



# **DOLORES**

## Secondary Schools

Superintendent of Schools:	Phil Kasper
Principal:	Jen Huffman
Dean of Students:	John Marchino
Activities/Athletic Director:	John Marchino
Advising Specialist:	Jen Stark
School Social Worker:	Peggy Pine
Office Manager:	Susan Burger
Board of Education:	Vacancy DeAnna Truelsen Casey McClellan Vangi McCoy Kay Phelps

School Colors: Black and White with Red Accents

School Mascot: Bears

School Song:

Oh when the Bears fall into line, we're going to win this game another time  
For DHS we love so well, we're going to yell and yell, and yell, and yell  
We're going to fight, fight, fight for every score, we're going to win this game and then some more  
We're going to roll those challengers on the floor, off the floor-Fight, Fight, Fight!



## **Dolores School District RE-4A**

***Phil Kasper,***

***Interim Superintendent***

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August 1, 2018

Dear Families,

Thank you for sending us the best students in Colorado. Thank you for supporting our efforts to provide them with an excellent education, and thank you for your involvement in our school.

Moving forward into the 2018-19 school year, our work will revolve around fulfilling our district vision:

**“DOLORES SCHOOL DISTRICT THRIVES AS A COMMUNITY OF PASSIONATE STUDENTS AND EDUCATORS INSPIRING EACH OTHER IN A RESPECTFUL ENVIRONMENT BUILT ON CREATIVE LEARNING, SHARED INTEGRITY, AND UNMISTAKABLE KINDNESS.”**

We have made some changes to our behavioral definitions in order to improve our practice. We have made some changes to our discipline response, creating clarity around consequences for different actions, and continuing to build on the components of Positive Behavior Intervention. We have created better support systems for teachers and for students.

Additionally, we have added clear instruction and language around Academic Integrity, which is becoming ever-more important in a changing technological world.

We will be emphasizing our process toward becoming a “Deeper Learning” School. Here is more information about Deeper Learning, from the Hewlett Foundation:

### **“What is deeper learning?”**

In classrooms where deeper learning is the focus, you find students who are motivated and challenged—who look forward to their next assignment. They apply what they have learned in one subject area to newly encountered situations in another. They can see how their classwork relates to real life. They are gaining an indispensable set of knowledge, skills, and beliefs, including:

- **Mastery of Core Academic Content:** Students build their academic foundation in subjects like reading, writing, math, and science. They understand key principles and procedures, recall facts, use the correct language, and draw on their knowledge to complete new tasks. **(We will continue to work toward aligned curriculum).**
- **Critical Thinking and Problem Solving:** Students think critically, analytically, and creatively. They know how to find, evaluate, and synthesize information to construct arguments. They can design their own solutions to complex problems. **(We will continue**

to work with our Student Government, Principal's Advisory Councils, IWNIA, and MLT in order to include our students and parents in decision making and problem solving).

- **Collaboration:** Collaborative students work well in teams. They communicate and understand multiple points of view and they know how to cooperate to achieve a shared goal. **(We will continue our work on team-building through advisory and BEARS, with an emphasis on the 7 Mindsets and the 7 Habits of Highly Effective Teens).**
- **Effective Communication:** Students communicate effectively in writing and in oral presentations. They structure information in meaningful ways, listen to and give feedback, and construct messages for particular audiences. **(We will work toward providing our students with real-world, authentic audiences for their work).**
- **Self-directed Learning:** Students develop an ability to direct their own learning. They set goals, monitor their own progress, and reflect on their own strengths and areas for improvement. They learn to see setbacks as opportunities for feedback and growth. Students who learn through self-direction are more adaptive than their peers. **(We will develop the process and tools for each of our students to create a “Capstone Project” aligned to their passions).**
- **An “Academic Mindset”:** Students with an academic mindset have a strong belief in themselves. They trust their own abilities and believe their hard work will pay off, so they persist to overcome obstacles. They also learn from and support each other. They see the relevance of their schoolwork to the real world and their own future success. **(We will continue to integrate mindfulness through advisory and our classrooms. We will teach students the structures for believing that they CAN).**

When students are developing knowledge, skills, and academic mindsets simultaneously, they learn more efficiently. They acquire and retain more academic knowledge when they are engaged, believe their studies are important, and are able to apply what they are learning in complex and meaningful ways. Mastery of academic content is critical to a student's future success in college, careers, and life, so it is the foundation of—and never overlooked in—deeper learning classrooms.”

Our three areas of focus for the 2018-19 school year:

- Increased and obvious consistent enforcement of behavioral expectations and discipline
- Increased school-to-family communication
- Increased rigor and aligned curriculum, based on standards and delivered through highly engaging problem-based learning.

Thank you again for choosing Dolores Secondary for your children. If you are happy with what we are doing, please tell others about Dolores. If you have suggestions for improvement,

please tell me. Your feedback--and your students' feedback--helps us to improve. Please call or email with any concerns or questions.

Looking forward to a great year!

Jen Huffman

## Who's Who at Dolores High School?

To email any of us, type in the first initial of the first name followed by the last name (all lower case) @dolores.k12.co.us , or click on the name.

Superintendent	Phil Kasper
Principal	Jenifer Huffman
Dean of Students	John Marchino, Jr.
Athletic/Activities Director	John Marchino, Jr.
Secretary	Susan Burger
Registrar	Lezlie Dibsie
Academic Advisement/PBiS/Social Sciences	Jen Stark
School Social Workers	Peggy Pine/Leigh Dickinson
Nurse	Denese Brisbin
Food Services-Director	Chuck Soukup
Technology-Director	Mark Baxter
Art	Kimberly Sheek
CTE : Woods	Clint Schurr
CTE: Agriculture	Kady Spiering
Computer Literacy/Educational Technology	Karen Webster
Health and Physical Education	Jeromie Schumacher
Health and Physical Education	Gina Hollen
English	Tim Kercher
English	Jessica Mulvihill-Kuntz
US History	Michael Nielson
Librarian	Lisa Vaughn
Math	Rob Mellott
Math/Chemistry	Miriam Baines
Music-Choir and Band	Maggie Gillette
Social Sciences/MLT Director	Tara Olson
Life Sciences	Dave Hopcia
Physical/Earth/Space Sciences/Drama	Peter Swingle
World History/Global Studies	Pamela Pacheco
World Languages--Spanish	Liliana Argento
Exceptional Student Services--Special Education	Nyibol Bior, Lance Webster, Joel Balderrama
Student Acceleration Services/RtI Academic	Connie Copenhaver

## Who's Who at Dolores Middle School?

To email any of us, type in the first initial of the first name followed by the last name (all lower case) @ dolores.k12.co.us or click on the name.

Superintendent	Phil Kasper
Principal	Jenifer Huffman
Dean of Students	John Marchino, Jr.
Athletic/Activities Director	John Marchino, Jr.
Secretary	Susan Burger
Registrar	Lezlie Dibsie
Academic Advisement	Jen Stark
School Social Workers	Peggy Pine; Leigh Dickinson
Nurse	Denese Brisbin
Food Services-Director	Chuck Soukup
Technology Director	Mark Baxter
Art	Kimberly Sheek
Health/Physical Education	Jeromie Schumacher.
Health	Gina Hollen
English/Reading	Sarah Carr
Librarian	Lisa Vaughn
Math	Caitlin Houser
MTSS Director/Rtl Academic	Tara Olson
Science/MTSS Math Support	John McHenry
Science	Kristin Schurr
US History (8th grade)	Michael Nielson
World History (7th grade)	Pamela Pacheco
Exceptional Student Services--Special Education	Allison Taylor
Student Acceleration Services/Rtl Academic	Connie Copenhaver
Computer Literacy/Education Technology	Karen Webster
PBiS Behavioral Intervention	Jennifer Stark
Music	Maggie Gillette

## Program and Process Information

Dolores Secondary Schools pride ourselves on Academics, Arts and Athletics. Our schools are structured to provide a well-rounded education that includes language arts, math, science, social studies, health, and physical education, music, art, technology, and career/technical education. Students are given an opportunity for more individualized and caring instruction due to our small class sizes.

### **Academic Honors**

Two programs for honors exist here at Dolores: Academic Letter and National Honor Society. The cumulative Grade Point Average (G.P.A.) is used for both honors programs. The GPA refers to the total grades a student earns from the day they begin their high school career.

