

**Thornton Middle School  
Student/Parent Handbook**



**2022-2023**

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**Building Basic Operations**Address

9451 Hoffman Way  
Thornton, CO 80229

Hours

Student School Hours: 9:00am - 4:15pm on Mondays, Tuesdays, Thursdays and Fridays  
9:00am - 2:45pm Wednesdays

Office Phone and Hours

Office Main Line: 720-972-5160  
Attendance Line: 720-972-5198  
Office Hours: 8:30 am-4:30 pm

**Student Relations**PRIDE

PRIDE is our common language to describe building wide expectations. It stands for Positivity, Responsibility, Integrity, Determination, and Empathy. This common language provides the foundation for lessons that teach the expectations as well as systems for positive acknowledgement and corrective feedback. Having a common language that can be used across environments (cafeteria, hallway, class etc) provides clarity for staff, students, and families. It also helps create an inclusive, welcoming, and accessible environment. Creating a positive climate and culture is part of the [Adams 12 Social Emotional Learning framework](#) which is grounded in strategies and systems that foster positive behaviors. Please refer to this draft [matrix](#) for more details regarding our positive acknowledgment systems.

Attendance, Tardies

- Attendance will be taken and recorded daily. Students will be considered in attendance when they are online and attending a synchronous

Bell Schedule**Monday, Tuesday, Thursday, Friday**

<b>6th (middle level)</b> (69 minute core classes) (52 min core+ classes) 31 minute lunch		<b>7th (upper level)</b> (69 min core class) (52 min core+ class) 31 minute lunch		<b>8th (upper and lower level)</b> (69 min core class) (52 min core+ class) 31 minute lunch	
9:00-10:09	CORE	9:00-10:09	CORE	9:00-9:52	Core+
10:13-11:22	CORE	10:13-11:22	CORE	9:56-10:48	Core+
11:26 -11:57	LUNCH	11:26-12:18	Core+	10:52-12:01	CORE
12:01-1:10	CORE	12:22-12:53	LUNCH	12:05-1:14	CORE
1:14-2:23	CORE	12:57 -1:49	Core+	1:18-1:49	LUNCH
2:27-3:19	Core+	1:53 - 3:02	CORE	1:53-3:02	CORE
3:23-4:15	Core+	3:06 - 4:15	CORE	3:06 - 4:15	CORE

**Wednesdays with Advisory \*\*\*Following "normal" lunch schedule....**

<b>6th (middle level)</b> 30 min Advisory 44 mins core 40 mins core+ Lunch 31min		<b>7th (upper level)</b> 30 min Advisory 44 mins core 40 mins core+ Lunch 31 min		<b>8th (upper and lower level)</b> 30 min Advisory 44 mins core f40 mins core+ Lunch 31 min	
9:00-9:30	Advisory	9:00-9:30	Advisory	9:00-9:30	Advisory
9:34-10:18	CORE	9:34-10:18	CORE	9:34-10:14	Core+
10:22-11:06	CORE	10:22-11:06	CORE	10:18-10:58	Core+
11:10-11:41	<b>LUNCH</b>	11:10-11:50	Core+	11:02-11:46	CORE
11:45-12:29	CORE	11:54-12:25	<b>LUNCH</b>	11:50 - 12:34	CORE
12:33-1:17	CORE	12:29-1:09	Core+	12:38-1:09	<b>LUNCH</b>
1:21 - 2:01	Core+	1:13-1:57	CORE	1:13-1:57	CORE
2:05-2:45	Core+	2:01 - 2:45	CORE	2:01 - 2:45	CORE

District Policy 5020

1.0 Regular and punctual daily attendance is a critical factor in a student’s ability to attain the maximum benefit from the educational process. Frequent absences may lead to poor academic work, lack of social development and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment and scholastic achievement. No single factor may interfere with a student's progress more quickly than frequent tardiness or absence.

