2025-2026 Handbook

2025-2026

Weikel Elementary School

Parent and Student Handbook

"For the strength of the wolf is the pack,

and the strength of the pack is the wolf."

-Rudyard Kipling

My Pledge to Students, Staff, and Families

I will put students first.

As a school, we are in the business of kids. I believe the best way to improve our world is through our youth. I'll always remember why I chose education, to be part of a cause bigger than myself and to have a positive impact on our future. Ensuring student success and creating opportunities for students has been, and will continue to be, my top priority.

I will be visible.

I will be in hallways, classrooms, playing with students at recess, and at events as much as my schedule allows. I will make it a point to get to know staff, students, and parents and to be accessible to them. It is a mission of mine that every stakeholder sees me as "their principal."

I will engage our community.

Parents are the experts of our students, and I will partner with them to provide the best educational experience for every student. I will support staff to bring in outside agencies to highlight essential skills for students to expand their learning and opportunities. I will do my part to build relationships with our families through our PTO and other community partnerships.

I will communicate.

I will listen first. I will then articulate my views or values so that everyone knows my perspective. I will communicate regularly so people will be informed and follow-up to close the communication loop.

I will inspire others to lead.

Part of leadership is building the leadership capacity of others. I will do this for students through my involvement in student council and creating opportunities for student voice and advocacy. For parents, I will partner with families through our PTO to gain feedback and have a "parent's" touch on our building. I will empower staff to seek opportunities to lead others through professional development.

I will make tough decisions.

I recognize that I will have difficult decisions to make as a leader. Doing what is best for students will always be in the heart of every decision I make. I will explain the "why" of every major decision to necessary parties. I will collaborate with all pertinent stakeholders to ensure every voice is heard. I will leverage these difficult conversations with students, staff, colleagues, and parents to build trust and transparency.

I will advocate for our school.

I will take my role seriously and do my best to enhance the reputation of our school community. I will do my part to emphasize that our work is a profession, not just a job. I will carry the weight of advocacy to ensure the best is being provided for students' needs, staff support, building improvements, and community connections.

My vision will extend beyond standardized tests.

As a school, we must meet state requirements and comply with legislative mandates. While I will take this seriously as a leader and as a professional, I will remember that our goal is learning and growth for all of our students, and that many of the important lessons we teach are “not on the test.”

I will lead by example

I will hold myself to high standards and expectations. I will build trust by being accountable. I will sustain a contagious culture of positivity. I will not ask anyone to do anything I am not willing to do myself, including stepping out of my comfort zone to learn and grow. I will fail forward and learn from it in the pursuit of continuous improvement. I will model taking risks, as I have a pack to lean on. I will model what it is to be “The Weikel Way!”

And above all, I will never lose sight of what it is to be a student, teacher, or parent.

I will make decisions through the lens of a student, through the heart of a teacher, and through the love of a parent.

Your next friendly neighborhood principal,

Noah Pogar

Table Of Contents

Fountain Fort Carson District 8 Mission

The mission of Fountain-Fort Carson School District is to develop generations of world-class learners capable of being successful members of society by providing a positive, empowering,

and safe environment where academic excellence is the desired result for all students.

Fountain Fort Carson District Board of Education

Shirley Martinez, Board President
Rose Terrell, Board Vice President
Kenneth Coffee Jr., Board Treasurer
Kimberly Moon, Board Director
Jill Grubbs, Board Director

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SCHOOL DISTRICT EIGHT

Dr. Keith Owen, Superintendent
Dr. Montina Romero, Deputy Superintendent
Dr. Bill Dallas, Assistant Superintendent Student Achievement
Mr. Clint Allison- Executive Director of Elementary Education
Laura Hronik , Assistant Superintendent of Business
Mr. Joel Hamilton, Executive Director of Human Resources

All Board of Education policies and administrative regulations for the Fountain/Fort Carson School District are available on the district's website, which can be accessed at: http://www.ffc8.org

Weikel Elementary School Mission

Our mission is to provide an excellent education that nurtures the academic, social, and emotional growth of children from military families who face unique challenges due to frequent moves and separation from loved ones. We strive to create a supportive

learning environment that instills resilience, adaptability, and a sense of community. Our dedicated staff is committed to meeting these unique needs. Through an enriching curriculum and strong partnerships with military parents, we aim to equip our students with the knowledge, skills, and character strengths to thrive academically, socially, emotionally, and behaviorally no matter where their families are stationed.

Weikel Elementary Colors: Blue and Yellow
Weikel Mascot: Wolf

Mr. Noah Pogar, Principal
Ms. Meggan Mears, Assistant Principal
Mr. Randy Menegatti, Dean
Mrs. Christie Palermo, School Psychologist
Mrs. Lisa Wood, School Counselor
Ms. Ina Laycock, Secretary
Mrs. Rebecca McRae, Secretary
Ms. Guadelupe Pena, Secretary
Mr. Saul Cruz, Building Manager

Weikel Elementary
6565 Lindstrom Street
Colorado Springs, CO 80902
719-358-4320
Building 6070
Weikel Office Hours: 7:00-3:00 p.m.
Weikel School Hours: 7:25-2:25 p.m.
Early Dismissal Days/Hours for K-5th: 7:25-11:30 a.m.

Students arriving after 7:30 a.m. will be tardy

What we hold our students accountable for

P.A.C.K. Behavior

P-Positive Relationships

A-Awareness of Self and Others

C-Caring Constructive Choices

K- Keep Your Cool

The Weikel Creed

I am a Weikel Wolf.

I am an important part of the Pack.

I build and maintain positive relationships.

I am aware of myself and others.

I make caring and constructive choices and

I know how to keep my cool.

I am the Weikel Way.

Go Pack!

2025-2026 Weikel Staff

Principal
Noah Pogar

Assistant Principal
Meggan Mears

Dean
Randy Menegatti

School Psychologist
Christie Palermo

School Counselor
Lisa Wood

School Nurse
Stacy Rossow
Genesis Lopez– Health Tech

Building Secretaries
Ina Laycock, Secretary
Heather Lane, Sped-Secretary

Custodians
Saul Cruz – Building Manager
Maria Villanueva
Andrew Green
Reggie Prather

Kindergarten Team
Heather Bishop
Jessica Busch
Cassandra Mitzs
Jenn Sundberg
Jenna Thomas

First Grade Team
Annette Colon
Sarah Oliver
Lindsey Steigerwald
Miranda Ullstrom

Second Grade Team
Beth DeMatto

Kari Hatton
Kristin Harris
Heidi Kane

Third Grade Team

Beverly Briemann
Brittnee Mast
Jamie Melendez
Michelle Slyter

Fourth Grade Team

Jenae Cook
Mark Reynolds
Melissa Hasanov
William Bowlin

Fifth Grade Team

Katelyn Armstrong
Mandy Hetzel
Shelby Melton
Laurie Prowell

ELL Teacher

Rebeccah Williams-Wall

Literacy Interventionist

Kara Too

Encore Team

Nick Massa – Physical Education
Yelena Olacsi – Art
Zoie Tollison – Music
Danielle Ellison – STREAM Lab

Special Education Team

Courtney Faith - SSN
Allison Orban
Emily Sirovy

Katherine Lambert

Speech Therapist

Rebeca Wenglikowski
Andrean Moore, SLPA

Teacher for the Deaf and Hard of Hearing

Kathryn Johnson

Occupational Therapist

Jamie Lopez

Physical Therapy

Mackenzie Golden

BMH

Dr. Anne Brtek

MFLC

Kimberly Coffman

Paraprofessionals

Amie Mason – TA SSN
Sarah Haas– SSN
Kabri Madrid – SSN
Raquel Velderrama – SSN
Tasha Smith - SSN
Ines Nichols – SSN
Yolanda Lane- SSN

Fountain • Fort Carson
SCHOOL DISTRICT EIGHT

FOUNTAIN-FORT CARSON SCHOOL DISTRICT EIGHT

2025-2026 ACADEMIC CALENDAR

STUDENT CALENDAR

Start Date - August 5, 2025
End Date - May 22, 2026

AUGUST 2025

S	M	T	W	T	F	S
					1	2
3	4	{5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						18

8/4 - 6th and 9th Grade Orientation
8/5 - 8/6 - PK Orientation
8/4 - Teacher Work Day - No Students
8/5 - First Day for K-12
8/7 - First Day PK and Online Academy
8/29 - Teacher/Staff Development - No Students

SEPTEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						21/39

9/1 - Labor Day - District Closed

OCTOBER

S	M	T	W	T	F	S
			1	2	3}	4
5	{6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						18/57

10/3 - 1st Quarter Ends
10/6 - 2nd Quarter Begins
10/13 - Indigenous Peoples' Day - District Closed
10/14 - Non Work Day - No Students
10/15 - P/T Conf - All Schools - No Students
10/16 - P/T Conf - All Schools - No Students
10/17 - Teacher/Staff Development - No Students

NOVEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						14/71

11/11 - Veterans Day - District Closed
11/24 - 11/28 - Thanksgiving Break

DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17*	18*	19*}	20
21	22	23	24	25	26	27
28	29	30	31			
						15/86

*12/17 - Exams - Early Dismissal for FFCHS ONLY
*12/18 - Exams - Early Dismissal for FFCHS ONLY
*12/19 - Exams - Early Dismissal for FFCHS
12/19 - 2nd Qtr Ends - Early Dismissal - All Schools
12/20/25 - 1/2/26 - Winter Break

JANUARY 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	{7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						17/103

1/1 - New Year's Day - District Closed
1/5 - Teacher/Staff Development - No Students
1/6 - Teacher Work Day - No Students
1/7 - 3rd Quarter Begins
1/19 - Martin Luther King, Jr. Day - District Closed

FEBRUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
						15/118

2/16 - Presidents' Day - District Closed
2/17 - Non Work Day - No Students
2/18 - P/T Conferences - All Schools - No Students
2/19. - P/T Conferences - All Schools - No Students
2/20 - Teacher/Staff Development - No Students

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13}	14
15	{16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						17/135

3/13 - 3rd Quarter Ends
3/16 - 4th Quarter Begins
3/23 - 3/27 - Spring Break

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
						20/155

4/24 - Teacher/Staff Development - No Students
4/27 - Non Work Day - No Students

MAY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20*	21*	22*}	23
24	25	26	27	28	29	30
31						16/171

*5/20 - Exams - Early Dismissal for FFCHS ONLY
*5/21 - Exams - Early Dismissal for FFCHS ONLY
*5/22 - Exams - Early Dismissal for FFCHS
5/22 - Last Day of School - Early Dismissal - ALL SCHOOLS
5/23 - FFCHS Graduation Ceremony
5/25 - Memorial Day - District Closed

Student Instruction Days

1st Quarter 42 Days - August 5 - October 3
2nd Quarter 44 Days - October 6 - December 19
Early Dismissal - All Schools - December 19
3rd Quarter 42 Days - January 7 - March 13
4th Quarter 43 Days - March 16 - May 22
Early Dismissal - All Schools - May 22

Revised 10/30/24

The Military Parent's Pledge

The Military Parent's Pledge adopted by Army Community Services is an excellent example for the Weikel Elementary School community. We are honored to partner with you and offer this pledge to all parents as we build a partnership for success.