- **Academic Certificate, Academic Letter, and Academic Recognition**
  - General
    - The student shall be enrolled in at least three (3) credit-bearing classes
    - Transfer students must be enrolled for one (1) full year before consideration
    - Eligibility shall be determined by the principal or designee using student GPA
  - Freshmen Year
    - GPA (1 semester) of 3.70
    - Academic letter awarded
  - Sophomore Year
    - Cumulative GPA (3 semesters) of 3.65
    - Academic bar awarded second year
  - Junior Year
    - Cumulative GPA (5 semesters) of 3.60
    - Academic Letter awarded if first eligibility, bar awarded 2<sup>nd</sup> year
  - Senior Year
    - Cumulative GPA (6 semesters) of 3.55
    - Academic Letter awarded if first eligibility, bar awarded for 2<sup>nd</sup> and 3<sup>rd</sup> year
- **National Honor Society**
  - Be a sophomore with 3 semesters, a junior, or a senior
  - 3.4 GPA or better
  - Extra Curricular and Community Involvement
  - Demonstrate characteristics of leadership, service, and character
  - Recommended by a faculty member
  - Approval through a selection process, selected by a faculty council of five (5) members
  - Membership shall be continued through the maintenance of the ideals and standards listed above. Failure to do so will most likely result in being dropped from membership.

**Academic Integrity**--Dolores Secondary School values the process of teaching and learning, and expects each student to demonstrate integrity in his or her academic pursuits. Academic Dishonesty is strictly prohibited. In an effort to educate students regarding Academic Dishonesty and its forms, each advisory teacher will teach a unit on Academic Integrity every year to begin the school year. ***\*If you are not sure if something would be considered plagiarism, falsification, cheating, etc.--ASK BEFORE THE ASSIGNMENT IS DUE!\*\****

**Academic dishonesty is an act in which a student:**

- **Commits Plagiarism, which includes but is not limited to:**

- Copying any work assigned to be done independently. (It is the responsibility of teachers to clarify expectations about homework and projects with their classes, preferably in writing on their course syllabi, but at the least on every assignment sheet).
- Copying or closely paraphrasing sentences, phrases, or passages from an un-cited source while writing a paper or doing research.
- Using the views, opinions, or insights of others without proper acknowledgement.
- **Submits falsified or invented work/information instead of actually doing the work, research, or task themselves, which includes but is not limited to:**
  - Changing or creating data in a lab experiment
  - Writing up a fake interview
  - Lying about attendance or ability to complete assignments and/or assessments
  - Lying about other people being responsible for low grades or missing scores/assignments
  - Claiming credit for work in a group project when work was done by others
  - Attempting to misrepresent the authorship of student work, i.e., having someone else write a paper.
- **Uses unauthorized tools or materials in academic work**
  - Accessing and/or using copyrighted test bank questions or any materials designed for instructors' use only
  - Looking at someone else's work product, during an exam, test, or quiz
  - Collaborating on an exam, test, quiz or assignment with any other person without prior approval from the teacher
  - Using any kind of "cheat notes" during an exam, test, or quiz
  - Using an electronic device (calculator, cell phone, camera, laptop/tablet, or other gadgets) to give or receive or copy information before, during, or after an exam, test, or quiz
  - Having unauthorized access to or using stolen exams, tests, assignments, or quizzes
  - Providing or selling exam, test, or quiz, or assignment information to other students
  - Using an on-line translator for more than words or phrases
- **Misuses or falsifies academic documents**
  - Altering a transcript or report card
  - Signing another person's name to an attendance roster or grade check
  - Forging a hallway pass
- **Purposefully damages or hinders the work of others**
  - Hiding books or reference materials needed to complete an assignment
  - Tampering with lab experiment, art project, or electronic files of another student.
  - Fabricating or altering laboratory data

### **Consequences:**

- **First Offense:** The student shall receive a zero for the assignment and be assigned to after-school detention.

- **Second Offense:** The student shall receive a zero for the assignment and be assigned to In-School Suspension.
- **Third Offense:** The student will receive a failing grade in the course for the semester.

**\*Consequences will be cumulative. This means that the student DOES NOT get three chances per class. The consequence for the third offense shall apply to the class in which the dishonesty took place, regardless of where previous incidents of dishonesty took place.\***

**Accident Reporting (EBBB)** – If a student or staff member witnesses an accident on campus during the school day, report the incident to the office and complete the appropriate form, available in the office.

### **Additional Electives**

Students enrolled in outside certification programs (EMT, Social Work, etc.) can petition the school district to have that course satisfy elective credit for graduation. The student will need to provide proof of course completion, a syllabus and schedule, and documentation of the hours spent working on the course. **The student should submit a request, in writing, to the principal no later than five school days prior to the semester for which he/she is seeking elective credit.**

### **Attendance (JH, JHB)**

Students and their parents are encouraged to track student attendance and check the student's school attendance record on PowerSchool Parent Portal.

- **Definition:** A student will be marked Unverified (UNV) until it is proven otherwise by a parent/guardian with a phone call or email. This includes being 10 minutes or more late to class. 10 minutes or less is considered Tardy.
- **Absences Excused:** Parents/guardians must verify a student's absence within twenty-four hours of their return to school. Parent(s) may call the office at 882-7288 between 7:30 a.m. and 3:30 p.m. If excused absences become excessive (at or before ten days), the school may require a meeting with the student and parent to develop an Attendance Responsibility Plan. The Principal or designee may require proof regarding excused absences, including statements from medical sources. Board-approved reasons for excused absences include the following:
  - Illness/injury/death/family emergency/discipline/court
  - Approved appointments/school sanctioned activities and/or prior arrangements initiated by the parents/guardians and approved by the Principal or designee. Pre-arranged absence requests **MUST BE** submitted in writing **one week prior** to the absence. Students are responsible for collecting homework for any pre-arranged absence **PRIOR** to the absence, and submitting it upon return to class.
- **Absences, Unexcused:** The parent may not be aware initially of a student absence. Attempts by the school will be made to notify parents/guardians as unexcused absences are identified, but due to the large number of these absences that occur daily, this may not always be accomplished. Board approved examples of unexcused absences include the following: oversleeping or alarm clock failure, personal, needed at home, missing the bus and/or parent's fault. A student who leaves campus during lunch time without



checking out with the office and was not excused by the parent before 1:30 p.m. the same day will not be excused later.

- **Truancy:** If a student is absent without an excuse signed by the parent/guardian or if the student leaves school or a class without permission of the teacher or administrator in charge, the student shall be considered truant. An “habitual truant” shall be defined as a student of compulsory attendance age who has four total days of unexcused absences from school in any one month or 10 total days of unexcused absences during any school year. Absences due to suspension or expulsion shall not be counted in the total of unexcused absences for purposes of defining a student as an “habitual truant.”

### **Bus Transportation**

Bus Transportation is provided as a courtesy to students who live within our school district boundaries and routes. Bus rules and discipline concerns are handled through the Dolores Schools Transportation Director, Larry Funk, and the school Principals. Transportation may be revoked in conjunction with discipline concerns.

**Bully Prevention Education (JICDE):** All students and parents/guardians receive an Anti-Bullying Agreement yearly. All students are responsible for following all policies/procedures regarding bullying and its prevention. Additionally, all students receive pro-social education curriculum through their advisory classes, in an effort to improve pro-social behavior, provide a common language, and prevent incidents of bullying/harassment/discrimination.

**Cell Phones/Electronic/Technology Equipment (JICJ) –** Students may have their electronic/technology equipment on campus. They may use their device (including cell phones, ipods, smart watches) before school and after school. At all other times when the student is on campus (including passing time, recess and lunch), the device must be turned off and put away in the student’s backpack or locker. If the student has a smart watch, it **MUST BE IN TIME MODE ONLY**. The school is not responsible for lost or stolen cell phones or other devices.

- **Consequences:**

1st offense: device is confiscated; pick up in office at end of day.

2nd offense: device is confiscated; parent pick up at office (conversation with admin required).

3rd offense: detention (parent pick up of device at office and parent/student/admin meeting)

4th offense: cell phone will not be allowed back on campus. If it comes back, the student will be held accountable for a major defiance violation.

- **In rare circumstances, teachers may submit a plan to use cell phones in the classroom. This plan will include the date, time, and intended use for the cell phone, and must be approved by the principal or designee at least two school days in advance.**

- **District Issued Chromebooks/Student Personal Computers**--utilized in classroom at the discretion of the teacher.

## **CODE OF CONDUCT & DISCIPLINE (JIC) (JICDA) (JK)**

Safety is a priority of Dolores Schools. Unsafe behaviors and the resulting consequences are defined in the following section. School Code of Conduct violations may result in a consequence to include: warning, detention, suspension, and up to recommendation to the School Board for expulsion. School Administrators have discretion and final word on disciplinary action per the circumstances of the infraction. The following discipline and action response applies 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 events. For further explanation, definition, and information please refer to all policies in their entirety in the Dolores RE-4A Policy Manual.