1.1 Continuity in the learning process is seriously disrupted by excessive absence. Showing up for class matters. Students cannot benefit from investments in high quality instruction and more engaging, rigorous curriculum unless they are in class. In most situations, the missed classroom experience cannot be adequately replicated. Students who have good attendance generally achieve higher grades, enjoy school and are college and/or career ready after leaving school.

2.0 According to state law, every child who has attained the age of six (6) years by August 1 of each year and is under the age of 17 years, except as otherwise allowed by state law, shall attend school.

2.1 The law states that when a student has four (4) unexcused absences in one calendar month or ten (10) unexcused absences in a school year, the student is considered habitually truant.

2.2 Parents, guardians and students are all responsible for making sure students are at school daily, on time and ready to learn.

3.0 While not addressed in state law, regular attendance in preschool and kindergarten is crucial in developing early habits of attendance. The purview of the District attendance policy includes students under the age of six (6). Once a student is enrolled in a District preschool program or is a child under the age of six (6) in a kindergarten program, daily attendance is an expectation.

4.0 A parent or guardian must notify the school any time a student will be absent. In non-emergency situations this notification should occur prior to the beginning of the school day. If notification of a student’s absence is not received, attempts will be made by the school to notify the parent or guardian of their student’s absence. If the school does not receive timely notification, the absence will be marked unexcused.

5.0 Students who are absent for part or all of a school day may be restricted or prohibited from participation in after school or extra-curricular events on the day of the absence. The period of time which constitutes part of a day may vary by school level.

5.1 Elementary. At a minimum, attendance at the elementary level shall be recorded within 10 minutes after class begins in the morning and within 10 minutes after class resumes after lunch.

5.2 Secondary. Attendance at the secondary level shall be recorded within the first 10 minutes of each class period.

## 6.0 Excused Absences.

6.1 Excused absences are defined as absences caused and excused due to one or more of the reasons defined in this section. For an absence to be excused a telephone call or signed note from the custodial parent/legal guardian, medical practitioner(s), or other authorized official must be submitted within two (2) school days of the school day absent. In the case of multiple consecutive absences, the excuse must be submitted within two (2) school days of the last school day absent.

6.2 A verified illness, injury, or physical, mental and/or emotional disability. District Policy 5020 Page 2 of 4

6.3 A religious observance generally recognized by an established and bona fide religious organization.

6.4 Absence required by the judicial system (court, juvenile authorities, police, or similar entities).

6.5 A family emergency such as a serious illness or death of an immediate family member.

6.6 Vacations or non-emergency activities should be scheduled for days or times when students are not in school. Reasonable requests for absences to be excused due to vacation or for other non-emergency reasons will be approved if the student has a 95% or higher attendance rate over the prior two (2) grading periods, and if the student is otherwise meeting academic performance expectations as determined by school administration.

6.7 Student absences for participation in school-sponsored or authorized activities are not considered absences from school.

6.8 Absences due to suspension.

6.9 Acceptable reasons for excused absences may be restricted, or additional documentation may be required beyond the guidelines established in this policy by the building administrator or district attendance officer. Additional documentation requirements typically apply to students with a history of habitual truancy, including students on school attendance contracts or under truancy court orders.

6.10 Parents may excuse up to five (5) absences per semester without documentation. Absences beyond five (5) will be considered unexcused unless proper documentation is provided.

## 7.0 Unexcused Absences.

7.1 All absences that are not excused as defined elsewhere in this policy will be considered to be unexcused.

7.2 A student that has four (4) unexcused absences in one (1) month or ten (10) unexcused absences in a calendar year is considered habitually truant. If school and/or district intervention efforts fail, sanctions for habitual truancy may include a referral to the Truancy Court of the 17th Judicial District and / or a referral to a social service agency.

7.3 Students who are on campus but truant from a scheduled class pose a safety and supervision concern. Students on campus but truant who refuse to comply with staff directives to attend class are considered defiant and are subject to sanctions as described in the student discipline policy.