1. I will be a good role model for my child, setting an example of appropriate behavior.

2. I will help my child feel loved and valued through what I say and do.

3. I will show my child the same respect that I expect to be shown by my child.

4. I will praise my child for their successes and efforts toward success.

5. I will create opportunities for my child to feel successful, encouraging my child to meet new challenges and learn from mistakes.

6. I will recognize that each child is unique and developing independently. I will ensure that my expectations are appropriate to my child's age and stage of development.

7. During the separation, I will establish effective communication with my child and stay in touch through letters, calls, and emails.

8. I will spend time with my child in activities we enjoy. Even though my military job may sometimes require me to be away from home, I will make time for my child when I am home.

9. I will correct my child positively, focusing on the misbehavior, not my child's self-worth.

10. I will love my child unconditionally. Through words and gestures, I will let my child know they are a lovable, capable, and worthwhile human being.

Tips for a Successful School Year

- Talk to your child's teacher. Together, you are a team for your child's academic success.
- Provide a quiet place and a consistent time to do homework. Please support your child in homework efforts, but refrain from doing it for them.
- Help your child learn to follow directions. Give one- and two-step directions and see that the task is completed.
- Teach your child to show respect for others by using polite phrases such as "please," "thank you," and "excuse me."
- Model and reinforce appropriate behavior.
- Help your child learn their address and telephone number.
- Guide and monitor your child's television viewing.
- Listen to your child and encourage them to talk about new experiences.
- Explain the meaning of new words to your child.
- Encourage your child to succeed by encouraging their best work.
- Involve your child with reading and writing activities.
- See that your child gets a good night's sleep.
- Write your child's name on all allowable personal items brought to school, such as a coat, hat, gloves, boots, sweater, lunch box, and permitted electronic devices.
- Refrain from sending school a sick child or one who has had a fever within the past 24 hours. This precaution will help preserve the health of other children.
- Please telephone the school when your child will be absent. Upon returning to the classroom, your child will need a written excuse.
- Dress your child according to the weather; outside activities will occur when the weather permits. A note from you will be required if your child should remain inside because of a physical condition.
- Provide the teacher and secretaries with the correct telephone number where the parent(s)/guardian(s) or a family friend may be reached during the school day in case of an emergency.
- If your child walks home and has siblings, have them determine a meeting spot so they may walk home together.
- Discuss with your child what to do and where to go if you are not at home when they arrive.

Weikel's Guiding Principles

These four cornerstones promote mutual understanding and shared responsibility for The vision of excellence at Weikel Elementary School

Academic excellence focuses on the individual needs of each student, which are accomplished through precise, high expectations supported by excellent instruction and learning opportunities. Students will become responsible learners and be held accountable for their academic accomplishments. Pride in achievement and the joy of learning are evident.

Our educators demonstrate Professional Excellence through ongoing and advanced study. They acknowledge and share expertise, integrity, respect, and passion. As a result, our children receive the benefits of best classroom practices and a safe, caring school environment.

The social/Emotional Climate is positive and caring, expecting behavior that demonstrates respect, responsibility, fair treatment, and safety. This results in solid self-esteem for our children and a welcoming environment for our community. Weikel will develop a culture of trust and collaboration by enhancing social-emotional skills to create an academic mindset for success and a highly effective school.

Community Partnerships are driven by open communication between staff members, students, parents, and the community. There are various parent and community involvement opportunities to enrich our children further. The spirit of volunteerism and community support are constants in the life of our school.

Weikel Elementary staff will

- Believe in *every* student and their ability to achieve success.
- Provide a safe, engaging, and collaborative learning environment.
- Demonstrate high academic and social/emotional student achievement and growth levels.
- Cultivate a trusting, collaborative environment, consistently placing student needs first.
- Develop a culture of respect, honor, trust, fellowship, and wellness, reminding each other to have balance and take care of themselves.
- Engage stakeholders, including staff, students, parents, the FFC8 district, and the community, to develop a "highly effective school."

Enrollment And Disenrollment At Weikel

Age Of Entrance **Jeb**

A child may enter kindergarten if five years old on or before October 1 of the year of enrollment. Younger students who do not meet the district's entrance age requirement for kindergarten but who are five years old on or before October 1 may be accepted if transferring from another kindergarten program. **Students enrolled in a kindergarten program in another state and then enrolled at Weikel can continue enrollment in kindergarten.*

Students enrolling in the first grade may enter if they are six years old on or before October 1 of the year of enrollment. A student at least five years old on or before October 1 might be permitted to enroll in first grade if the student attended at least 120 days of kindergarten in another state.

A legal birth certificate or other acceptable record shall be required for enrollment age certification. The Principal or designee will make exceptions to these entrance age requirements by state law regarding the education of military children.

Enrollment

Families of Weikel Elementary who wish to enroll their children must provide the following items:

- Immunization records
- Birth certificate
- Proof of residency*
- Any specialized instruction information, including IEP or Section 504 documentation

**Proof of residency includes a lease agreement, mortgage or mortgage statement, and an original current home utility bill (gas, water, or electric) on which the name and address are provided.*

Students are required to attend the school within the attendance zone area in which they reside unless attendance at a different building is specified under the student's IEP or is approved by the Principal.

Withdrawal From School

Parent(s)/guardian(s) of students leaving the district or moving to another school attendance area within District 8 should notify the school office a few days before the last day of attendance. Before the transfer is complete, library materials and other school property must be returned.

Child Custody

In most cases, when parent(s)/guardian(s) are divorced, both parent(s)/guardian(s) continue to have equal rights where their children are concerned. If you have a court order that limits the rights of one parent in matters such as custody or visitation, please bring a copy to the office. Unless your order is signed and states explicitly a denial request, we must provide equal rights to both parents(s)/guardian(s).

Arrival And Dismissal

ARRIVAL – KISS AND GO LANE (See appendix)

- Students can enter the school for breakfast at 7:10 am. **Please do not drop students off before 7:05 am.**
- All other students, including Kindergartners having breakfast, will be dropped off in "The Kiss and Go Lane."
- Parking Lot- For student safety, students are NOT to be dropped off in the parking lot. Students must utilize the Kiss and Go lane and remain on all walking paths. The parking lot will only be accessible for parents and students who will be parking and walking with their child all the way to the school for a hand-off or if the parent/guardian has an appointment/event inside. This is effective for all school hours but especially during peak traffic hours from 7:00-7:30.
- Breakfast students are to remain in the cafeteria during breakfast as they will be escorted to class.
- All students not having breakfast are to report to their classroom.
- Kindergarten students not eating breakfast will enter through their classroom door.

Dismissal Procedures

- School will be dismissed at 2:25 p.m., Monday through Friday, except on early release days.
- When the bell rings at 2:25 p.m., staff will ensure the safe dismissal of all students by escorting them. Walkers and students being picked up will exit through the front doors of the school building. Students who ride the bus are escorted out the doors on the backside of the school building.
- Students will be taken to the office if they have not been picked up by 2:45 p.m. If a student has not been picked up within 15 minutes of the end of the school day and the parent(s)/guardian(s) cannot be contacted, the MPs may be called.
- Parking Lot- For student safety, students are NOT to be picked-up in the parking lot. Students must utilize the Kiss and Go lane and remain on all walking paths. The parking lot will only be accessible for parents and students who will be parking and walking to the building to pick up their child. This is effective for all school hours but especially during peak traffic hours from 2:25-3:00.

Students On Premises After School

All students must vacate the premises at the end of the school day unless participating in an approved extracurricular activity, receiving after-school tutoring, or other activities properly scheduled in advance. All students must be under the direct supervision of a staff member. Students should have transportation available within 15 minutes after all student activities and are to wait in the designated area. If families would like to stay on school premises to enjoy the playground, students MUST BE supervised by the parent/guardian.

Pets On School Premises Before And After School

For students who are walked to and from school by a parent or guardian**, we ask that pets of any kind are not brought onto school grounds**. This is for the safety of all students and other adults on school grounds.

Bikes
If you or your child ride a bike to school, please **walk** your bike when on school premises and utilize the designated bike racks.

Attendance Regulations

Fountain-Fort Carson School Attendance Process

Since the COVID-19 pandemic, public schools across the United States have faced significant challenges in student attendance. Chronic absenteeism—defined as missing 10% or more of the school year—has surged dramatically. According to the U.S. Department of Education, over one in four students were chronically absent during the 2021–2022 school year, nearly double the rate seen before the pandemic. Factors contributing to this trend include increased mental health issues, lack of transportation, family instability, and lingering concerns about health and safety.

Students from historically underserved communities, including low-income families and students of color, have been disproportionately affected. In many cases, pandemic-related disruptions weakened the routines and support systems that help keep students consistently engaged in school.

Why Attendance Matters

- Academic Achievement: Students who attend school regularly are more likely to perform well academically. Missing even a few days can set students back, especially in foundational skills like reading and math.
- Social Growth: Regular attendance supports the development of friendships, a sense of belonging, and the social skills that are essential for success in school and life.
- School Funding: In many states, school funding is tied to Average Daily Attendance (ADA). Chronic absenteeism can result in less funding, which in turn affects resources, staffing, and programming.
- Graduation Rates: Chronically absent Students are at much higher risk of dropping out. Ensuring consistent attendance is a key predictor of whether a student will graduate on time.