### ***School Discipline and Action Response***

School Discipline is a required set of actions by school teachers and administration toward a student after or during a time when a student's behavior disrupts the ongoing educational activity or breaks a pre-established rule by the school system. **Discipline should strive to help guide the student's behavior or set limits to help them learn to take care of themselves, be respectful of other students, and care for the community around them.**

**\*\*\*\*The following process is a pilot and will be under review throughout this school year, and reviewed quarterly.\*\*\*\*Discipline/behavior data will be shared with the Board monthly.**

### ***Definition of Level of Discipline Infractions***

***Minor behaviors*** are also known as those behaviors that the classroom teacher or discipline/behavioral management team can handle with relatively little time/work, and the student is able to return to class within the same class period. Works for 85% of students and maintains classroom contact.

***Moderate behaviors*** are also known as those behaviors that, while not minor, are also not major in nature. These behaviors will often be chronic minor behaviors, or behaviors that are more extreme versions of minor behaviors but not extreme enough to be major behaviors. These behaviors require removal of the student from the classroom for the remainder of the class period. Works for an additional 10% of students and restores classroom contact within a brief period.

***Major behaviors*** are defined as those behaviors that require immediate response and removal of the student from the regular school environment for a longer period. Necessary for an additional 5% of students, and classroom re-entry requires a formal agreement.

### ***Low Level Minor Behaviors***

#### ***Inappropriate language:***

- Minor is defined: student engages in inappropriate verbal or non-verbal communication. Looks like:
  - mild inappropriate language--a "slip"
  - Hand gestures that are inappropriate
  - Unintended hurtful words and the student demonstrates remorse

#### ***Defiance/Disrespect/non-compliance:***

- Minor is defined: Student engages in brief or low-intensity failure to respond to adult

requests.

**Looks like:**

- ignores directives 1- 2 times
- Minor disrespect to other students
- Socially rude behavior (farting, burping, etc.)
- 

**Disruption:**

- Minor is defined: Student engages in low intensity but inappropriate disruption **Looks like:**
  - Talking out of turn
  - Off task behavior
  - Out of seat without permission

**Interpersonal Conflict:**

- Minor is defined: low-level interpersonal conflict that is reported and mediated. **Looks like:**
  - Disagreement, misunderstanding, mean or rude behavior that happens one time.

**Other Minor Behaviors:**

**Looks like:**

- technology violation (unless what is viewed falls under moderate or major); inappropriate use of personal and school equipment; “bugging” others in the learning environment.

**Low Level Minor Discipline Response**

**TEACHER-MANAGED:** Teacher will meet with student privately to the degree possible (may request that counselor or admin report to classroom to supervise so the teacher can conference with the student in the hallway. Student will be redirected and be integrated back into classroom as soon as possible. Teacher will document.

**OR**

**CLASSROOM SUPPORT:** Counselor or admin will respond to the classroom. Teacher will continue teaching while counselor and/or admin works with student in the hallway. The student will engage with responding staff to solve and be integrated back into class as soon as possible. Counselor or admin will observe the student in the classroom to insure behavior has been redirected. Teacher email with documentation of behavior.

**Parent contact:** Student’s parents will be contacted via phone by teacher and support staff (counselor or admin), if necessary to support teacher.

**Student:** failure to comply with minor disciplinary response will move disciplinary action to moderate level. (Example: teacher has met with student to redirect behavior, or counselor and/or admin has met with student, but behavior continues after reintegration to the classroom).

**Documentation:** Teacher to fill out “discipline report” as soon as possible for documentation in working with parents. Counselor/admin will document information on discipline response form, and PowerSchool. Original Form from teacher to registrar for student file.

**The third minor Infraction in a quarter will initiate a moderate-level response and documentation. This will also initiate a referral for a PBIS Tier 2 plan for success.**

**The third minor infraction in a quarter with the same teacher will require a**

**problem-solving meeting between the teacher and the student, prior to initiating the moderate level consequence.**

**Mid-Level Moderate Behaviors**

**Inappropriate language:**

- Moderate is defined: engaging in moderate level of inappropriate verbal or non-verbal communication.

**Looks like:**

- Profanity said in frustration due to difficulty on an assignment
- Profanity or inappropriate gestures directed at other students in jest or in a non-confrontational way
- Profanity that is not “minor”
- Inappropriate Innuendo in language
- Chronic profane/inappropriate language

**Defiance/Disrespect/non-compliance:**

- Moderate is defined: Student engages in moderate-intensity failure to respond to adult requests

**Looks like:**

- ignores directives more than two times
- Mild disrespectful or rude language/action directed at staff or other students
- Deliberate refusal to obey a member of the school staff
- Chronic socially rude behavior after redirects
- Chronic minor (documented) issues.

**Disruption:**

- Moderate is defined: Student engages in low intensity but inappropriate disruption

**Looks like:**

- Loud talking during lesson or seat time with multiple redirects
- Out of seat without permission and talking with other students
- Throwing things across the room (no contact with other students)
- Inappropriate outbursts directed at teacher that do not involve directed profanity, particularly after redirects

**Lying:**

- Moderate is defined: Student engages in moderate-intensity dishonest behavior

**Looks like:**

- Chronic dishonesty and denial of behaviors
- Lack of Integrity (quality of being honest).
- Disrespectful Behavior through Deceit or Dishonesty

**Destruction of School Property:**

- Moderate is defined: engaging in low-level misuse of property

**Looks like:**

- Writing on a desk or wall
- Intentional misuse of equipment/supplies that causes damage

**Inappropriate Location/Out of Bounds Area:**

- Moderate is defined: Student is in an authorized area of the campus, but without permission from the teacher or other school staff.

**Looks like:**

- Student in the gym, cafeteria, library or other location without permission

- Student in unsupervised location during lunch or classtime

### **Physical Contact:**

- Moderate is defined: non-serious but inappropriate physical contact

#### **Looks like:**

- Unsafe physical horseplay
- Pushing and shoving
- Lack of respect for physical boundaries

### **Interpersonal Conflict:**

- Moderate is defined:

#### **Looks like:**

- Students having an argument with each other with targeted or bad language
- Students reporting name calling or minor conflict
- Mean or rude behavior directed at a different student than the first report (repeated low-level)

### **Other Behaviors:**

- Moderate is defined: Any other moderate level behavior not listed; repeated minor behavior; minor-level behavior at such an intensity that it raises it above the level of minor behavior, at staff determination.

## **Mid-level Moderate Discipline Response**

**CLASSROOM RESPONSE AND REMOVAL:** Counselor or Admin will respond to the classroom to remove the student. The student will go, with the responding staff member, to the office to reflect and work on the assignment for the class. The student will not return to class that day.

**Parent Contact:** The teacher and administrator will call the student's parent/guardian to discuss the incident and assign the student to detention, either:

1. After-school restorative-based detention with the School Social Worker, Admin, or Counselor. The goal will be to assist the student with developing skills around how to avoid the same behaviors demonstrated. We will ask that the student and teacher meet with SSW/Admin/Counselor soon following the after-school reflection, to develop a plan for alleviating the behavior. A written report will be provided to the parent/guardian.

OR

2. Traditional after-school detention. These are served on Tuesdays and Thursdays after school from 3:45-4:45, and will be served on the next available detention day. Detentions will not be assigned to accommodate sports practices, contests, or any other extra-curricular or family event. If the student does not report to the assigned detention, he/she will be assigned another, additional detention. Parents may contact Admin (Dean of Students or Principal) if they wish to reschedule assigned detention.

**The FIRST moderate behavioral referral will result in a referral for a Tier 2 PBIS Plan for Success.**

**Documentation:** Teacher to fill out discipline form with detailed info. Administrator will document behavior on the shared Google Form. Admin will log in PowerSchool. School Social Workers will document mediations and admin will send follow up letters home.

**Student:** Failure to comply with the response will move disciplinary action to a major level.

**The third moderate infraction in a semester will initiate a major-level response, for chronic behavioral concerns.**

**The third moderate infraction (with removal from class) in the same class in a quarter may result in removal from the class for the remainder of the grading period. In this instance, the student will be required to complete work in the office during the class period, to be turned in to the teacher and graded**

### **High-Level Major Behaviors**

#### **Inappropriate language:**

- Major is defined:
  - Engaging in verbal abuse (name calling; racial/ethnic slurs, derogatory statements addressed publicly to others that precipitate disruption of the school program or incite violence.
  - Directing profanity, vulgar language, or obscene gestures toward other students, school personnel, or visitors to the school.
  - Inappropriate verbal conduct intended or likely to upset, distract, or annoy others such as name calling, teasing, or baiting.
  - Repeated or extreme inappropriate verbal conduct likely to disrupt the educational environment, particularly when others are talking (e.g., lecture by teacher, response by other student, presentation by visitor) or during quiet study time.

