fluid environments in which students may access materials and information from many sources, including some that may be harmful to students. While it is impossible to predict with certainty what information students might locate or come into contact with, the District shall take reasonable steps to protect students from accessing material and information that is obscene, pornographic, or otherwise harmful to minors. Students shall take responsibility for their own use of District digital resources to avoid contact with material or information that may be harmful to minors.

Blocking or filtering obscene, pornographic, or harmful information

The District will make reasonable efforts to ensure that digital resources are used appropriately and responsibly, and to comply with CIPA (Children’s Internet Protection Act) and other applicable laws. Students shall take responsibility and use good judgment when using district digital resources to avoid contact with material or information that may be harmful to minors. Each student shall comply with federal and state law, District policy and the school’s code of conduct and the provisions of this responsible use agreement. It is important for students to make sure that all electronic communications are respectful at all times, and do not violate the District bullying policy (JICDE). Students should report any inappropriate content or contact, including harassment, threats, or hate speech to a responsible adult.

No expectation of privacy

District digital resources are owned by the District and are only intended for educational purposes. Students shall have no expectation of privacy when using the Internet or electronic communications. The District reserves the right to monitor student activity on the District network and all District digital resources to include data transmitted to/from personal digital resources. All material and information accessed/received through the District network shall remain the property of Academy District 20 and subject to disclosure under the Colorado Open Records Act.

Unauthorized and unacceptable uses

Students shall use digital resources in a responsible, efficient, ethical, and legal manner. Because technology and ways of using technology are constantly evolving, every unacceptable use of digital resources cannot be specifically described in policy. Therefore, examples of unacceptable uses include, but are not limited to, the following.

No student shall access, create, transmit, retransmit, or forward material or information:

- that is not related to District education objectives
- that promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons
- that contains pornographic, obscene, or other sexually oriented materials, either as pictures or writings
- that harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons in violation of the District's nondiscrimination policies
- for personal profit, financial gain, advertising, commercial transaction, or political purposes
- that plagiarizes the work of another
- that uses inappropriate or profane language likely to be offensive to others in the school community
- that is knowingly false or could be construed as intending to purposely damage another person's reputation
- in violation of any federal or state law or District policy, including but not limited to copyrighted material and material protected by trade secret
- that contains personal information about themselves or others, including information protected by confidentiality laws
- that impersonates another or transmits through an anonymous remailer
- that possesses or uses malicious software, hacking software, personal VPN software, proxy software, or devices used for these purposes on District property, and bypassing the Internet filter in any way.

Security

Security on digital resources is a high priority. Students who identify a security problem while using a digital resource must immediately notify a system administrator. Students should not demonstrate the problem to other users. Logging on to the Internet or electronic communications as a system administrator is prohibited. Students shall not:

- use another person's password or any other identifier
- gain or attempt to gain unauthorized access to district digital resources
- read, alter, delete, or copy, or attempt to do so, electronic communications of other system users

Any user identified as a security risk, or as having a history of problems with technology, may be denied access to the Internet, electronic communications and/or digital resources.

Vandalism

Vandalism is defined as any malicious or intentional attempt to harm, destroy, modify, abuse, or disrupt operation of any network within the school district or any network connected to the Internet, operation of any form of electronic communications, the data contained on any network or electronic communications, the data of another user, usage by another user, or District digital resource. This includes, but is not limited to, the uploading or creation of computer viruses and the use of third-party encryption software.

District Provided Devices

DPDs are provided for education purposes only. They may not be taken out of the country, they will be filtered at school and at home, and they must be taken care of. Any damage should be reported within 24 hours, and upon disenrollment, the device must be returned. Defacing the device with stickers or adhesives is not allowed and if stickers are applied, they must be removed before returning the device to the district. Damage caused by these stickers may cause a fine to be assessed.

Unauthorized content

Students are prohibited from using or possessing any software applications, mobile apps or other content that has been downloaded or is otherwise in the user's possession without appropriate registration and payment of any fees.