In response, districts are investing in attendance teams, home visits, and early intervention strategies to rebuild attendance habits and re-engage students in learning. High attendance is not just a metric—it's a foundational element of student success and school improvement. Fountain-Fort Carson School District is systematically redefining our approach to supporting high rates of attendance through intentionally partnering with families and providing supports for students. This includes a philosophical review of our approach to resource allocation and home-partnerships. Beginning in the 2025-2026 school year, any absent student reported by a parent/guardian will be considered an "Excused Absence" for the first ten days of absence in a school year. This timeframe is referred to as the "No Documentation Required" timeframe of our process. Our goal is to increase the percentage of students missing less than ten days a year. Families will be notified if a student reaches five days of absence in a year, and they will also be informed that all future absences will require documentation for approval after ten days of absence. At any point during the process, a support plan could be implemented to assist a student in maintaining high attendance rates; however, once a student has either demonstrated an absence rate of 10% which is a

total of 17 days of absences, 4 days of unexcused absences in a month, or 10 days of unexcused absences in a year. In the event a student's attendance does not improve despite interventions outlined in the student support plan, school leadership can pursue truancy court as a means to support improved student attendance.

Attendance Excusal Guide

While inside the "No Documentation Required Period," all absences are excused once a parent/guardian notifies the school of the student's absence. Students who have exceeded ten absences in a school year will then enter the "Documentation Required Period," which will require documentation for an absence to be excused. The chart below outlines what absences will be excused with proper documentation.

During and After the Documentation Period	
Excused Absence Examples	**Non-Excused Absence Examples**
● Severe Weather: (Making travel unsafe or school facilities inaccessible) ● Student Illness: (With a doctor's note or other appropriate medical documentation) ● Medical Appointments/Therapy Sessions (Student): Doctor's appointments (with documentation) ● Therapy sessions (with documentation) ● Hospitalization: Student hospitalization (with documentation) ● Immediate family member hospitalization (with documentation) (mother, father, sibling, grandparent) ● Death in Immediate Family: (mother, father, sibling, grandparent) ● Work-Based Learning Events: (As part of an approved educational program) ● Military Leave (Parent Deployment): (With official military documentation) ● School-Sanctioned Activities: (e.g., field trips, sports competitions, performances) ● Student Suspension: (As mandated by school disciplinary procedures)	● Vacations ● Medical Appointments (Family Members): Doctor appointments for family members ● Hospitalizations (Extended Family): (e.g., cousins, aunts, uncles) ● Transportation Issues ● Family Visits/Social Events ● Personal Errands ● Veterinary appointments ● Car repair appointments ● Home repair appointments

Student Absences And Excuses **Jh**

Tardiness is defined as a student's appearance without proper excuse after the scheduled time that a class or school day begins. Because delay is disruptive and detrimental to the rights of the non-tardy student to uninterrupted learning, penalties may be imposed for excessive tardiness.
Individual building administrators may determine an extension to the time allotted for a delinquent in the case of inclement weather, local traffic/construction issues, bussing issues, etc. Parents/guardians

shall be notified of all penalties regarding tardiness. Students are tardy if they are not in their seats by 7:30 a.m. A dialer will inform parents of an absence at 8:30 a.m. each day.
Attendance is recorded for the morning (AM) and afternoon (PM) sessions. Each session is considered a half-day of attendance/absence. Two half-days of absence equals one full day of absence.

Attendance Codes

- Tardy – Student arrives between 7:30 – 8:11 a.m.
- Part Day A.M. – Student arrives or leaves between 8:11 – 10:25 a.m.
- Part Day P.M. – Student arrives or leaves between 11:25 – 1:40 p.m.
- Half Day A.M. – Student arrives between 10:26 – 11:25 a.m.
- Half Day P.M. – Student leaves without returning between 10:26 – 11:25 a.m.
- Reverse Tardy – Student leaves between 1:41 – 2:25 p.m.

Attendance Reporting And Leaving Early

Daily Absence Reporting:

- Parent(s)/guardian(s)/guardians should notify the office by telephone each day a student is absent. If the parent(s)/guardian(s) fails to inform the school, an automated call from Infinite Campus begins at 8:30 a.m.
- Students who are absent without a parent's or guardian's excuse may be considered truant.
- All absences, including those approved in advance by parent(s)/guardian(s) or guardians or school officials, except those for school-sponsored activities, will count against a student's attendance.
- Weikel Elementary encourages parent(s)/guardian(s) to schedule doctor and dental appointments after school hours.
- Excessive absences may affect a student's academic achievement.
- Parents may be required to submit supporting documentation to excuse their student's absence if student absenteeism is excessive.
- All attendance notes should be given to the attendance secretary's office.

Request to Leave School

Parent(s) must notify the attendance office should their child need to leave for an appointment. Students must check through the attendance office to see if their absence is considered excused. Students who leave school without prior parental consent and without checking through the office will be considered truant.
If a family will be absent for an extended time (more than three days), an attendance approval form must be completed. The forms are located in the front office.

School Activities

- Students sometimes represent our school in a variety of academic activities. When a student serves as an authorized representative of our school, the student is not considered absent.
- Students who choose to participate in extracurricular activities are to make up all assignments missed when classes are missed.
- Students must attend school on the day of an extracurricular activity to be eligible for participation.
- Students issued a suspension are not allowed to participate in any school functions for the duration of the suspension.

Weikel School Safety

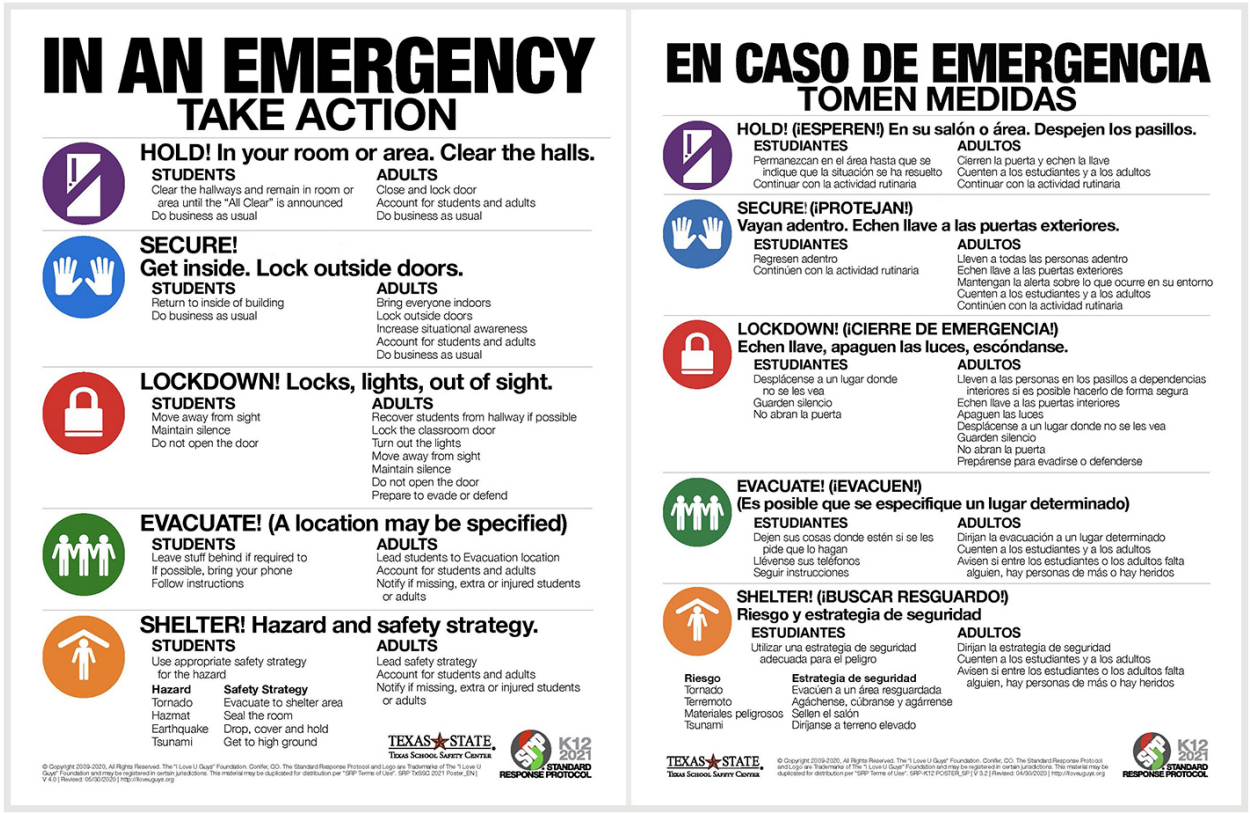
Reporting Concerns Regarding Safety
Students and parents are encouraged to report all dangerous or potentially dangerous situations and events directly to an administrator. Such conditions include, but are not limited to, threats, harassment, bullying, acts of violence, drug activity, or the possession of weapons on school property.

Safe2tell
Safe2tell allows students, teachers, parent(s)/guardian(s), or anyone else to call 1-877-542-SAFE or 1-877-542-7233, a toll-free hotline within the state of Colorado, to report information about a crime or harmful event that has already happened, or one they fear may happen. Web: http://safe2tell.org/. All reporting is anonymous. (See APPENDIX 1)

School Resource Officer (SRO)
Weikel Elementary will have an SRO on school grounds while in session. If you have any safety concerns, please report them to the principal, and a meeting may be scheduled with the SRO and administration.

Standard Response Protocol (SRP)
We have adopted a Standard Response Protocol process to expand our safety program. Weather events, fire, accidents, intruders, and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff, and administration; therefore, lockout, lockdown, evacuation, and shelter drills will be held at least once a month throughout the school year. Please note: No one is allowed in or out of the building during a lockout or lockdown drill.

The Standard Response Protocol (SRP) is based not on individual scenarios but on the response to any given situation. SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple - five specific actions can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers, and first responders.