## 8.0 Chronic Absenteeism.

8.1 A student will be considered chronically absent if he or she has missed 10% or more of the days enrolled in the public school year during the school year. A student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an

approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused. Chronically absent students are subject to school and district attendance interventions.

8.2 In an effort to prevent a student from becoming chronically absent, schools may use attendance teams, District attendance protocol, and/or attendance achievement bands to determine when to intervene. District Policy 5020 Page 3 of 4

8.3 Individual student needs and circumstances will be considered in determining appropriate interventions for chronic absence. For students with disabilities, the student's Individual Educational Team or Section 504 Team shall be consulted regarding appropriate interventions.

#### 9.0 Tardies and Partial Absences.

9.1 For secondary schools, a tardy is defined as the student entering or departing a class within 10 minutes of the scheduled start or end time. For elementary schools, a tardy is defined as the student entering or departing a class within 60 minutes of the scheduled start or end time. This differentiation is due to the length of attendance periods.

9.2 A partial absence for secondary schools is defined as a student entering class more than 10 minutes late, but before the midpoint of the attendance period. This also applies to students being in class beyond the midpoint, but departing more than 10 minutes early.

9.3 A partial absence for elementary schools is defined as a student entering class more than 60 minutes late but before the midpoint of the attendance period. This also applies to students being in class beyond the midpoint, but departing more than 60 minutes early.

9.4 Excessive tardies and partial absences that negatively impacts the student's achievement and/or ability to complete make-up work comparable to in-class activities may result in consequences at the discretion of school officials, and may include the initiation of an attendance contract.

10.0 Attendance Recognition Criteria. Schools should employ strategies that aim to establish a climate and culture of positive attendance.

#### 11.0 Withdrawal for Non-Attendance.

11.1 Before withdrawing a student for non-attendance, the following due diligence steps must be taken.

11.1.1 Student has been unexcused from school for 10 consecutive days;

11.1.2 Contacts have been attempted to all phone numbers listed in the student records database including non-household relationships and emergency contacts;

11.1.3 Check state-wide student records for any updates;

11.1.4 Conduct a home visit or welfare check; and

11.1.5 Document all attempts in the student's record.

11.2 Students who are seventeen (17) years of age or older may legally drop out of school. Such students should not be formally withdrawn until school administration has attempted to contact parents or guardians by phone and in writing to discuss educational options that may be available, or until otherwise approved by a District administrator.

11.3 Students who are withdrawn for non-attendance should not be on campus without administrative Approval.

11.4 In rare situations it may be appropriate for a non-expelled high school student who is under the age of seventeen (17) to temporarily withdraw from school until the beginning of the next grading period. Such withdrawals may only occur by joint approval of the school's principal and the parents, and only with written permission of District administration. In such cases a "Temporary Withdrawal with Intent to Return" contract must be developed which must specify, at minimum, the student's intended date of return and the educational or vocational activities planned during the period of withdrawal.

#### 12.0 Eligibility for Homeschooling (Home-Based Education).

12.1 Students with a history of habitual truancy within the last six (6) months of enrollment are not eligible to withdraw from school for the purpose of homeschooling until parents have fully satisfied application and planning requirements described in District homeschool policy and in state law.

13.0 Eligibility for Homebound or Out-of-School Support Services. Parents of a student who is anticipated to be absent for more than fifteen (15) school days due to a physical, mental or emotional disability or a recovery period from an illness or injury, may request assessment by district staff to consider whether homebound instruction or other out-of-school education support services may be appropriate. Specific documentation and appropriate confidentiality waivers allowing physicians treating the child to communicate with district officials are required in order for a student to be considered for out-of-school educational support services.

14.0 Enrollment, Attendance, and Participation Tracking Practices for Online Schools. The following will be used to document student attendance and participation in the online schools of the District:

14.1 Teacher attendance logs and/or student sign-in sheets with student name and date may be used to document attendance at in-person events/activities such as an orientation session prior to beginning online coursework, in-person instruction, and participation in District and state mandated assessments.