#### **Disruption:**

- Major is defined:
  - Repeated interference with the school's ability to provide educational opportunities to other students.
  - Other behavior likely or intended to sabotage or undermine classroom instruction.
  - Loud, obnoxious, or outrageous behavior.
  - Dangerous, or unruly behavior

#### **Defiance/Disrespect/non-compliance:**

- Major is defined:
  - Continued willful disobedience or open and persistent defiance of proper authority including repeated deliberate refusal to obey a member of the the school staff.
  - Conduct that otherwise interferes with the ability of the teacher to teach effectively.
  - Open continued willful disrespect of the teacher, manifest in words, gestures, or other overt behavior.
  - Inciting other students to act inappropriately or to disobey the teacher or school or class rules.
  - Throwing items and causing bodily harm to another person.

#### **Lying:**

- Major is defined:
  - Major chronic lying
  - Giving false information, either verbally or in writing, to a school employee, especially when such dishonesty is intended to harm another

student or staff member by making false claims or wrongdoing or denying wrongdoing.

**Assaults/Fights/Physical Contact/Aggression:**

- Major is defined:
  - the act of striking or touching a person or that person's property (car/bicycle/etc.) with the body or any other object with the intent of causing hurt, harm, or damage.
  - Inappropriate physical contact intended or likely to hurt, distract, or annoy others such as hitting, biting, pushing, shoving, poking, pinching, or grabbing (that is egregious in nature).

**Bullying/Harassment:**

- Major is defined:
  - The use of coercion or intimidation to obtain control over another person or to cause physical, mental, or emotional harm to another person through written, verbal or electronically transmitted expression or by means of a physical act or gesture.
  - Behavior that may constitute sexual or other harassment

**Destruction of School or Personal Property:**

- Major is defined:
  - Student causes or attempts to cause damage to school or private property that is of value.
  - Destroying or damaging the property of the school, the teacher or another student.

**Other Violations:**

- Any violation of the student Code of Conduct established by District Policy.

**High-Level Major Discipline Response**

**Formal Removal:** Admin or designee will respond to the classroom. The student will go, with the admin, to the office to cool off and reflect on the incident with the administrator. The student will be removed from classes for the remainder of the day, at a minimum. The teacher will submit a written report of the entire behavior episode as soon as possible.

**Parent Contact:** The administrator will call the student's parent/guardian to discuss the incident and to discuss the consequences for the high level major behavior. These include but are not limited to: 1-5 days In-School Suspension; 1-5 days Out of School Suspension; Recommendation for Expulsion. If In-School suspension, the administrator will communicate via email with the parent daily.

**Documentation:** School staff to write up a "Discipline Form" Administrator will document behavior on the shared Google Form. Discipline incident logged in PowerSchool.

**If the consequence for the major behavior is NOT expulsion, the administrator will initiate a referral to the PBiS team for a Tier 3 Plan for Success. A re-entry meeting with the student, parent, admin, and PBiS team to develop this plan will be required for the student to return to class. Teachers will be requested to attend the development meeting. All participants will be required to review and initial receipt of the plan, goals, and interventions, and to submit a weekly progress monitoring report to the assigned**

**administrative case worker.**

**STUDENT: Failure to comply with the PBiS plan for success, and further High-Level Major Behaviors may result in “Habitually Disruptive” designation, and expulsion. Three High-Level Major responses in a school year will result in a recommendation for expulsion.**

**Law Enforcement Contact: (JIH)** Responding staff will notify principal immediately of Major Behaviors. If the behavior is criminal, principal will initiate law enforcement contact via a report to the School Resource Officer, including but not limited to:

- Alcohol possession, use, or distribution
- Violation of Tobacco Free Schools (ADC)/Tobacco possession, use, or distribution (including vape, ecigarettes, etc.)
  - Any paraphernalia related to any of these three, including charging devices for ecigarettes, etc.
- Drug possession, use or distribution (JICH) (including vape, ecigarettes, etc.)
  - Any paraphernalia related to any of these three, including charging devices for ecigarettes, etc.
- Weapons Possession (JICI)
- Robbery
- Theft (Value over \$20)
- Assault
- Intimidation/Harassment
- Aiding or Abetting in the commission of a criminal act
- Other criminal offense

**The school will participate fully with providing law enforcement with any information regarding such offenses that take place on school property or at school events.**

- **Suspensions (JKD/JKE)**
  - A student who is suspended from school may not participate in or attend any school sanctioned event until the end of the suspension.
  - **Make-Up Work with Suspension:**  
A suspended student may receive up to 100% credit for makeup work if completed satisfactorily; however, the work must be turned in on the day of the student’s return to class if it has been provided during the suspension.
- **Expulsions (JKD/JKE)**
  - If a student is recommended for expulsion, a hearing will take place. An expulsion hearing officer meets with the student and their family and representatives of the school district. Typically, this includes the Superintendent, the Principal and/or Assistant Principal. The hearing officer listens to both sides of the case and makes a recommendation for the consequence.
  - If determined that any student does not qualify for admission to, or continued attendance at the public schools, the hearing officer will make a recommendation to the Board of Education regarding the admission or expulsion for any period not extending beyond one year, in accordance with limitations imposed by Title 22, Article 33, of the Colorado Revised Statutes.
  - An expelled student may not participate in or attend any event on District property for the length of the expulsion term.



- Academic supports will be provided to all expelled students, in accordance with the law and district policies.

**Disciplinary Consequences will NOT be scheduled around athletic practices or competitions. Students will not be allowed to participate in any athletic/activity practice or competition if they are scheduled for a disciplinary consequence that day--including ISS, OSS, or After-School Detention.**

- **Due Process (JIH)**

- Students are entitled to due process. School administration may interview students without parent permission or notification. In situations where a student is suspected of violating Board policies or school rules, the principal or designee may interview the suspected student if the school official has reasonable grounds to suspect that such a violation has occurred. The nature and extent of the questioning must be reasonably related to the objectives of the questioning. If the student denies any involvement or culpability, the student will have the opportunity to present his or her side of the story, orally or in writing.
- This handbook is provided to ensure the understanding of the rules of the school. The District also provides written documentation of School Board Policy in regard to student behavior. Students may review this document by setting a time with the District Office personnel. It is the student's responsibility and the responsibility of their parent/guardian to become familiar with the regulation and procedures contained in both publications.
- Students will be given an informal hearing at the time disciplinary action is taken. Should there be questions regarding the implementation of school policy and consequence, students must follow the communication process, speaking first with the school official, the Principal, the Superintendent and then to the School Board. Students or their parent/guardian may contact the school at 882-7288 or the District Office at 882-7255.

**Counseling** – A student may request to see the Advising Specialist for academic/career development reasons, or the school social worker for personal/social issues, by completing a form available in the office, or by having their teacher or parent contact the appropriate member of the counseling staff. If a student chooses to complete the form, they may place it in the counselor's mailbox located in the school office or slide it under the counseling office door. The counselor will work with the student's teacher for the most appropriate time to meet. The counselor may send a request to the teacher to have the student come to the counseling office. All emergencies will be handled on an individual basis.

**Coursework Recovery** – Students may request to complete online or correspondence coursework under the supervision of their teacher or the administration in order to gain recovery of for failed courses. This coursework is offered at the expense of the student and parent/guardian. Students and parents/guardians should contact the principal or academic advisement specialist as soon as they know coursework recovery will be necessary.

**Dances** – The office must first approve any out of school dates in order to attend a DHS dance; furthermore, they must be the official date of the person signing them up. Students must dress, behave and dance appropriately. If a student's guest violates the code of conduct, the student and guest will be asked to leave, and the guest's school will be notified of the violation. If

student's guest is found not to be their approved date, they will be asked to leave. All attendees must provide a picture I.D. and will be subject to a breathalyzer. Out of school guests are NOT permitted at any middle school dance. High School Students are not permitted at middle school dances, and middle school students are not permitted at high school dances.

**DHS Final Exams and Semester Grades** – Final exam dates are prescheduled. For extenuating circumstances, **a student must request permission to take early exams from the Principal's office a minimum of 48 hours prior to exams.** The student must gain approval from his/her teacher and the Principal. Semester exams are worth 20% of the semester grade in High School, and are assigned to the 2nd and 4th quarter grades in Middle School.