The Directive follows lockout
"Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building.
Lockdown is followed by "Locks, Lights, Out of Sight," the protocol used to secure individual rooms and keep students quiet and in place.
Evacuation is always followed by a location and is used to move students and staff from one location to a different location in or out of the building.
A type and a method always follow the shelter and are the protocols for group and self-protection.
The hold is used when there is a need to keep students in their classrooms briefly (usually due to a medical response.)

Controlled Release is called when students need to be released to their parents during the school day. Teachers remain in the classroom with students until further instructions are provided by the principal.
Reunification takes place in the event of an emergency evacuation. During reunification, families are notified of the reunification site, and a check-in/check-out process is enacted.

Emergency School Closings **Ebce**

The Superintendent or designee is empowered to close the schools, delay their start, or dismiss them early in the event of hazardous weather or other emergencies that threaten the safety, health, or welfare of students or staff members. It is understood that the Superintendent will take such action only after consulting with appropriate authorities.

At the beginning of each school year, parents, students, and staff members shall be provided with information regarding notification of emergency closings and early dismissals.

****Please be aware that announcements for closures will list Fountain-Fort Carson School District 8 as: "DISTRICT 8."**

Inclement Weather; Indoor Recess

The weather in Colorado allows us to experience all four seasons, and it sometimes changes drastically; therefore, a few procedures have been established to address the various weather conditions and the condition of the playground. An indoor recess day will be declared if the conditions are unfavorable for students to weather the elements or if the playground is deemed unsafe (e.g., ice). The temperature of (feels like) 25° and below will be used to determine whether it will be indoor or outdoor recess.

Rain Storm Or Lighting For Dismissal (Controlled Release)

- Students will not be released if there is a severe rainstorm at the end of the day.
- Students will remain in their classrooms until it is deemed safe to be released at the end of the day.
- Parent(s)/guardian(s) will be allowed to enter the office and have their student released to them. Daycare students will be sent to the gym, and daycare staff will escort students to the daycare. We will respond as necessary to keep students, parents, and staff safe.

Staff Personal Security And Safety **Gbgb**

The following procedures shall be followed in instances of assault, disorderly conduct, harassment, knowingly false allegation of child abuse, or alleged criminal offense by a student directed towards a teacher or school employee. An act of a teacher or other employee shall not be considered child abuse if the act was an appropriate expression of affection or emotional support. These same procedures shall be followed in instances of damage by a student to the personal property of a teacher or school employee on school district premises.

1. The teacher or employee shall file a written complaint with the building Principal and the Superintendent's office.
2. After receipt of the complaint and adequate proof of the charges, the Principal shall suspend the student for three days per established procedures.
3. The Superintendent shall initiate procedures for the further suspension or expulsion of the student when injury or property damage has occurred.
4. The Superintendent or designee shall report the incident to the district attorney or the appropriate local law enforcement agency or officer, who shall then investigate whether criminal charges or delinquency proceedings should be filed.

Student Discipline And Code Of Conduct

Overview Of Discipline At Weikel

Weikel Elementary uses the PBIS approach to manage student conduct. The goals of this approach are to ensure that children:

- Feel physically and emotionally safe in school so that they can learn at their best.
- Learn the skills for working and learning cooperatively with others.

Our school-wide rules are based on the acronym P.A.C.K.

1. Positive Relationships

2. Awareness of self and others
3. Constructive choices
4. Keep your cool

The adults at Weikel Elementary take time to model and teach children how to translate these rules into action in different situations. At the beginning of the year, we introduce rules and behavior expectations and guide students in practicing them. We remind children of these expectations using respectful words and tone of voice. When children behave positively, we let them know that we noticed. These actions let children understand the expectations and help them stay motivated to meet them.

When children misbehave, the school's adults handle the situation firmly while preserving the child's dignity. Our first step is to stop the misbehavior quickly and (for example, with a brief word or gesture). If needed, we take further steps to help the child regain self-control, fix any problems caused by their mistake, and return to productive learning.

In deciding how to handle students' misbehavior, we consider how severe it is and how likely it is to happen again. We may:

- Give a reminder or tell the child to do something different.
- Have the child sit closer to the teacher or other adult (often, being closer to an adult helps children remember what they're supposed to do).
- Use "take-a-break" (the child goes to a distraction-free space in the room for a little while to regain self-control).
- Limit the child's choice of activities (for example, blacktop games only at today's recess; try field games again tomorrow).
- Guide the child in fixing problems caused by their mistake (for example, helping the custodian clean up if they made a mess in the bathroom).
- Assign the child to a skills development academy supported by our behavior support team.

When students need additional support, we may

- Use a buddy teacher to take a break (the child goes to a distraction-free space in another teacher's room to regain self-control).
- Use private take-a-break (the child goes to a supervised classroom place, such as the counselor's office, for a while to regain self-control).
- Assign the child to a skills development academy supported by our behavior support team.
- Have the child stay for a more extended period in a supervised place (in-school suspension).
- Have the child spend a period at home (at-home suspension).
- Meet with the child and parents to find other solutions.

When a child is asked to stay home from school, a parent must accompany the child to school the next day for a re-entry meeting with the teacher and an administrator. This meeting is typically held within the first hour of the day. The child may also be placed in a skills development academy to support the behavior correction.

We at Weikel Elementary strongly believe that children want to meet expectations and can do so. We value partnering with parents to help students do well in school and feel good about going.

Code Of Conduct **Jicda**

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

1. Causing or attempting to cause damage to school property or stealing or trying to steal valuable school property.
2. Causing or attempting to cause damage to private property or stealing or trying to steal private property.
3. Willful destruction or defacing of district property.
4. Commission of any act which, if committed by an adult, would be robbery or assault as defined by state law.
5. Committing extortion, coercion, or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through force or threat of force.
6. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, either orally or in writing, or derogatory statements addressed publicly to an individual or group that precipitate disruption of the district or school program or incite violence.
7. Engaging in "hazing" activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.
8. Violation of the Board's policy on bullying prevention and education.
9. Violation of criminal law that affects the district or the general safety or welfare of students or staff.
10. Violation of any Board policy or regulation or established school rules.
11. Violation of the Board's policy on weapons in the schools. By federal law, expulsion shall be mandatory for bringing or possessing a firearm.
12. Violation of the Board's policy on student conduct involving drugs and alcohol.
13. Violation of the Board's violent and aggressive behavior policy.
14. Violation of the Board's tobacco-free schools policy.
15. Violation of the Board's policies prohibiting sexual or other harassment.
16. Violation of the Board's policy on nondiscrimination.
17. Violation of the Board's dress code policy.
18. Violation of the Board's policy on gangs and gang-like activity.
19. Throwing objects, unless part of a supervised school activity, that can or do cause bodily injury or damage to property.
20. Directing profanity, vulgar language, or obscene gestures toward other students, school personnel, or others.
21. Lying or giving false information to a district employee, either verbally or in writing.
22. Engaging in academic dishonesty includes but is not limited to cheating on a test, plagiarism or unauthorized collaboration with another person in preparing written work.
23. Making a false accusation of criminal activity against a district employee to law enforcement or the district.
24. Behavior on or off school property detrimental to the welfare or safety of other students or school personnel, including behavior that creates a threat of physical harm to the student exhibiting the behavior or to one or more other students.
25. Repeated interference with the District's ability to provide educational opportunities to other students.
26. Continued willful disobedience or open and persistent defiance of proper authority, including deliberate refusal to obey a district staff member.

Each Principal shall distribute a copy to each student. Copies shall also be available to any district patron upon request.

Drug And Alcohol Involvement By Students **Jich**

Knowingly Possess, Use, Buy, or be Under the Influence, Giving, Selling or Supplying

Fountain-Fort Carson School District Eight shall promote a healthy environment for students by providing education, support, and decision-making skills regarding alcohol, drugs, and other controlled substances and their abuse. To accomplish this goal, a cooperative effort must be made among the schools, parents, community, and agencies.

It shall be a violation of Board policy and considered to be behavior that is detrimental to the welfare, safety, or morals of other students or school personnel for any student to possess, use, sell, distribute, or exchange, or to be under the influence of alcohol, drugs or other controlled substances. The unlawful possession or use of alcohol or controlled substances is wrong and harmful to students.

For purposes of this policy, controlled substances include, but are not limited to, narcotic drugs, hallucinogenic or mind-altering drugs or substances, amphetamines, barbiturates, stimulants, depressants, marijuana, anabolic steroids, any other controlled substances as defined by law, or any prescription or non-prescription drug, medication, vitamin or other chemical substances not taken by the Board policy and regulations on administering medicines to students. This policy also includes substances represented by or to the student as any such controlled substances or what the student believes to be any such substance.

This policy shall apply to any student who is on school property, in attendance at school, in a school vehicle, or taking part in any school-sponsored or sanctioned activity or whose conduct at any time or place interferes with the district's operations or the safety or welfare of students or employees.

Students violating this policy shall be subject to disciplinary sanctions, including suspension and expulsion from school and referral for prosecution.

Situations in which a student seeks counseling or information from a professional staff member to overcome substance abuse shall be handled on an individual basis, depending upon the nature and particulars of the case. When appropriate, parents/guardians shall be involved, and every effort shall be made to direct the substance abuser to sources of help.

The Board, in recognition that drug and alcohol abuse is a community problem, shall cooperate actively with law enforcement, social services or other agencies and organizations, parents/guardians, and any other recognized community resources committed to reducing the incidents of illegal use of drugs and alcohol by school-aged youths.

Whenever possible, in dealing with student problems associated with drug and alcohol abuse, school personnel shall provide parents/guardians and students with information concerning education and rehabilitation programs that are available.

Information provided to students and parents/guardians about community substance abuse treatment programs or other resources shall be accompanied by a disclaimer to clarify that the school district assumes no financial responsibility for the expense of drug or alcohol assessment or treatment provided by other agencies or groups unless otherwise required.

Weapons In School **Jici**

The Board of Education determines that student possession, use, and threatened use of a weapon is detrimental to the welfare and safety of the students and school personnel within the district.

Dangerous Weapons

Using, possessing, or threatening to use a dangerous weapon on district property, when being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or district-sponsored activity or event, and off school property when the conduct has a reasonable connection to the school or any district curricular or non-curricular event without the authorization of the school or the school district is prohibited. An exception to this policy may be made for students participating in an authorized extracurricular activity or team involving the use of firearms.