Monitoring student use

The District will make reasonable efforts to see that the Internet and electronic communications are used responsibly by students. Administrators, teachers, and staff have a professional responsibility to work together to monitor students' use of the Internet and electronic communications, help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use information to meet their educational goals.

Student use is a privilege

Use of the Internet and electronic communications demands personal responsibility and an understanding of the acceptable and unacceptable uses of such tools. Student use of the Internet, electronic communications and District digital resources is a privilege, not a right. Failure to follow the use procedures contained in this policy shall result in the loss of the privilege to use these tools and restitution for costs associated with damages and may result in legal action and/or disciplinary action, including suspension and/or expulsion, in accordance with District policy concerning suspension, expulsion and other disciplinary interventions. The District may deny, revoke or suspend access to District technology or close accounts at any time.

Students and parents/guardians shall be required to sign the District's Acceptable Use Agreement annually before Internet or electronic communications accounts shall be issued or access shall be allowed.

School district makes no warranties

The school district makes no warranties of any kind, whether express or implied, related to the use of District digital resources, including access to the Internet and electronic communications services. Providing access to these services does not imply endorsement by the District of the content, nor does the District make any guarantee as to the accuracy or quality of information received. The District shall not be responsible for any damages, losses or costs a student suffers in using the Internet and electronic communications. This includes loss of data and service interruptions. Use of any information obtained via the Internet and electronic communications is at the student's own risk.

Students with Life-Threatening Allergies (administrative policy [JLCDA](#))

The District recognizes that many students are being diagnosed with potentially life-threatening food allergies. To best protect students and to meet state law requirements concerning the management of food allergies and anaphylaxis among students, the District requires the following:

Health care plan

The school nurse, or a school administrator in consultation with the school nurse and parent, shall develop and implement a health care plan (plan) for each student with a diagnosis of a potentially life-threatening food allergy. The plan shall address communication between the school and emergency medical services, including instructions for emergency medical responders.

Reasonable accommodations

Reasonable accommodations shall be made to reduce the student's exposure to agents that may cause anaphylaxis within the school environment. If a student qualifies as a student with a disability in accordance with federal law, the student's Section 504 plan, Individualized Education Program (IEP), and/or other plan developed in accordance with applicable federal law shall meet this requirement.

Access to emergency medications

Emergency medications for treatment of the student's food allergies or anaphylaxis shall be kept in a secure location accessible to designated school staff. The student's parent/legal guardian shall supply the school with the medication needed for treatment of the student's food allergies or anaphylaxis, unless the student is authorized to self-carry such medication in accordance with administrative policy [JLCD](#), Administering Medications to Students. Even if the student is authorized to self-carry, the parent is strongly encouraged to provide self-injectable epinephrine to the school.

Staff training

The principal or designee, in consultation with the school nurse, shall determine the appropriate recipients of emergency anaphylaxis treatment training, which shall include those staff directly involved with a student who has a known food allergy during the school day.

Suspension and expulsion (administrative policy [JKD/JKE](#)):

Academy District 20 shall provide due process of law to students, parents/guardians and school personnel through written procedures consistent with law for the suspension or expulsion of students and the denial of admission.

The Board and its designee(s) may consider the following factors in determining whether to suspend or expel a student:

1. the student's age;
2. the student's disciplinary history;
3. the student's eligibility as a student with a disability;
4. the seriousness of the violation committed by the student;
5. the threat posed to any student or staff; and
6. the likelihood that a lesser intervention would properly address the violation.

The following are grounds for suspension or expulsion under state law and/or District policy:

1. Continued willful disobedience or open and persistent defiance of proper authority.
2. Willful destruction or defacing of school property.
3. Behavior on or off school property that is detrimental to the welfare or safety of other students or school personnel, including behavior that creates a threat of physical harm to the child or to other children. Nothing in this paragraph shall be construed to limit the school district's authority to suspend a student with a disability for a length of time consistent with federal law.
4. Declaration of the student as a habitually disruptive student, pursuant to administrative policy [JK](#) and its accompanying administrative procedure.
 - a. For purposes of this paragraph, "habitually disruptive student" means a child who has caused a material and substantial disruption three times during the course of the school year on school grounds, in a school vehicle or at school activities.
 - b. The student and the parent, legal guardian, or legal custodian shall have been notified in writing of each disruption counted toward declaring the student as habitually disruptive and the student and parent, legal guardian, or legal custodian shall have been notified in writing and by telephone or other means at the home or the place of employment of the parent or legal guardian of the definition of "habitually disruptive student."
5. Committing one of the following offenses on school grounds, in a school vehicle, or at a school activity or sanctioned event:
 - a. Possession of a dangerous weapon without the authorization of the school or the school district;

- b. The use, possession, or sale of a drug or controlled substance as defined in C.R.S. §18-18-102(5); or
 - c. The commission of an act that, if committed by an adult, would be robbery or assault other than third degree assault.
6. Repeated interference with a school's ability to provide educational opportunities to other students.
 7. Carrying, bringing, using, actively displaying, or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm on school property without the authorization of the principal or designee.
 8. Violation of the District's substance abuse policy, [JICH](#), as outlined in that policy and accompanying administrative procedure.
 9. Failure to comply with the immunization requirements as specified in Colorado law and administrative policy [JLCB](#) unless a bona fide medical or religious exception applies. Any exclusion for such failure to comply shall not be recorded as a disciplinary action but may be noted in the student's permanent record with an appropriate explanation.

Grounds for denial of admission

Admission to Academy District 20 may be denied a student for the following reasons:

1. Graduation from the 12th grade of any school or receipt of any document evidencing completion of the equivalent of a secondary curriculum;
2. Failure to meet the requirements of age, by a child who has reached the age of 6 at a time after the beginning of the school year, as fixed by the Board of Education;
3. Having been expelled from any school district during the preceding 12 months;
4. Not being a resident of the District, unless otherwise entitled to attend under Colorado law;
5. Behavior in another school district during the preceding twelve months that is detrimental to the welfare or safety of other pupils or of school personnel; or
6. Failure to comply with the immunization requirements of Colorado law and administrative policy [JLCB](#) unless a bona fide medical or religious exception applies.

Expulsion or Denial of Admission for unlawful sexual behavior or crime of violence

When a petition is filed in juvenile court or district court that alleges a student between the ages of 12 to 18 years has committed an offense that would constitute unlawful sexual behavior or a crime of violence if committed by an adult, basic identification information, as defined in state law, along with the details of the alleged delinquent act or offense, is required by law to be provided immediately to the school district in which the juvenile is enrolled.

The information shall be used by the superintendent to determine whether the student has exhibited behavior that is detrimental to the safety, welfare, and morals of the other students or school personnel and whether educating the student in the school may disrupt the learning environment in the school, provide a negative example for other students, or create a dangerous and unsafe environment for students, teachers, and other school personnel. The

District shall take appropriate disciplinary action, which may include suspension or expulsion, in accordance with the student code of conduct and related policies.

The Board of Education may determine to wait until the conclusion of court proceedings to consider expulsion, in which case it shall be the responsibility of the District to provide an alternative educational program for the student as specified in state law.

Tobacco Free Schools (administrative policy [ADC](#)):

To promote the general health, welfare and well-being of students and staff, smoking, chewing, vaping or any other use of any tobacco product by staff, students and members of the public is prohibited on all school property.

Possession of any tobacco product by students is also prohibited on school property.

For purposes of this policy, the following definitions apply:

1. "School property" means all property owned, leased, rented, or otherwise used or contracted for by a school including but not limited to the following:
 - a. All indoor facilities and interior portions of any building or other structure used for children for instruction, educational or library services, routine health care, daycare, or early childhood development services, as well as for administration, support services, maintenance, or storage.
 - b. All school grounds over which the school exercises control including areas surrounding any building, playgrounds, athletic fields, recreation areas and parking areas.
 - c. All vehicles used by the District for transporting students, staff, visitors or other persons.
 - d. At a school sanctioned activity or event.
2. "Tobacco product" means:
 - a. Any product that contains nicotine or tobacco or is derived from tobacco and is intended to be ingested or inhaled by or applied to the skin of an individual, including but not limited to cigarettes, cigars, pipe tobacco, snuff and chewing tobacco; and
 - b. Any electronic or other device that can be used to deliver nicotine to the person inhaling from the device, including but not limited to an electronic cigarette, cigar, cigarillo, pipe, hookah, vape pen or vape MODS (mechanical modified delivery systems) which produce vapor from an electronic cigarette or other similar device.
 - c. "Tobacco product" does not include any product that has been approved by the appropriate federal agency as a tobacco use cessation product.
3. "Use" means lighting, chewing, smoking, ingesting or application of any tobacco product.

Signs will be posted in prominent places on all school property to notify the public that smoking or other use of tobacco products is prohibited in accordance with state law and District policy.

This policy will be published in all staff member and student handbooks, posted on bulletin boards and announced in staff meetings.

Any member of the general public considered by the superintendent or designee to be in violation of this policy will be instructed to leave school district property.

Disciplinary measures for students who violate this policy will include in-house detention, revocation of privileges and exclusion from extracurricular activities. Repeated violations may result in suspension from school. In accordance with state law, no student will be expelled solely for tobacco use.

Use of Physical Intervention (administrative policy [JKA](#) and [JKA R](#))

To maintain a safe learning environment, District staff members may, within the scope of their employment duties and consistent with state law, use physical intervention and restraint with students in accordance with District policy and accompanying regulation. [JKA E2](#) represents the process that must be followed when a student or the student's parent/guardian wishes to file a complaint about the use of restraint or seclusion by a District staff member.

Weapons (administrative policy [JCI](#)):

Possession, use, and/or threatened use of a dangerous weapon by students is detrimental to the welfare and safety of the students and school personnel within the District. Using, possessing or threatening to use a dangerous weapon on District property, when being transported in vehicles dispatched by the District or one of its schools, during a school-sponsored or District-sponsored activity or event, and off school property when the conduct has a reasonable connection to school or any District curricular or non-curricular event without the authorization of the school or school district is prohibited.

As used in this policy, "dangerous weapon" means:

- A firearm
 - A firearm is any weapon (including a starter gun) which will or is designed to or may be readily converted to expel a projectile by the action of an explosive;
 - The frame or receiver of any weapon described above;
 - Any firearm muffler or firearm silencer; or
 - Any destructive device.
 - A "destructive device" is defined as any explosive, incendiary, or poison gas including a bomb, grenade, or rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or device similar to the devices described above.
- Any pellet gun, BB gun, or other device, whether operational or not, designed to propel projectiles by spring action or compressed air;
- A fixed-blade knife with a blade that exceeds three inches in length;
- A spring-loaded knife or a pocket knife with a blade exceeding three and one-half inches in length;

- Any knife or cutting instrument possessed without authorization of school officials;
- Any device capable of temporarily immobilizing a person by the infliction of an electrical charge, including stun guns or taser guns; or
- Any object, device, instrument, material, or substance, whether animate or inanimate, that is used or intended to be used to inflict death or serious bodily injury including, but not limited to, a slingshot, a bludgeon, nun chucks, brass knuckles, or artificial knuckles of any kind.
- Students who use, possess, or threaten to use a dangerous weapon in violation of this policy may be subject to disciplinary action in accordance with District policy concerning student suspensions, expulsions, and other disciplinary interventions.

In accordance with 20 U.S.C. § 7151, a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school, shall be expelled for not less than one year, except that the superintendent may modify this requirement in writing for a student on a case-by-case basis.

School administrators shall consider violations of this policy on a case-by-case basis to determine whether suspension, expulsion or any other disciplinary action is appropriate based upon the individual facts and circumstances involved.

Wellness (administrative policy [ADF](#)):

Academy District 20 promotes healthy schools by supporting student wellness, good nutrition, and regular physical activity as part of the total learning environment and encourages school health teams in every building. If you are sending food to school for any school function, please consider sending in healthy choices.