14.2 Synchronous and asynchronous internet-based educational activity will be documented through activity/assessment logs for online education programs, which may include system logins/logouts, emails/chats/video conferences between students and staff members or other students, message board utilization, or any other means of interaction/engagement between a student and an instructor or other peers.

### Classroom Behavior Expectations

Use the PRIDE language and expectations to model and address classroom behavior. Students learn best in class. Use positive reinforcement, narration, and praise first when naming and noticing positive behavior.

### Discipline Process

Classroom management is essential to a sound educational program. Teachers must be in a position of leadership in the classroom so that students can respond to instruction and take advantage of their educational opportunity. Children need and respect reasonable standards that are clearly defined, consistently applied, and fairly administered. The expected practice for dealing with misbehavior is for teachers to:

- Confer with children
- Notify parents
- Conference jointly with children and parents
- Follow grade level/core discipline plan
- Repeat offenders will work with administrators to identify and learn needed skills

Administrators are available for consultation and assistance with children and parents. Sending a child to the office for discipline is reserved for serious/ongoing misbehavior. Consequences for misbehavior range from conferencing with the child, requests for parent involvement, denial of special privileges and recess, time-out in the classroom, work detail, suspension from class, suspension from school, and possible District level disciplinary board hearings. Whenever possible, Restorative Justice Practices will be implemented in order to build a positive climate and culture in our school. Alternatives to suspension will be considered for all children.

Please refer to the [Thornton Middle School Discipline Matrix](#) for the who, what, and how of responding to discipline.

**Corporal Punishment:** District Policy 5140 states: No administrator, teacher, or other District employee shall subject a student to corporal punishment nor condone the use of corporal punishment by any person under his or her supervision or control. Corporal punishment is defined as action taken to punish a student by spanking or otherwise physically handling a student in any way to purposefully inflict punishment (as distinguished from physical restraint/force as described in District Policy 5150).

### Dress Code

Thornton Middle School students are required to be in dress code every day. Dress code will consist of a blue, black, white, or grey collared shirt, tan or khaki-colored pants or jeans and a face mask. In the winter it will be acceptable to wear a white, black, blue or gray long-sleeved shirt underneath the collared shirt. During the spring and summer months, shorts or skirts may be worn in place of pants. However, they must still be tan or khaki-colored or denim and must meet district dress code policy. Students are required to wear their student ID around their neck on a school-issued lanyard.

Students must be in dress code and have their ID around their necks to enter the classroom. Students who are unable to adhere to the dress code should be sent to the office with a note. They will call home and have an appropriate outfit brought to them or the office will provide one for the day.

### Cell Phone Policy

At Thornton Middle School, student cell phones must be set to silent and be out of sight in classrooms. When a student's phone becomes visible by the teacher, the teacher should confiscate the phone. Write a note of whose phone you have and take it to the office. The community liaison will keep track of how many times a student's phone is confiscated and appropriate steps will be taken.

Students **ARE** allowed to have their phones out in the halls between classes and in the cafeteria.

Per Policy 5030, prohibited uses of student cell phones are include but are not limited to:

- 2.1 Using the device to create video or audio recordings of students and/or staff, without permission of the student  
and/or staff member;
- 2.2 Using the device to take photographs of students and/or staff, without permission of the student  
and/or staff  
member;
- 2.3 Using the device for academic dishonesty or cheating;
- 2.4 Using the device in any manner that disrupts the academic environment, or otherwise disrupts  
school  
activities or functions;
- 2.5 Using the device to send, receive or possess text or e-mail messages reasonably interpreted as  
indecent or  
sexually suggestive while at school, on school transportation, or at a school-related function;
- 2.6 Using the device to threaten, harass, intimidate, or bully; or
- 2.7 Departing a class to activate or operate such devices.