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

a. A firearm.
b. Any pellet, BB gun, or other operational device that propels projectiles by spring action or compressed air.
c. A fixed blade knife with a blade that exceeds three inches in length, a spring-loaded knife, or a pocket knife with a blade exceeding three and one-half inches.
d. Any object, device, instrument, material, or substance, whether animate or inanimate, that is used or intended to be used to inflict death or serious bodily injury including, but not limited to, a slingshot, bludgeon, nunchucks brass knuckles, or artificial knuckles of any kind.

Student Interviews, Interrogations, Searches And Arrests **Jih**

The Board of Education seeks to maintain a school climate conducive to learning and protective of the safety and welfare of staff and students. To achieve this goal, school personnel may be required to search the student's personal and personal property and seize any property deemed harmful or detrimental to the safety and welfare of students and staff.

Searches Conducted by School Personnel

School personnel may search a student and the student's personal property. In contrast, this policy may seize any illegal, unauthorized, or contraband materials on school premises or during school activities.

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

The school official searching shall prepare an administrative report explaining the reasons for the search, the results, and the names of any witnesses to the search.

Use Of Physical Intervention And Restraint **Jka**

To maintain a safe learning environment, district employees may, within the scope of their employment and consistent with state law, use physical intervention and restraint with students by this policy and accompanying regulation. Such actions shall not be considered child abuse or corporal punishment if performed in good faith and compliance with this policy and regulation.

Physical intervention

Corporal punishment shall not be administered to any student by any district employee.

Within the scope of their employment, district employees may use reasonable and appropriate physical intervention with a student that does not constitute restraint as defined by this policy to accomplish the following:

1. To quell a disturbance threatening the student's or others' physical injury.
2. To obtain possession of weapons or other dangerous objects upon or within the student's control.
3. For self-defense.
4. To protect persons against physical injury or to prevent the destruction of property which could lead to physical injury to the student or others.

State law and this policy define restraint as any method or device used to involuntarily limit a student's freedom of movement, including, but not limited to, bodily physical force, mechanical devices, chemicals, and seclusion. Restraint shall not include holding a student for less than five minutes by a district employee to protect the student or others and other actions excluded from the definition of restraint in state law.

District employees shall not use restraint as a punitive form of discipline or a threat to control or gain compliance with a student's behavior. District employees are also prohibited from restraining a student by using a prone restraint, mechanical restraint, or chemical restraint, as those terms are defined by applicable state law and this policy's accompanying regulation.
Restraint shall only be administered by district employees trained by applicable State Board of Education rules.

Exceptions
The prohibition of the use of mechanical or prone restraints in this policy and accompanying regulation shall not apply to:

1. Certified peace officers or armed security officers working in a school and who meet the legal requirements of C.R.S. 26-20-111 (3); and
2. When the student openly displays a deadly weapon as defined in C.R.S. 18-1-901 (3) (e).

Student Discipline **Jk**
The Board believes effective student discipline is a prerequisite for sound educational practice and productive learning. The objective of disciplining any student must be to help the student develop a positive attitude toward self-discipline and socially acceptable behavior. All policies and procedures for handling general discipline problems for all district students shall be designed to achieve these broad objectives.

The Board, by applicable law, has adopted a written student conduct and discipline code based on the principle that every student is expected to follow accepted rules of conduct and to show respect for and obey persons in authority. The code also emphasizes that specific behavior, especially behavior that disrupts the classroom, is unacceptable and may result in disciplinary action. The code shall be enforced uniformly and consistently for all students.

All Board-adopted policies and Board-approved regulations containing the letters "JK" in the file name shall be considered to constitute the discipline section of the legally required code.

The conduct and discipline code shall be provided to each student upon elementary, middle, and high school enrollment. The district shall take reasonable measures to ensure each student knows the code. In addition, any significant change in the code shall be provided to students and posted in each school.

Positive Behavior Intervention System (PBIS)
PBIS is a program supported by the Colorado Department of Education and El Paso County School District 8 to promote and maximize academic achievement and behavioral competence. This is a school-wide strategy for helping all students achieve important social and learning goals. We know that when good behavior and teaching unite, our students will excel in their education. Weikel Elementary is proud to be a part of this exciting initiative.

Care Of School Property

- Students are responsible for properly caring for all books, supplies, devices, accessories, or equipment furnished by the school. Students who deface, damage, or lose school property must pay for the damage or loss.

- All textbooks and instructional resources (including student planners) furnished by Weikel are the student's responsibility.
- Weikel is not responsible for textbooks or resources lost or stolen from a student.

Wellness, Breakfast And Lunch

Breakfast for students (K-5) is served from 7:10 a.m. – 7:25 a.m. in the cafeteria.
Breakfast/Lunch Program – Free

Weikel Elementary offers a state—and federally approved breakfast and lunch program. Menus can be found on our district website at http://fountain.schoolwires.net/Page/121.
Foodservice maintains an account for each student and can provide a printout of all items purchased on the student's account. Students are encouraged to purchase meals in advance instead of carrying cash daily. We recommend all breakfast/lunch payments be made with a personal check payable to Weikel Elementary. Students may also bring lunch. Please label lunch boxes with your child's name. Soda and fast food lunches are discouraged. Payments may also be made online for a small service fee at https://www.mymealtime.com/signin.aspx with your MasterCard or Visa. When using the pay online feature, the minimum amount to be deposited into a student's account is $25.00, and the service fee is 4.9% of the total amount you charge. Any money left in a student's account at the end of the school year will stay in the account and be ready for use in the next school year. Since accounts are set up using the student ID#. Account balances follow students as they change schools within the district. A new benefit of the MealTime pay online service is the ability to check your account balance at any time that is convenient for you by simply logging on. For more Nutrition Services information and current pricing, please log in at http://fountain.schoolwires.net/Page/121

Inadequate funds: When a student's account balance is low, a notification will be sent home advising the parent. Meals may be charged on an emergency basis at the discretion of the Food Services Manager. Students accumulating three or more charges, or if students do not have adequate funds to pay for their lunch, will be offered a sack lunch meal in lieu of the regular lunch menu. Extra a la carte items may not be charged. No charges are allowed during the last month of school.
Free and Reduced Lunch: Students may be eligible for free or reduced-price breakfast and lunch based on federal income guidelines. Paper applications are available. Please call the Food Service Office at (719) 382-1334 for more information.

25-26 Lunch Fees	
Elementary	
Breakfast	$0.00
Lunch	$0.00
Secondary	
Breakfast	$0.00
Lunch	$0.00
Adult	
Breakfast	$2.50
Lunch	$5.25
Milk	$0.50

- **Lunchroom Procedures**
  The eating area is generally limited to the cafeteria. Eating in the cafeteria is a privilege, and students may be assigned an alternate lunch location if they cannot meet the lunchroom expectations. Lunch may be purchased or brought from home. Weikel welcomes families to have lunch with their students. Parents planning to eat lunch with their children must sign in via the Raptor system.

Weikel Lunch Schedule:

2025-2026 Lunch Recess/Cafeteria		
Grade	Cafeteria	Recess
Kindergarten	10:30-10:55	11:00-11:25
1st Grade	11:10-11:35	11:40-12:00
2nd Grade	10:40-11:00	11:00-11:30
3rd Grade	11:35-11:55	11:00-11:30
4th Grade	12:05-12:25	11:30-12:00
5th Grade	11:05-11:25	11:30-12:00

School Wellness

The Board recognizes that students need to be physically active and eat nourishing food to grow, learn, and maintain healthy development. It further recognizes that a significant body of research

indicates a positive correlation between optimal health, learning, and academic success.
The District's nutrition services program complies with all federal, state, and local requirements, including the recently enacted ban on trans fats. This new state law prohibits schools from "making available" to students any food or beverages that contain any amount of industrially produced trans fat. This applies to all food and drink available on school grounds during the school day and extended school day, including classroom parties and before and after-school clubs.

In addition, board policy EFEA, Nutritious School Choices, allows students to have opportunities to choose nutritious foods that are low in fat, sodium and added sugars during the school day. This emphasis on healthy choices applies to snacks and beverages served during the school day and at before and after-school activities, other than concession stand sales.

Schools are encouraged to offer nutritious choices along with other snack foods at classroom parties and before or after- school activities. Pop or diet pop may not be served to students under any circumstances, other than through concession stand sales or other school events where parents are a significant portion of the audience.

Weikel Student Services

Counseling Services – Lisa Wood, Counselor
Weikel's counselor follows the guidelines that have been established by the American Counseling Association, Colorado School Counseling Association, National Board for Certified Counselors, and Fountain-Fort Carson District 8. Counselor services are available to every student in the school. With the counselor, a student may discuss and explore freely and in confidence any problem or feelings that are personally important. These concerns may be discussed and examined, alternatives explored, and decisions about future courses of action. Should the student find that special and/or additional assistance of some sort is needed, the counselor will assist in finding such help as may be needed. Parent(s)/guardian(s) are encouraged to talk to a counselor about any area of concern related to their children and the school. Together, a plan can be formed to best serve the students' needs.

Special Education – Individual Education Plans (IEP's) – Meggan Mears, Assistant Principal
Weikel Elementary is committed to supporting students so they can be empowered to reach their individual potential. If a student is transferring to Weikel Elementary and has a current IEP, please contact the school office and ask to speak to the assistant principal about special education. For additional information related to students on an IEP, please go online: https://www.ffc8.org/Page/2054

Gifted And Talented (GT) – Lisa Wood, Counselor
The mission of FFC8 is to ensure that each child has equal access to receive an optimum educational experience. Our district recognizes the need to identify students from all backgrounds who demonstrate a potential for exceptional performance. Therefore, we are committed to providing relevant and challenging learning experiences to support the intellectual, behavioral, social, emotional, artistic, and creative development of our gifted students. Upon request, we have a Parents as Partners handbook providing additional GT programming information.

English Language Learners (ELL) – Rebeccah Williams-Wall, ELD Teacher
Students whose primary language is not English may require specialized instruction. Weikel offers a program to teach English that includes listening, reading, writing, and speaking. For additional information, please see the school office.

1. The parent (s) or guardian(s) of all new students enrolling at Weikel Elementary must complete a home language survey.
2. If a language other than English is indicated on the form, the student(s) will be assessed to determine possible placement into the program.
3. Every effort will be made to provide an interpreter to communicate between school personnel and family.