**Deficiency Notice Process** -- The **advisory teacher** will be responsible for contacting the parents/guardians personally if the student's grade falls below 62% or lower each quarter. The teachers should review grades weekly in each quarter. Parents and students also have easy access to the monitor grades in real-time through the PowerSchool Parent Portal. The teacher will maintain documentation of the student and the parent's response to the low grade in a contact log. Personal phone calls are preferred.

**Discipline of Students with Disabilities (JK-2):** Students with disabilities are neither immune from a school district's disciplinary process nor entitled to participate in programs when their behavior impairs the education of other students. Students with disabilities who engage in disruptive activities and/or actions dangerous to themselves or others will be disciplined in accordance with their Individualized Education Programs (IEPs), any behavioral intervention plan and this policy. Nothing in this policy shall prohibit an IEP team from establishing consequences for disruptive or unacceptable behavior as a part of the student's IEP and/or behavioral intervention plan.

**Donations (KCD)**--All donations of \$100 or more shall be approved by the Board of Education. The coach or sponsor shall through the Principal request to be placed on the Board agenda. Any check or cash funds shall be deposited into the appropriate account at the District Office.

**Dress Code (JICA):**

- Reasonable cleanliness of wearing apparel is expected as a matter of general health and welfare.
- To avoid injury and disease, shoes, sandals, or boots must be worn in the buildings.
- Beach or swim wear is inappropriate. Undergarments worn as outer garments is inappropriate.
- Dress that causes or is likely to cause disruption of the educational process is prohibited. In general, clothing should cover stomach, chest, back, and buttocks, and not be strapless.
- Wearing apparel that interferes with or endangers the student while he/she is participating in classroom or other school-sponsored activities is prohibited. The decision as to the safety or unsuitability of the clothing is a matter for the instructor's or school administrator's judgment.
- Pupils may wear hats in the building, and in classrooms with the permission of the instructor.
- Any manner of grooming or apparel, including clothing, jewelry, hats, emblems, tattoos and badges, which by virtue of color, arrangement, trademark, or other attribute is associated with or denotes membership in or affiliation with any gang, or promotes

alcohol, drug use, other illegal or sexual activity, will not be allowed. The prohibition on the aforementioned apparel shall be applied at the discretion of building-level administrators after consultation with the superintendent or designee as the need arises at individual schools.

- Subject to approval of the superintendent or designee, principals may establish additional specific standards for their own schools.

**Consequences:** Disciplinary action for violation of any standard will include notification of the violation, the requirement that the clothing be changed before re-entering class, and, at the discretion of the building-level administrator, a parental conference. More severe disciplinary consequences, including suspension or expulsion, may result from repeated or serious violations, or refusal to correct the issue once it is brought to the student's attention.

**Drop/Add Procedure -- A schedule change request may be granted within the first five (5) days of the semester (for high school) or quarter (for middle school).** The student must complete a schedule change request form, have it signed by the parent/guardian, academic advisor, and principal before the change will be processed. Any requests received after the first five days of the semester will NOT be processed. Schedule change requests are NOT guaranteed. Priority will be given to changes necessary for IEP/ALP/504/RtI purposes and graduation requirement completion.

**Drug Dog Searches** -- The Montezuma County Sheriff's Department maintains a drug dog for searches. This dog may be used for searches of school property (lockers, etc.), school buildings, classrooms, parking lots and student property. When the drug dog is working, students and staff will be asked to remain in their rooms unless asked to step out while the dog searches a classroom and the property in it. The drug dog will NOT search students but student property may be searched.

**Dual Enrollment Program/Fast Track (IHCDA)** – In partnership with local colleges, we provide vocational training and concurrent enrollment opportunities. Students may earn high school and college credit simultaneously for meeting the requirements of coursework articulated with Western State College (WSC), San Juan College (SJC), Southwest Colorado Community College (SCCC) or Fort Lewis College (FLC). No college credit shall be awarded to individuals who earn a below a 70%. At this time, Dolores RE-4A provides **tuition only** for coursework completed at a 70% and above. Students who complete the coursework with a below a 70% shall reimburse the District for the tuition. All grades received on college coursework taken while in a dual enrollment class will be shown on high school and college transcripts.

- **All Post-Secondary option students are required to purchase their own learning materials and pay for any lab or other fees. The Dolores School District WILL NOT pay any fees. The District will pay TUITION ONLY.**
- For all on-campus or on-line courses taught with a Dolores instructor, textbooks will be provided. For all on-line or off-campus courses, students will be required to purchase their own textbooks.
- **Students not completing these courses with a C (70%) or higher grade will be required to reimburse the school district for the tuition paid.**

## Tuition Options for Post-Secondary Students Paid by School District:

<b>SCCC Tech Courses</b>	<b>SCCC, WSC, or SJC at DHS Campus</b>	<b>Fort Lewis College</b>
District Pays: 100% Tuition ONLY all credits up to 90% of current PPOR	District Pays: 100% Tuition ONLY all credits up to 90% percent of current PPOR	District Pays: up to 90% of PPOR Students must enroll for 12 credit hours.
<b>Students pay for books, materials, and ALL fees</b>	<b>Books provided (except for online courses). Students pay materials and ALL fees</b>	<b>Students pay for books, materials, and ALL fees</b>

**Emergency Drills (KDE)** – Dolores Schools will host a drill each month. The drill may be designated Evacuation, Lockout, Lockdown, or Shelter. Each year, teachers will review all drill requirements with students. Please refer to parent handouts provided in order to understand how drills work, and do not interfere with emergency procedures. Handouts are also part of this handbook. (Please see Standard Response Protocol on the district website for more information).

**Equal Educational Opportunity (JB):** Every student of this school district shall have equal educational opportunities through programs offered in the school district regardless of race, color, ancestry, creed, sex, sexual orientation (which includes transgender and gender identity), religion, national origin, marital status, disability or need for special education services.

### Exchange Students

An exchange student must be in attendance 2 full semesters in order to receive a certificate of completion; otherwise, a letter of attendance will be received. In order to walk through graduation ceremonies an exchange student must be in attendance at Dolores High School for at least one full semester. Only bona fide exchange programs will be utilized.

**Fees (JQ)** – The district may require students to pay textbook fees, fees for expendable materials and other miscellaneous fees as more fully set forth in this policy. Students will be assessed a fee for school items in their care that are lost, stolen or damaged.

### FAMILY EDUCATIONAL RIGHTS and PRIVACY ACT (FERPA)

The FERPA affords parents and students over the age of eighteen (18) years of age certain rights with respect to students' educational records:

1. The right to inspect and review the student's educational records within 45 days of the day the district receives a request for access. Parent or student must submit a written request.
2. The right to request the amendment of the student's educational record that the parent or student believes are inaccurate or misleading. Parent or student must submit the request in writing, clearly stating what is inaccurate or misleading and why. If the district decides not to amend the records as requested, the district will notify the parent or student of the decision and advise them of their right to a hearing.
3. The right to consent to disclosure of personally identifiable information contained in the student's records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure, is permitted to school officials with legitimate educational interests. A school official has the legitimate interest if the official needs to review an educational record in order to fulfill his/her responsibility.
4. The right to file a complaint with the U.S. Department of education concerning alleged failures by the District to comply with the requirements of FERPA. The name and

address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW, Washington, DC 20202-4605

**Field Trips (IJOA)** – Only those students who have a permission form signed by parent/guardian and turned into the teacher by the required deadline may participate in a field trip. We do have parents sign a general field trip permission form for local activities such as the Dolores Library or local parks at the beginning of the year. While participating in school travel, students must adhere to the School Code of Conduct as well as a curfew. Violation of the School Code of Conduct or law may result in the student being returned home immediately at the responsibility/expense of the parent/guardian.

**Food Allergies (JLCDA)** -- Reasonable accommodations will be made for students with food allergies, in an effort to avoid contact with agents to which the student may react. Parents/guardians of students with food allergies should contact the school nurse to report the allergies and ensure documentation and notification of reasonable accommodations are completed.

**Grades (IKA):** Teachers are expected to have all on-time work graded and entered into the online gradebook on a weekly basis. They are expected to have all late/makeup work graded and entered into the online gradebook one week after it is collected. If you have questions or concerns about this, please contact the teacher, then follow the problem-solving process above.