Additionally, please note (Policy 5030.3.0): Under all circumstances students shall be personally and solely responsible for the security of their cell phones and personal electronic devices. Adams 12 Five Star Schools shall not assume responsibility for theft, loss, or damage of any such device and will not be responsible for investigation of such incidents



### Hall Passes

Students are expected to use hall passes in order to be in the halls during class time. Staff will date and time stamp each pass and write down the location the student needs to get to to receive support. Some examples (but not limited to) are: the main office, attendance office, the clinic, counseling office, etc).

### Activities and Clubs

All activities and clubs will be listed on our website under the clubs and activities tab.

- All workouts, meetings, gatherings, etc. will be conducted on Adams 12 property.
- All gatherings, both indoors and outdoors, must take place outside of school hours.
- All CHSAA and Adams 12 blackout dates will be adhered to; Sunday contact is prohibited.
- For all athletics and activities programs, students will be placed in cohorts of **twenty-five (25)** or less and those groups may only change at the beginning of every month.
- Athletics & Activities cohorts will not cross over during this time. Students are limited to participation in one group. No exceptions.
- All **outdoor** groups are limited to **50** people per area.
- All **indoor** groups are limited to **25** people per area.
- All students along with coaches/sponsors will go through a home health screening before each workout/meeting. The Adams 12 screening document is attached. [Student Health Screening Log](#)
- Virtual sessions are approved for all groups and are permitted on allowable contact days.
- Equipment can be used.
- No family members or guests will be permitted at workouts/meetings.
- Students will be required to depart the district facilities immediately after their scheduled workouts/meetings.
- Scrimmages, meetings, practices, or competition with other schools (Adams 12 or not) are not allowed until further notice. Exception: In-season CHSAA sanctioned athletics programs

### Student Accident/Injury or Illness

All accidents occurring during school hours must be reported to the office by the teacher or supervisor immediately. The official accident report forms are available through the office. This form should be completed and given to the principal before the supervising staff member leaves for the day. All possible head injuries, possible fractures and/or dislocations, as well as severe lacerations, must be seen by the nurse or health aide.

### Multi-Tiered Supports

MTSS team is a collaborative team of teachers, administrators and mental health staff. The team analyzes students and school data and creates intervention plans as needed.

### Retention

Thornton Middle School believes that retention of a student most often is not the best solution to meet a student's needs. If a question or inquiry arises regarding the potential retention of a student, a team of staff that currently supports the student will come together to dialogue and discuss the student needs. Parents will be a critical part of any retention conversation/decision. These should be limited to extreme circumstances.

### Communicating with Families

Staff will communicate with families on a regular basis to share about student progress in order to ensure parents/guardians have current, and relevant information to their child(ren)'s progress in school. Examples of communication can include (but not limited to) phone calls, in person or virtual meetings/conferences, emails and/or letters home.

### Materials Needed for Preparedness

Students need to bring a **fully charged** ChromeBook or other device and a charger with them daily. Students need to bring headphones with them as well.

**Mental Health****Suicide Prevention**

Protecting the health and well-being of all students is of utmost importance to the Adams 12 Five Star School District. Superintendent 5520 addresses suicide assessments as a priority to protect all students.

Adams 12 will treat all threats or attempted suicides as serious regardless of the degree of lethality involved.

When a student threatens or attempts suicide, the Adams 12 personnel will follow Superintendent Policy and respond accordingly.

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends.
2. When a student is identified as being at risk, he or she will be assessed by a District mental health professional that will work with the student and help connect the student to appropriate local resources.
3. Students will have access to national resources which they can contact for additional support such as:  
The National Suicide Prevention Lifeline  
1-800-273-8255 (TALK)  
[www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)  
The Trevor Lifeline  
1-866-488-7386  
[www.thetrevorproject.org](http://www.thetrevorproject.org)
4. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.
5. Students should also know that because of the health and safety impacts of these matters, the seeking help for the students in crisis.
6. For more detailed review of District processes, please see the District's full suicide prevention guidelines document.