Multi-Tiered System Of Support (MTSS)/Response To Intervention (RTI)
In Colorado, a Multi-Tiered System of Support (MTSS) is defined as a prevention-based framework of team-driven, data-based problem-solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied.

MTSS is a process that provides early intervention and educational support to all students who demonstrate a need. The MTSS/RtI framework frequently uses assessment data to monitor student progress to decide how and what to teach children to ensure the highest academic progress. The parent and teacher must collaborate on all intervention plans to ensure academic success and effective communication.

Student Transportation **Eea**
The school district's transportation program shall be designed to efficiently, safely, and economically transport students who live an unreasonable walking distance from school to school and back.

Please Note: Generally, transportation is provided for elementary-age students who live 1.0 miles from their home school and 1.5 miles for middle school and high school students. These are general guidelines and may be adjusted for safety and logistical reasons.

Student Health Services

Student Allergies
In an effort to reduce the risk of exposure to food allergens, we are asking all staff members and parent(s)/guardian(s) to follow the recommendations made by the Centers for Disease Control and Prevention at the following website: http://www.foodallergy.org/document.doc?id=285

Health Services- Stacy Rossow- School Nurse Genesis Lopez- Health Technician
The school nurse aims to help each student attend school in optimum health and benefit from our school experience. The school nurse will serve under the direction of the Director of Student Services and the building administration team. The nurse, secretary, and/or the building administration team will make all parent(s)/guardian(s) contacts regarding student health.

Health Condition Information The following guidelines should be followed concerning any student with

special health conditions/concerns:

The Emergency Contact and Confidential Health Information form should be completed by the parent(s)/guardian(s) at the time of enrollment and updated when there is a change.

Parent(s)/guardian(s)/guardians should notify the school nurse, secretary, teacher, or building administration team of any health concern that could require emergency services, interfere with the student's education process, or require interventions throughout the school day.

Students requiring medical accommodations throughout the school day (including, but not limited to, physical education, dietary conditions, physical limitations, and/or medical interventions) must submit a statement from their licensed medical provider stating the need for such accommodations each school year.

It is strongly encouraged that parent(s)/guardian(s)/guardians follow a pattern of having regular medical and dental screenings for their child.

Personal Care Items

The following items in the health office may be applied to your child if needed: Vaseline (for chapped lips) and lotion (hypoallergenic, free of active ingredients and common allergens). Please inform your school nurse if you DO NOT want these items applied to your child, and they will provide you with an opt-out form.

Illness And Injury Guidelines for School

Students excluded from school for health reasons may return once the reason for the exclusion is no longer present. Any questions regarding when to return to school should be discussed with the school nurse. Students returning to school after injury or surgery who are temporarily incapacitated (e.g., crutches, casts, or slings) should present a physician release to return to school along with a statement of any modifications or accommodations that need to be made.

Children with temperatures of 100.0 (Fahrenheit) or above should not attend school. Children should remain home until their average temperature (98.6 degrees) for 24 hours

Children with cold symptoms, such as a constant runny nose of abnormal color (green, yellow, or white), thick nasal discharge, continuous coughing, or lung congestion, should not be in school.

Children diagnosed with an infection and placed on medication should not return to school until they have taken the medication for 24 hours after the first dose.

Children who have had vomiting or diarrhea in the last 24 hours should not attend school.

Children with undiagnosed skin rash or open skin lesions should not be in school.

Children with red, inflamed eyes, thick discharge, fever, and behavioral changes should not be in school.

If the above signs and symptoms are present at school, the parent will be contacted to pick up the child. We do not want children to miss school, but keeping sick children home will improve everyone's attendance and health in the long run.

If your child is hospitalized or treated for an infectious disease, please provide your child's school with a written statement from the healthcare provider that your child is no longer contagious and is cleared to

return to school.

Administering Medications To Students

Medication may be given legally only by school personnel trained by a registered nurse who has delegated the task of providing such medicines. For this policy, "medication" includes both prescription and nonprescription medicines. The term "nonprescription medication" includes but is not limited to over-the-counter medications, homeopathic and herbal medications, cough drops, vitamins, and nutritional supplements. Medication may be administered to students by the school nurse or other school designee only when the following requirements are met:

Medication shall be in the original properly labeled container. If it is a prescription medicine, the student's name, the name of the medication, dosage, how often it is to be administered, and the name of the prescribing health care practitioner shall be printed on the container. Non-prescription medications shall be provided in a new, unopened, sealed container.

The school shall have received written permission from the doctor or dentist to administer the medication.

The school must have received written permission from the parent/guardian to administer the medication. When such a request is made by a parent/guardian, a full release from the responsibilities about side effects or other medical consequences of such medications must also be presented.

The parent/guardian shall be responsible for providing all medication administered to the student.

Please Note: All medication shall be safeguarded at school to avoid any risk of improperly administering it to anyone.

Self-administration of medication for asthma and anaphylaxis

A student with asthma, a food allergy, other severe allergies, or a related, life-threatening condition may possess and self-administer medication to treat the student's asthma, food or other allergy, anaphylaxis, or other related life-threatening condition. Self-administration of such medicines may occur during school hours, at school-sponsored activities, or while in transit to and from school or a school-sponsored activity. Student possession and self-administration of such medication shall be by regulation JLCD-R.

Authorization for a student to possess and self-administer medication to treat the student's asthma, food or other allergy, anaphylaxis, or other related, life-threatening condition may be limited or revoked by the school Principal after consultation with the school nurse and the student's parents/guardian if the student demonstrates an inability to possess responsibly and self-administer such medication.

Student possession, use, distribution, sale, or being under the influence of medication inconsistent with this policy shall be considered a violation of policy JICH, Drug and Alcohol Involvement by Students. It may subject the student to disciplinary consequences, including suspension and expulsion, by policy JICH.

First Aid **JIce**

No treatment of injuries except first aid shall be permitted in schools. First aid is immediate help given by the best-qualified person in case of an accident or sudden illness.

Immunization Of Students **JIcb**

No student shall be permitted to attend or continue to attend any school in this district without meeting the legal requirements of immunization against disease unless the student has a valid exemption for

health, religious, personal, or other reasons as provided by law. Students who do not submit an up-to-date certificate of immunization or a written authorization signed by one parent/guardian requesting local health officials to administer the immunizations or a valid exception shall be suspended and expelled from school according to regulation JLCB-R.

The district will distribute all information to parents/guardians about their rights to seek an exemption from immunization requirements.

COMMUNICATION

Weikel Elementary **highly values** parent communication and encourages parents to call with concerns. If there is a classroom concern, please first contact your teacher. The Weikel Administration Team values feedback and parent partnership to ensure success for all stakeholders.

School Website
Please reference our school's website for relevant information.

Facebook
Please find our Facebook. We will use our Facebook page as another communication tool for our parents.

Parent Messages
Parent messages will be sent by text or email to inform parents (s)/guardians (s) and deliver special announcements. Also, to keep parents (s)/guardians (s) informed of their child's attendance, daily messages will be delivered to the homes of students marked absent from school. Please call the school before 8:30 a.m.; otherwise, an automated message will be sent stating your child's absence.

Parent Newsletter
At the beginning of each month, an electronic newsletter will be posted on Weikel's website to keep parents (s)/guardians (s) current and informed of school events. Individual teachers will also send home notes and classroom newsletters to keep parents (s)/guardians (s) informed about classroom activities.

Parent Portal
Any parent(s)/guardian(s) interested in tracking students' grades and attendance online must register in the office to access the Parent Portal. Assignments, grades, and attendance will be posted regularly. Parent(s)/guardian(s), please get in touch with your child's teacher with any issues or questions you may have about your children's education. Please remember we are advocates for your children.

Parent/Teacher Conferences
Classroom teachers will schedule conferences with parent(s)/guardian(s) twice a year. Classroom teachers will send invitations to parent(s)/guardian(s). Should a parent wish to conference with their child's teacher at another time, please email or call your child's teacher to schedule a mutually agreeable conference time. You must keep the scheduled conference time and be prompt. Any changes or delays may affect other families.

Change Of Address/Telephone Number/Keeping In Touch With Your Child's Teacher

- Parent(s)/guardian(s) need to inform the school office of any change in address or phone numbers by checking in with the front office so that all information is accurate and up-to-date for all students.

All parent(s)/guardian(s) must give a phone number (home, work, mobile, etc.) where they can be reached during the school day in the event of an emergency.

Student Grading And Homework

Report Cards
Kindergarten – 5th grade Proficiency Report Card aims to inform students and parent(s)/guardian(s) about a student's performance on the grade level standards. It measures progress against a uniform standard rather than a subjective assessment. Information about growth and overall strengths and needs will be discussed at conferences.

The report card provides a consistent grading scale indicating whether students have met the state's expectations and whether they have the necessary skills and concepts to be successful at the next grade level.

Grades are provided each quarter. In reporting conduct, the teacher can indicate whether the student meets expectations in respecting rights, diversity, feelings, and property and following school and classroom rules.

Changes to Grading Practices
Grading practices have been a priority at Weikel Elementary for the last several years. Last year, several grade levels participated in an action research project to "remove" essential skills (effort/behavior grades) from the academic grades to separate academic and behavior criteria in grading. Through this auction research, we determined it was best to have students and teachers separately evaluate students on mastery of essential skills and their academic grades. Therefore, during the 22-23 School Year, essential skills were separated from academic performance.

Essential Skills include
Entrepreneurial Skills—A student demonstrates entrepreneurial skills through critical thinking and problem-solving, creativity and innovation, inquiry and analysis, and risk-taking. A student with these skills can think critically, use inquiry, and take risks.