Final grades will be based on the following scale: A=90-100; B=80-89; C=70-79; D=60-69; F= <60

- Dolores Secondary Schools assigns grades on the basis of student competency, so the above grades are a reflection of what a student knows and is able to do. They are **not** a reflection of compliance. So, what do grades mean?
  - A=Advanced Competency/Advanced Proficiency
  - B=Beyond Competency/Basic Proficiency
  - C=Competency/Close To Proficiency
  - D=Does Not Meet Competency/Deficient
  - F=Far Below Competency/Failing

**Grade Point Average (IKF)** A student's grade point average (GPA) is calculated using the following formula. A=4 points, B=3 points, C=2 points, D=1 point, F=0 points. GPAs will be automatically updated in the computer system at the end of each semester; it is the student's responsibility to bring any questions to the registrar for verification.

- Weighted coursework is available for various honors, Advanced Placement, and college courses. **Please see policy IKF for specific details regarding weighted coursework.** Parents may monitor their student's grade frequently by use of the PowerSchool Parent Portal. Parents will be provided with the username and password for each child in high school. If a parent has no access to the Internet, they may request a mid quarter progress report and a quarterly report card. Report cards are mailed at the end of each semester upon request.

**Graduation Ceremony (IKF, IKFB)** – Participation in the DHS District RE-4A graduation is a privilege and not a right. Students are required to behave and dress appropriately. If behavior or dress detracts from the dignity of the ceremony, a student shall be ejected. The Principal or designee shall prepare a letter to the student and their parents outlining behavior and dress requirements.

**Graduation, Early (IKF)** – Although DHS District RE-4A Board of Education encourages all students to benefit from their entire four-year high school experience opportunity, DHS allows early graduation for those students who meet early graduation requirements: Submit a letter requesting early graduation to the Principal and a copy to the registrar no later than September 1, of your senior year. The letter content must include secondary and post secondary education or transition plans.

**Graduation Requirements (IKF)** - All students in grade 12 need 24 credits to graduate. Credit will be given at the equivalent of  $\frac{1}{2}$  credit per semester. If a student lacks one credit toward meeting the DHS graduation requirements, they may apply to participate in the DHS District RE-4A Commencement. Their application shall be a letter written to the Registrar stating an appropriate summer school plan, correspondence course, college or other plan to meet the requirement to be completed within one year for the date of Commencement. They will receive a blank folder and may pick up their diploma upon proof of completion.

- **Credit Requirements: 12th Grade Students ONLY**
  - **English/Language Arts (4 credits)**
  - **Math (3 credits)**  
\*\*12th grade students may receive **1 math or science credit** for successfully completing four years of CTE Agriculture credit
  - **Science: (3 credits)**  
\*\*12th grade students may receive **1 math or science credit** for successfully completing four years of CTE Agriculture credit
  - **Social Studies: (3 credits)**  
\*\***20 Hour Service Learning Project** must be completed under the guidance of the Government/Civics instructor.
  - **Physical Education: (2 credits)**  
\*\*12th grade students may receive  $\frac{1}{4}$  **Physical Education credit** for each successfully completed season in an interscholastic sport, and/or cheerleading ( $\frac{1}{2}$  credit). Team Managers or record keepers **will not** be considered participants in a sport.
  - **Computers: (1/2 credit)**
  - **Health: (1/2 credit)**
  - **Practical or Fine Arts: (1 credit)**
  - **Electives: (7 credits)**  
\*\*12th grade students may receive  $\frac{1}{4}$  **elective credits** for successful completion of each drama performance.  
\*\***Civil Air Patrol**: Successful completion of four years while in high school will earn **1 elective credit**.
- **Beginning with the class of 2020 (this year's juniors), all Dolores High School Students will need to complete:**
  - General Education Requirements, as listed in **Policy IKF** adopted June 2016
  - Curriculum Pathway with Capstone Project \*and\* Individual Career and Academic Plan, as defined in Policy IKF (June 2016)
  - Colorado Approved Demonstration of Competency in Math and English, as listed in Policy IKF (June 2016)

**Hall Pass** – Students must obtain a pass from their teacher to leave the classroom. Students who abuse their hall pass privilege will have the privilege revoked, and will require an adult escort in order to leave the classroom.

**Health Services (JLC)** – Nursing services are available between 8:00 a.m. and 3:30 p.m. and

are located at the Dolores Elementary site. The nurse's primary duty is to provide health screenings and assist parents and students with illness at school. Students may request to see the nurse by requesting a pass from the office. Please see Medications for further details. Current screenings may include 7<sup>th</sup> grade and 9<sup>th</sup> grade student hearing and vision screenings. These are just screenings and no screening can take the place of a thorough exam. Please contact the school nurse if you do not want your student to participate in these screenings.

**Honor Roll** – Students earning a 3.0-3.749 and no F's will be listed on the Honor Roll. Students earning a 3.75 or higher and no F's will be listed on the Principal's Honor Roll.

**Immunizations (JCLB)** – When enrolling in our school, parents must provide a copy of the student's current immunization records and/or the appointment dates in accordance with state law. Individuals who are exempt from the immunization law shall file documentation with the District nurse and may be excluded from attending school during any outbreak. The student will be accommodated. Please see attached forms with Colorado immunization information. As of July 1, 2011 the school nurse is able to enter immunizations into the Colorado State Immunization Registry. If you do not want your student(s) immunizations entered or have questions, please contact the school nurse.

**Incoming Students (JFAB)** – Students who are new/transfer are responsible to ensure transcripts are forwarded to Dolores schools. Students are allowed a three-day registration window to ensure all of the information necessary to assist their transition to our high school is available. On the first day, complete all necessary registration documents and turn them into the office. The Registrar will also contact the former school to obtain necessary information important to the education of the student. **\*\*\*Important Note: Weighted credit from another school will not necessarily be transcribed as weighted credit at Dolores High School. Please see the details in Policy IKF (June 2016) in order to be informed about this topic.\*\*\***

**Insurance (JLA)** The school provides a program that is designed for parents/guardians who wish to supplement their students' existing insurance policy deductible or co-pay provisions or for parents/guardians of students who may be temporarily uninsured. Applications may be obtained from the office.

**Incompletes--** An Incomplete (I) will be assigned should there be extenuating circumstances that prevented the student from completing the course in the appropriate time allowed. The student must complete the required work within two weeks of the date it was assigned. **The (I) will convert to an (F) after that two-week period.** The student and parent/guardian may schedule a meeting with the teachers and Principal to ensure all options have been reviewed.

**Late Work:** Late work procedures shall be established by each teacher and communicated with students/parents/guardians in writing at the beginning of each course.

**Lunch/Breakfast Program (EF)** – The school offers breakfast and lunch programs on campus. Visit with the Director of Food Services for more details regarding the free and reduced school lunch program as well as nutritional information.

**Lockers** – Lockers will be assigned by the office to high school students. Students are not allowed to share lockers unless school assigned. All lockers are school property and subject to search at any time.

**Lost and Found/Personal Property** – Ensure personal items are marked with first and last names. Any articles found are placed in the lost and found located in the hallway by the school office. The lost and found articles are taken to the local charity several times per year. Students are responsible for their own personal property and for school property that they are assigned.

**Make-up Work/Homework (JH)** – When students are absent, they should request their homework directly from their teachers by email. The email address is the initial of the teacher's first name and then their last name (all lower case)     @dolores.k12.co.us. Example: fsmith@dolores.k12.co.us. If you do not have access to email, please call the office. The office will need a day's notice to collect homework. It is the student/parent/guardian's responsibility to obtain homework for prearranged absences. However, the student/parent/guardian or designee may not disrupt a class to obtain homework. Students may have one (1) day to make up work for each day absent. For consecutive absences over five (5) days, students may have a limit of ten (10) days to submit make-up work.

**Medications (JLCD)** – Students needing Acetaminophen (Tylenol), Calamine and/or antibacterial ointment, may request these medications from the office between 10:00 a.m. and 2:00 p.m. Students must have a current permission slip signed by the parent/guardian on file prior to receiving the medication. Students may only receive one dose within a school day unless approved by the School Nurse. Vaseline will be available for chapped lips. If you do not want your student to have Vaseline please notify the school nurse. If it becomes necessary for a student to take personal medication at school, Colorado State Law states: the parent/guardian must provide a permission slip signed by the physician, the medicine must be contained in its original prescription bottle, labeled with the student's name and dosage. Please meet with the School Nurse to create a health care plan for your student. It will be the student's responsibility to come to the office for their dosage.

**Messages** – Only emergency messages will be delivered to the classroom. Because of learning and school safety issues the office staff must handle, there is no guarantee a non-emergency message or special deliveries will be made to students. All special deliveries must be cleared by the office prior to delivery to the student (flowers, balloons, etc.).