Personal Skills- A student demonstrates personal skills through self-awareness, initiative and self-direction, personal responsibility and self-management, adaptability and flexibility, perseverance and resilience. A student with these skills can initiate and be self-directive, take personal responsibility, adapt, and show resilience and perseverance.
Interpersonal Skills- A student demonstrates civic/interpersonal skills through collaboration and teamwork, strong communication skills, global and cultural awareness, civic engagement, and strong character. Students with these skills can collaborate with a team, build cultural awareness, and demonstrate good character.
Professional Skills- A student demonstrates professional skills through task and time management, career awareness, information literacy, perseverance and resilience, productivity and accountability, self-advocacy, and leadership. A student with these skills can self-advocate, manage his/her time, be accountable, and lead others.
So now, we are ready to tackle academic grading with a 0-4 grading scale. Therefore, beginning the 23-

24 School Year, Weikel will move to evidenced-based grading practices.

Vision
We believe academic and essential skills grading should allow students to continue learning the standards through review, practice, and mastery. Feedback is a priority in student performance to ensure all students know the “next steps for learning."

PRODUCT CRITERIA (Scale 0-4)
Product criteria reflect how well students have achieved specific academic learning goals, standards, or competencies. These might be determined by students' performance on major examinations, projects, reports, or other culminating demonstrations of learning. Product criteria describe students' academic achievements and what they have learned and can do as a result of their school experiences.

Evidence-Based Grade Book
Evidence of learning will be input in OTUS on a 0-4 scale.

Scale: Rubric Rating

4 - Advanced/Highly Proficient-I can teach it to someone else.

3 - Proficient-I can do it by myself.

2 - Partially Proficient- I need some help, but I can do it.

1 - Not yet Proficient- I cannot yet do it.

0 - No Evidence of work.

Weikel will continue to solicit feedback from staff and parents as we work to refine and implement our grading practices, grading practices that will benefit all students.

Homework (District 8 Information)
Education is a lifelong process which extends beyond the school. It is important that students recognize that learning occurs in the home and community. Homework is one means of teaching the necessary skills of independent study and learning outside the school. A broad definition of homework includes not only written work but also related activities such as viewing specific television programs, news reporting, recreational reading, and other activities related to classroom work assigned at home.
Guidelines for Students

- Students should be aware of all homework assignments. It is the responsibility of the student to have the materials necessary to complete the assignment. Students should strive to deepen their learning by completing their homework when assigned.
- Be sure you understand the assignment and ask your teacher if you need help.
- Set aside a regular time to do homework.
- Study in a quiet place.

- Complete your work and hand it in when it is due.
- Do your best on each homework assignment.
- Be prepared to ask specific questions about your homework.
- Monitor your progress on assignments.
- Monitor your grades using Infinite Campus or by communicating with your teacher.
- Seek assistance and clarification from teachers before or after school when needed.

Guidelines for Teachers

- Teachers are expected to follow building guidelines regarding the type and length of homework assigned.
- Communication with parents and students regarding homework expectations is the teacher's responsibility.
- Homework should be an independent practice assigned with a clearly understood purpose.
- Homework should be differentiated.
- Homework assignments should be planned to include various relevant activities.
- Homework should not be given as busy work or for disciplinary reasons.
- Grades for homework should be given based on the defined building procedures.
- Utilize homework as a way to reinforce instruction.
- The grading of homework, expectations for make-up, and where homework is posted should be consistent with building defined practices.

Guidelines for Parents

- Parents can support their students' learning by encouraging good study habits, providing a home environment conducive to learning, and expecting their students to complete homework assignments.
- Dedicate an area of the home free of distractions for your child to do their homework.
- Parents are encouraged to access Infinite Campus to monitor student progress and grades on homework. Please contact your child's school for assistance with Infinite Campus usernames and passwords.
- Take an active interest in your child's learning and what your child is doing in school.
- Compliment good work or when improvement is shown.
- Seek clarification from teachers regarding homework expectations.
- Encourage your child to seek additional help when needed.
- Express support for homework to your child.

Content Specialization **Bring on the Experts!!**

We are excited to announce that Weikel has moved to a content specialization teaching model. Content specialization is a teaching model where teachers teach one to two contents a day. For example, on a team of four, say we have Teacher A, Teacher B, Teacher C, and Teacher D, Teachers A and B will teach math and science, and Teachers C and D will teach reading and social studies.

Teachers A and B will teach math and science to their classes while Teachers B and C teach reading and social studies to their classes. Then after a block of time, Teachers A and B will teach math and science to Teachers C and D's classes, while Teachers C and D teach reading and social studies to Teachers A and B's classes.

We've moved to this model because elementary teachers are expected to be generalists; they are required to teach all subject areas to their students in a self-contained classroom setting. Expert instruction, as in the content specialization model, requires deep content and pedagogical content knowledge and in-depth planning, and keeping current with research. Expert instruction in all content areas—all day every day—is a tall order for elementary generalists, who are responsible for a minimum of five different content areas. With teachers focusing on specific content, they can have additional time to develop cohesive lesson plans around a subject. Professional development can be targeted to specific content and instructional practices that will enhance instruction. In addition, teachers can teach subjects that they are enthusiastic about and feel competent to teach. The potential advantages for students include increased access to expert instruction, the ability to benefit from multiple teachers' teaching styles, and preparation for the departmentalization that occurs in middle schools.

Weikel Parents And Volunteers

Visitors To The Building

The safety of our students is our number one priority at Weikel.

- Parent(s)/guardian(s)/guardians are welcome to visit, but please ensure instructional time is not interrupted.
- Visitors must enter the building using the front doors and report to the office for a visitor's badge. We will be utilizing *RAPTOR* to check in visitors (friends of students may not be brought to school as visitors). The visitor's pass must be worn to be visible and returned once the visit is complete. Please bring a government-issued identification to the office, which will be scanned using the RAPTOR system. Please refer to Board Policy KI for more information.
- We also want to provide our students with the best possible learning environment; please remember that a "quiet voice" policy will be enforced. Since our classrooms do not have doors, our hallways must be silent so that we can ensure an environment that fosters learning.
- Visitors can visit classrooms by making arrangements with the teacher.
- All parents are asked to drop off any forgotten items at the transaction window, and arrangements will be made so that the students receive their items.
- When planning to visit an administrator, please contact the office in advance so an appointment can be made. The principal can set reasonable parameters on school visits (length of stay, number of visitors, etc.). Visitors should limit their visit to the area(s) of the building they have indicated upon check-in with the office. Unauthorized persons shall not loiter on school property at any time. Law enforcement authorities may be called.
- Due to allergies, asthma, and other health-related concerns, animals of any kind are not permitted on school property, except for approved service animals.
- Visitors are allowed to have lunch with their child, but for security and safety reasons, visitors are not permitted on the playground for recess. If a visitor wants to stay after lunch, prearrangements must be made with the school teacher or front office.

Volunteers

Weikel staff understand that volunteers contribute to our school, and parents are encouraged to

volunteer at Weikel Elementary. To keep students safe, we screen all volunteers using the *RAPTOR* system. WE LOVE VOLUNTEERS!

Parent Teacher Organization (PTO)
Weikel Elementary encourages parent(s)/guardian(s) to join our Parent/Teacher Organization (PTO). If interested, please get in touch with us at Weikel Elementary.

Coffee and Conversations
This committee comprises administrators, parents, and citizens within the Weikel Elementary community. Established by state law, it evaluates the quality and value/cost relationship of the school's academic, safety, and wellness programs. It makes monetary and programmatic recommendations to the school principal on such matters. Meetings will be offered to allow parents to meet with Mr. Noah Pogar to discuss current events.

General Information

Animals on School Property
For the safety of your pet and our students and families, animals are prohibited on school property except approved service animals. According to the US Department of Justice, Civil Rights Division, service animals are working animals, not pets.

After School and Evening Events
Students and siblings must be accompanied by a parent or guardian at after-school/evening events (i.e., music programs, family nights, STEM nights, Weikel Wonderland, etc.). A student may not attend an after-school activity/evening event unless the student was in attendance for the whole school day on the day of the event. Exceptions may be made to this practice on a case-by-case basis with the approval of the building administration. Any student on suspension status is not allowed to participate in after-school and evening events.

Assemblies
Assemblies may be scheduled throughout the school year. They primarily provide educational experiences that cannot usually be provided in a classroom. Since assemblies are part of the academic program, all students must attend. Teachers supervise students at assemblies. Students are expected to conduct themselves in keeping with school-wide PBIS expectations.

Backpacks and Book Bags
Students can use backpacks to carry supplies, books, and materials to and from school. However, students must leave their backpacks and bookbags in their cubbies once school begins.

Cell Phones/Smart Watches
Although children may have cell phones at school, **we require students to keep them outside the classroom and in their backpacks throughout the day**. Children may use their phones before and after school. Please understand that the school and its employees cannot be responsible for missing, broken, or stolen cell phones or watches. Smart watches may stay on the student as long as it is on silent mode,

not a distraction, and not used during the school day. If you need to reach your child during the school day, please call the school (358-4320), and we will relay the message or bring your student to the office to speak with you. If your child needs to call you during the day, they may use the school phone. Phones, smart watches, electronic devices, and toys that are used during the school day will be turned into the Administration. (Weikel will not be responsible for lost or stolen personal items.) Parent(s)/guardian(s) will be notified and may pick up those items anytime. Please note that any disruptive item brought to school will be taken away. Students are not allowed to call parents to excuse them or take them out early from school.

Class Placement

Weikel Elementary assigns students to their next year's class through the collaborative efforts of their current classroom teacher, counselor, school psychologist, assistant principal, and principal. Special education teachers and intervention specialists provide input when applicable. Many factors are considered in creating balanced classroom groups, including learning styles, gender equity, academic achievement level, behavior, study work habits, and peer relations. Parent/guardian requests for specific classroom teachers are not accepted. However, some parents/guardians may offer input on their children's learning needs.

Classroom Treats

To protect the health and safety of all Weikel students, students may bring pre-packaged treats to school to share with classmates in recognition of birthdays and other celebrations. An ingredient label should be affixed to the package to address any known allergy concerns. Homemade treats will not be allowed to be distributed. Due to allergies and other food intolerances, please consult your classroom teacher before the pre-packaged treats are brought to school. Healthy alternatives are encouraged. Party invitations can only be brought to school if distributed to the class.

Items from Home

Students are not to bring toys, games, Pokémon cards, fidget toys (spinners), sports equipment, or electronic devices to school unless special permission has been granted. Students can only bring basketballs, footballs, and soccer balls from home and must ensure their name is written on them. If a student violates this rule, the student is subject to disciplinary action, and the item will be held in the office until the parent(s)/guardian(s) can pick it up.