**Michael Miller Learning Center – Library Media Center** - The library is located in the center building adjacent to the cafeteria. In order to use the center, the student must have a signed pass from the teacher. Students may check out up to four books for a three (3) week period. Overdue books are given a one (1) week "grace" period. Following the "grace" period students will be assessed a fee of .10 per day.

**Military Recruitment Disclosure (KLMA)** – The student's high school directory information is released to the military recruiting officers within ninety (90) days of the request unless a parent/guardian or student 18 years or older submits a written request that the information not be released. Please contact the office if you would like to have a non-disclosure form for your student. The no-contact form is available through the school office and on the district website.

**Non-Discrimination Statement (AC)** – Dolores Schools does not discriminate on the basis of race, color, religion, national origin, sex, or disability. We respect parents' judgment regarding acceptable curriculum and/or observance of holidays and special events. Contact the Office should we need to offer alternative instructional opportunities. See Policy AC-R and AC-E on the district website for specific regulations.



**Non-Motorized Device or Motorized Device** – Students may ride their bikes to school. All students who ride to school are encouraged to wear a helmet. Bikes should be locked up in the bike rack in front of the school. **Students may not ride bicycles, skateboards or any other device on campus.** This includes all sidewalks, parking lots, and grassy areas. **Failure to comply may result in the device being confiscated.**

**Online Courses** -- Online courses may be used for make-up credit (during the summer) or to supplement coursework that is not available at Dolores High School. In extreme extenuating cases, with administrative permission, online courses may substitute for available courses (i.e. scheduling conflicts). See the Principal, Counselor, or Registrar for information on this program. Courses may be taken through Colorado Digital Learning, Keystone, Coursera, or Penn Foster. Students may petition to have other online coursework approved, in advance. All students enrolled in online supplemental coursework will be required to schedule a class period each day in which to work on the course, under the supervision of the online learning teacher. All online classes taken by Seniors for graduation requirements must be completed by the course ending date or the last day of class for Seniors.

**Open Enrollment (JFBB)** – Out of district students may attend our school or participate in our programs based on program and space availability. Any out-of-district student must have an application on file with the school office prior to the first day of school. School officials will review applications June 1, ending each school year and in August, five (5) days prior to the beginning of school. Approval letters will be mailed within one week of the review dates. During the school year, School Officials will approve applications in accordance with Board policy. The Registrar will maintain a waiting list for acceptance into full programs. **Open Enrollment Students are required to REAPPLY EVERY SCHOOL YEAR.**

**Plan of Study** -- All high school students will be assigned to an Academic Adviser, who will work with the student and his/her parent/guardian on issues of academic importance and concern. The academic adviser will remain in place as long as the student attends Dolores Secondary Schools. Middle school students will also have an academic adviser for each year of middle school. The academic adviser will assist the student with ICAP completion, Capstone Completion, and College/Career Planning. In addition, the academic adviser will serve as an advocate for the student, and will be part of the student's Academic Advisory Team.

**Parent/Teacher Conferences** – Dolores Schools will host a Parent/Teacher Conference the first semester and as needed in the second semester. Students and parents will be informed about the date and time. Although school officials will make every attempt to inform parents and guardians, we also depend upon students to keep parents and guardians informed. Should a parent or guardian wish to meet with a teacher, counselor or Principal at a time other than conferences, they may contact the office to schedule an appointment.

**Parking (JIHB)** – Student parking is allowed in the lot across from the school and along the south side of Central Avenue. The school parking lots are considered school property. Parking is at your own risk.

**Patriotic Exercises (IMDA)** – Dolores Schools provides students with an opportunity to recite the Pledge of Allegiance. Any person not wishing to participate in the recitation of the Pledge for any reason shall be exempt and need not participate. Each school day, the principal or designee will begin the school day by leading students in the pledge.

**Physical Intervention/Restraint (JKA/JKA-R):** To maintain a safe learning environment, district employees may, within the scope of their employment and in accordance with state law,

use physical intervention and restraint with students in accordance with this policy and the accompanying regulation.

**Posters, Signs and Flyers (KHC)** – All posters, signs and flyers that are placed on school walls or handed out to students must be endorsed by a teacher, coach or sponsor and **be approved by the Principal**. Students may not post anything on a window and **must take the posters down at the conclusion of the event**.

**Problem Solving Method --**

- If there are concerns with a staff member, first address the issue in an appropriate manner with that person to ensure a resolution.
- If the problem is not resolved, the student, academic adviser, parent/guardian, and staff member will meet in a spirit of resolution to address the concern.
- If the problem is still not resolved, the student, academic adviser, parent/guardian, staff member, and administration will meet in a spirit of resolution to address the concern. Individuals who become disrespectful during a meeting or phone conference will be asked to communicate at a time when emotions are not so elevated. All language must be respectful and avoid any swear words. Students are encouraged to share all information with parents/guardians. **To schedule a meeting, the parent/guardian must make a pre-arranged appointment with the staff member through the Office.** School personnel will make every attempt to return phone messages and email in a timely fashion. Emergency messages and incidents have priority.

**Public Displays of Affection--**

- Students are to refrain from public displays of affection, other than hand holding.
- Consequences:
  - 1st Offense: warning and parent contact
  - 2nd Offense: detention and parent contact
  - 3rd Offense: detention and parent meeting
  - 4th Offense: defiance designation, ISS, OSS, re-entry plan

**Scholarships** -- Students are encouraged to visit with the Academic Advisement Office to research scholarship opportunities and pick up applications. The Registrar will assist and facilitate the scholarship application process; however, the responsibility for awareness and application completion is the student's. Students must check the daily announcements and visit the Academic Advisement office to check for scholarship updates.

**School Closure/Activity Cancellations (EBCE)** – Upon a school closure, activity trips will be cancelled depending upon student safety and welfare. Should school be cancelled, the activity participant will not be penalized for non-attendance. Parents will be notified through the district website and local media outlets.

**School to Career Work Experience Program (IHAIA)--** Students must be classified as a Senior to participate in the school to career work experience program. All participants must find their own employment, file and maintain all assignments and paperwork, and present a final project in order to pass. Students may work before school, evenings, and weekends (and up to two hours during the school day, with approval) and will be awarded one credit per semester for successful completion. This program not only allows students to earn school credit, but also gain work experience while earning a salary.

- **Entrepreneurships and Internships will also be considered for electives for students on ALP's, and for Juniors and Seniors as part of their Graduation**

**Pathway. However ALL Work Experience, Entrepreneurship, and Internship opportunities must be approved IN ADVANCE by the student's Advisory Teacher, the Academic Advising Specialist, and the Principal.**

- **More information on specific requirements and assignments for these courses are available from the Advising Specialist.**

**School-Related Publications (JICEA/JICEA-R):** School-sponsored publications are a public forum for students as well as an educational activity through which students can gain experience in reporting, writing, editing and understanding responsible journalism. Content of school publications should reflect all areas of student interest, including topics about which there may be dissent or controversy. Students and Faculty advisors shall adhere to all established regulations.

**Screening and Testing of Students (JLDAC/JLDAC-E):**

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. Except as otherwise permitted by law, students shall not be required to submit to a survey, assessment, analysis, or evaluation that is intended to reveal information, whether the information is personally identifiable or not, without prior written consent of the parent/guardian or eligible student, if that survey, assessment, analysis, or evaluation reveals protected information, including mental or psychological information.

**Search and Seizure (JIHB)** – Students may be searched by a school official who has reasonable grounds to suspect that such a search will turn up evidence that as student has violated the law, school or Board policy. The school official may seize any illegal, unauthorized or contraband materials. The school will make all attempts to respect student privacy during this process.

**Secret Societies/Gang Activity (JICF/JICF-R):** The presence of any apparel, jewelry, accessory, notebook, or manner of grooming by virtue of its color, arrangement, trademark, or any other attribute denotes membership in gangs which advocate drug use, violence, or disruptive behavior is prohibited on school grounds, at school activities, in school vehicles, or sanctioned events.

**SERIOUS ALLERGIC REACTIONS (JLCDA)** -- If your student has a serious allergic reaction to food, bee stings or other triggers, please see the School Nurse to develop a health care plan for your student.

**Sex Offender Information (JLFF):** Parents, Guardians, and Community members may contact the Montezuma County Sheriff's Office for information regarding registered sex offenders living within the district's boundaries.

**Sexual Harassment (JBB):** The district is committed to maintaining a learning environment that is free from sexual harassment. 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 or to retaliate against anyone that reports sexual harassment or participates in a harassment investigation. The district shall investigate all indications, informal reports and formal grievances of sexual harassment by students, staff or third-parties and appropriate corrective action shall be taken. Corrective action includes taking all reasonable steps to end the harassment, to make the harassed student whole by restoring lost educational opportunities,

to prevent harassment from recurring and to prevent retaliation against anyone who reports sexual harassment or participates in a harassment investigation.

## Standardized Testing

- **ASVAB:** The ASVAB is a standardized military career assessment. It tests student knowledge in the academic areas of math, science, and reading as well as mechanical and electronic information. The ASVAB is a component of the DHS career exploration service. All students at DHS take the ASVAB and receive a career interpretation based on student answers. This assessment is given to ALL sophomores in the fall.
- **SAT:** Created by the College Board, the SAT is an entrance exam used by most colleges and universities to make admissions decisions. The idea (in theory, at least) is to provide colleges with one common criterion that can be used to compare all applicants. However, it is just one factor in the admissions decision. Schools also consider your high school GPA, academic transcript, letters of recommendation, extracurricular activities, interviews, and personal essays. The weight placed on SAT scores varies from school to school. By Colorado State mandate all Juniors will be given the SAT in April. These results will be sent to the students' homes as well as to the school.
- **CMAS:** The Colorado Measure of Academic Success is administered yearly as follows: 11th grade science, 8th grade science, 7th grade social studies. This is a computer based assessment. 7-8th grade math and English/language arts.
- **PSAT:** This is the state required assessment for all freshmen and sophomores, and is given in April. It is a valuable precursor to the SAT.
- **ACT:** Like the SAT, the ACT is a nationally administered, standardized paper-and-pencil test that helps colleges evaluate candidates. Generally, students take the ACT for the first time in the spring of the junior year. This allows them to reserve the summer months for college applications or enough time to re-take the test during the fall of the senior year if they are not satisfied with their score. Because the ACT is no longer required by the state of Colorado, it will no longer be administered at Dolores High School, as we are no longer an official testing site. Students may register to take the ACT in Cortez or Durango, at <http://www.act.org>. Several prep programs are available online.
- **Northwest Evaluation Association (NWEA):** This assessment is administered to all 7-11 grade students three times yearly--fall, winter, spring. There are four assessments (science, language usage, reading, and math). These assessment scores are available immediately, and serve a critical purpose for our teachers for planning for and adjusting instruction, and providing intervention for our students. **We use the data from the NWEA to adjust instruction and to evaluate student placements!**
- **Multiple Intelligences Inventory:** This assessment is another universal screener that allows us to find out which learning style is the best for the majority of our students, but also to help us determine which learning style works best for the individual. Knowing this allows us to design projects and learning that build on the strongest areas for students, but that also help us provide support in areas where our students might not have the strongest preference.

### **Student Conduct in School Vehicles (JICC)**

While on the bus, School Code of Conduct rules apply. Failure to comply may result in assigned seating, suspension, and/or expulsion. Parents must make arrangements at least twenty-four hours in advance to request permission for student to leave the bus at any time other than the regular stop. Such rules will be in force on regular routes and during transportation to any other school sponsored activity.

### **Student Distribution of Non-Curricular Materials (JICEC):**

Students shall be allowed to distribute non-curricular written materials on school property subject to restrictions on time, place and manner of distribution set out in district policy and state statute.

**Student Records/Privacy/FERPA (JRA/JRC/JRCA):** No agency may access student education records without prior written consent from the student's parent/guardian or the eligible student, except as set forth in law and this policy. The superintendent or designee shall provide for the proper administration of student records in accordance with law, including the implementation of safeguard measures or procedures regarding access to and disclosure of student education records. Parents/Guardians have the right to review their students' records at any time. More information about FERPA (Family Educational Right to Privacy Act) can be found at the United States Department of Education website.

### **Study Hall**

- **Freshmen on Accelerated Learning Plans or Rtl Acceleration Plans** may take one AP, online, or college level class with instructor permission and the appropriate accuplacer score. They will be required to take a non-credit-bearing study hall which will NOT count toward completion of graduation requirements. All students (and their parents) taking AP/College/Online Courses on the Dolores Campus MUST attend a MANDATORY PARENT MEETING on Back-to-School Night in August. If you and your parents/guardians do NOT attend the entire (this should be changes on each of these sections) meeting, you will NOT be enrolled in the class. NO EXCEPTIONS! Students and parents MUST sign a release granting the school access to student grades from the college.
- **Sophomores** may take ONE to TWO AP, online, or college level class with instructor permission and the appropriate Accuplacer score, and. Students on Acceleration Response to Intervention Plans, or on Advanced Learning Plans, may take more. All students taking AP, honors, online, or college level classes are also required to sign up for a non-credit bearing study hall. All students (and their parents) taking AP/College/Online Courses on the Dolores Campus MUST attend a MANDATORY PARENT MEETING on Back-to-School Night in August. If you and your parents/guardians do NOT attend the entire (this should be changes on each of these sections) meeting, you will NOT be enrolled in the class. NO EXCEPTIONS! Students and parents MUST sign a release granting the school access to student grades from the college.
- **Juniors** may take TWO to THREE AP/college/online classes with instructor permission and the appropriate Accuplacer score. All students taking AP, honors, online, or college level classes are also required to sign up for a non-credit bearing study hall. All students

(and their parents) taking AP/College/Online Courses on the Dolores Campus MUST attend a MANDATORY PARENT MEETING on Back-to-School Night in August. If you and your parents/guardians do NOT attend the entire (this should be changes on each of these sections) meeting, you will NOT be enrolled in the class. NO EXCEPTIONS! Students and parents MUST sign a release granting the school access to student grades from the college.

- **Seniors** may take THREE or more AP/college/online classes with instructor permission and the appropriate Accuplacer score. All students taking these classes must sign up for a non-credit-bearing study hall. All students (and their parents) taking AP/College/Online Courses on the Dolores Campus MUST attend a MANDATORY PARENT MEETING on Back-to-School Night in August. If you and your parents/guardians do NOT attend the entire (this should be changes on each of these sections) meeting, you will NOT be enrolled in the class. NO EXCEPTIONS! Students and parents MUST sign a release granting the school access to student grades from the college.

### **Student Success Courses:**

We have implemented new courses this year in reading and math success. All students in grades 7-11 who have scores below the 25th percentile on the NWEA Reading and Math assessments will be placed in one of these classes, designed to focus on targeted skills that each student needs in order to be successful in these areas. These courses, and the student's core courses in English, Math, Science, and Social Studies will take priority over all other coursework. These courses are not optional for students whose NWEA scores are below the 25th percentile.

### **Teacher Assistantships**

Students who are classified as Juniors who have chosen to explore an education pathway, or Seniors may enroll in the teacher assistantship program. For These assistantships are **non-credit bearing classes**, and will not be factored into GPA calculation.

**Technology** – Dolores Secondary School provides a chromebook and access to the internet for each enrolled student. In order to take advantage of this opportunity, the student must sign an internet use/equipment agreement. Chromebooks and the school's internet and Google services (including email) are to be used **for school use only**. **Any personal use of student chromebooks is a violation of the acceptable use agreement.**

**Textbook/Musical Equipment (IJ, JQ)** – The school will provide learning materials, which include textbooks. The student must protect the text or equipment with a covering. Students will be assessed a fee for any damage to the text/equipment and must pay for the replacement of any lost text/equipment.

### **Transcripts**

Student records of all coursework from the Freshman year through the Senior year will be recorded on a district hard-copy transcript and in a computer file. Students may obtain (or have sent) an official transcript by presenting a transcript request form signed by their parents or themselves (if they are 18 years or older). There is no fee for obtaining or sending transcripts for personal or institutional use.

### **Valedictorian/Salutatorian**

Please see Policy IKF (June 2016) for current information regarding the process for selecting Valedictorian/Salutatorian.

**Visitors (KI)** – All visitors must check in with the office and obtain a visitor's pass. Student guests are not allowed. Visitors must be:

- Parents or Guardians of Current Students
- Other family members of current students who are approved by the student's parents/guardian
- Board Members and other persons invited by the district for official business purposes
- Prospective Students/Employees and their families for the purposes of touring the campus
- Former students may visit campus to see former teachers **\*only at lunch\*** and **\*must check in\*** at the office and wait for the teacher to escort them to the classroom.

**Withdrawal** – Students must have parent/guardian permission to withdraw from school. As students withdraw or check out at the end of school, they must obtain a form from the office and secure all required initials/signatures.