Consequence for items not allowed

- First offense – teacher discusses infraction with the student, takes item away until the end of the day/returns at the end of the day
- Second offense – same as a first offense with a phone call made to the parent by the teacher
- Third offense – same as first, but item given to an administrator, phone call home to parent made by the administrator involved, and parent will be asked to pick up the item from the administrator involved

Students should not carry extra money to school and are prohibited from selling items of any kind except for school-sponsored activities. Weikel Elementary is not responsible for valuables students bring to school.

Lost and Found

Articles of clothing and other items that are found should be taken to the lost and found coat rack/container. If items are not claimed within a period, they will be donated to charity. Please label all coats/jackets to ensure the item is returned if misplaced. Weikel will communicate with parents

regarding any donations being made so parents can review items before the donation.

Media Center
The media center is an essential part of the school's instructional program. It helps students learn to become proficient readers and independent users of information. The media center will be open for student check-out Monday through Friday. We want our Weikel students to become lifelong readers and book lovers. We hope parent(s)/guardian(s) will enjoy reading with their children and encourage a love for reading.

Birthdays
We recognize that students' birthdays are significant, both to them and to parent(s)/guardian(s). We ask for support by following the guidelines listed below:

- Celebrations involving food items cannot be homemade; they must be store-bought.
- If you want to bring treats, please make arrangements with your classroom teacher.
- Party invitations will only be brought to school if distributed to the class.

Classroom Parties
The teacher and PTO Room Parent will distribute information on the classroom party. Class parties are held for Halloween, Christmas, Valentine's Day, and End-of-Year Celebrations. The teacher may hold additional class parties for classroom incentives, and the classroom teacher will send all communication.

Pledge of Allegiance
Each school day begins with the Pledge of Allegiance. Students whose religious beliefs prevent them from participating in this activity should speak to the teacher to be excused from this part of the school day.

Recess
Students are expected to go out for lunch recess each day. Appropriate clothing and shoes should be worn for outside activities. There will be outdoor recess on days when the temperature and wind chill are generally above 25 degrees Fahrenheit (feels like) and as the playground is cleared of snow and ice. If a student is to be excused from recess, a note of explanation is required and should be submitted to the classroom teacher. A written doctor's recommendation must be dismissed for more than three days. Students can only bring basketballs, footballs, and soccer balls from home and must ensure their name is written on them.

Tobacco-Free
Students, staff members, and visitors are prohibited from possessing or using tobacco, tobacco products, and smoking-related products (including but not limited to e-cigarettes) by Board policy.

Electronic Devices
The possession of laser pointers and other unsafe electronic items is prohibited at Weikel. All other electronic devices, such as, but not limited to, smart watches,cell phones, tablets, e-readers, headphones, and iPods/MP3 players, may be in the student's possession before or after school but not during the school day so it does not disrupt the educational process. Permission to carry an electronic device during the day will be granted for exceptional circumstances. **Weikel is not responsible for lost or stolen items**. All electronic devices should be labeled.

Excused Participation in Physical Education Classes

If your child is to be excused from participation in physical education classes for health reasons, a written doctor's recommendation is required. Students must attend the courses for the instructional component and observation.

Field Trips

All field trips will be taken as extensions of classroom learning activities. Supervision is the responsibility of certified staff member(s) sponsoring the activity. Weikel only endorses field trips directly related to the instructional program and designated as a segment of the division or grade level's ongoing curriculum program. Disciplinary rules about students on school campuses also pertain to students during school field trips. Students who engage in inappropriate behavior on field trips may be required to be escorted by a parent/guardian for future field trips or may be subject to loss of field trip privileges. Parents are not allowed on buses.

Fundraising Activities

All fundraising activities will be held in conjunction with the PTO. Before the beginning of sales, all fundraising must have a designated purpose. The projects must be planned with the building administration and follow district guidelines.

Image and Contact Information Opt-Out Designation

Throughout the school year, Weikel might take pictures or videos and release personal information about students for promotion. Examples might include but are not limited to:

- A newspaper or television station might cover a special school event or program, resulting in student interviews and pictures.
- Award-winning students might have their names and photos published in a local newspaper or a school newsletter.
- Weikel might post pictures of school activities on our web page. **If any parent(s)/guardian(s) do not want your child's image or information used, please see the front office.**

Make-up Work

Make-up work shall be provided for any class where a student has an excused absence unless otherwise determined by the building administrator. It is the responsibility of the student to pick up any make-up assignments permitted on the day of returning to class. One day is allowed for make-up work for each day of absence. Make-up work shall be allowed following an unexcused absence to provide the student an opportunity to keep up with the class and an incentive to attend school. This work may receive full or partial credit to the extent possible as determined by the building administrator. Unless otherwise permitted by the building administrator, make-up work shall not be provided during a student's expulsion. Instead, the district shall offer alternative education services to the expelled student by state law. The district shall determine the amount of credit the expelled student will receive for work completed during any alternative education program.

Personal Property

Weikel is not responsible for recovering, reimbursement, or replacing lost, stolen, or damaged personal property brought to school by students and strongly recommends that valuable personal property remain at home. Personal property should never be left unattended.

Riding Bikes, Skateboards, and Walking

1. A rack inside the southwest playground is available for students who ride bikes to and from school.

2. Students should ride bikes to school only if they can securely lock them on the rack.
3. Students should dismount and walk their bikes once they are on the school sidewalk and playground.
4. When students arrive on the school grounds, they are to walk their bicycles to the racks and secure them.
5. Weikel is not responsible for the theft of or damage to a bike parked on school property.
6. Due to safety concerns, skateboards, skates (including shoes with rolling wheels such as "wheelies"), and scooters are prohibited on school property before, during, or after school.
7. Students who walk to and from school should walk on the sidewalks and use marked crosswalks.

Sale of Personal Property

Students are prohibited from selling non-district fundraising items such as clothing, candy, personal property, or other goods at school. Students who violate this rule will be subject to disciplinary action, including possible suspension from school.

School Sponsored Clubs and Tutoring

Weikel Elementary sponsors a variety of after-school clubs, classes, and tutoring opportunities for students. Some of those clubs include, but are not limited to, the Homework Club, Art Club, STEM Club, Math Club, and Battle of the Books. Look for information throughout the year regarding after-school opportunities.

Clubs and Tutoring is a privilege that can be lost due to truancies, absences, and student behaviors. After 2 late pick-ups, even with prior communication, a student may lose their spot. Weikel prides itself on the safety of students. Staff are unavailable to stay beyond club/tutoring hours to help monitor students who are picked up late.

Student Dress Code

At Weikel Elementary, we are committed to maintaining a safe, respectful, and distraction-free learning environment for all students. Our dress code is designed to support student individuality while ensuring attire is appropriate for a school setting. Clothing must be modest, clean, worn as intended, and must not disrupt the educational process.

In the event of a dress code violation, families may

be contacted to provide a change of clothing. Repeated or intentional violations may result in progressive disciplinary action. Please review and follow the guidelines below:

Tops – Permitted

- T-shirts, tops, sweaters, and sweatshirts that are school-appropriate and worn as intended.
- Tops must cover private areas of the body and undergarments at all times, including when arms are raised.

Tops – Not Permitted

- Clothing that exposes undergarments or private areas of the body.
- Oversized or baggy tops worn without proper layers underneath.

- Clothing with graphics or text that promotes alcohol, tobacco, drugs, profanity, violence, obscenities, or hate speech.
- Hats, hoods, or head coverings worn indoors (except for special events or with administrative approval).

Bottoms – Permitted

- Jeans, pants, walking shorts, athletic shorts, skirts, and dresses that are clean, worn as designed, and cover undergarments and private areas whether standing, sitting, or on the floor.
- Ripped jeans are allowed only if rips do not reveal inappropriate areas. Staff will apply discretion fairly and respectfully, recognizing that fit may vary across body types.

Bottoms – Not Permitted

- Pants or shorts with excessive or gaping holes in inappropriate areas.
- Sagging, oversized, or ill-fitting pants that expose undergarments.
- Skirts, dresses, or shorts that do not adequately cover the body when worn as intended.

Footwear

- Footwear must be safe and appropriate for school activities.
- Students should wear athletic shoes on PE days.
- Shoes with wheels (e.g., Heelys) are not permitted due to safety concerns.

Hair, Jewelry, Hats, and Accessories

- Makeup or accessories must not distract from the learning environment.
- Headbands may be worn only to keep hair in place.
- Hats may only be worn during outdoor recess or outdoor PE, unless part of a designated Spirit Day or with administrative approval.
- No bandanas or head coverings indoors unless pre-approved for religious or medical reasons.

Note: *Exceptions to the dress code may be made during school-approved Spirit Days and special events. Communication will be provided in advance.*

Weikel Elementary School

6565 Lindstrom Street, Colorado Springs, Colorado 80902

Phone: (719)358-4320
Mr. Noah Pogar – Principal
Ms. Meggan Mears – Assistant Principal
Mr. Randy Menegatti - Dean of Students
Mrs. Christie Palermo – School Psychologist
Mrs. Lisa Wood - School Counselor

Dear Weikel Families,

Fountain-Fort Carson School District is dedicated to the safety and security of all schools, students, and staff. District and school staff must have a comprehensive understanding of the systems that improve safety and security and allow for an immediate response to potential threats to the school environment, crises, and other student or staff needs that may impact the typical school day. One of the most critical security aspects is a secure school building. To that end, Weikel Elementary will have a safe entry point identified. ***All other external doors must remain locked at all times. Doors should not be propped open at any time.*** In no circumstance will an entry point be unlocked and remain unlocked without monitoring.

Although the district expects that schools are safe and secure with limited visitor access, the district continues to value welcoming environments that collaborate with families and the community. Please cooperate with us to ensure the safety of students by following these guidelines:

- At Weikel Elementary, the front office door will remain locked, and initial communication will occur through a transaction window.
- Visitors will be expected to remain in the foyer until access to the building is permitted. For most visitors, the purpose of the visit can be accomplished through the transaction window, such as dropping off an item or picking up a student. In these cases, a visitor will not be permitted into the office area.
- Visitors who plan an activity within the school building will receive a raptor badge, which includes a picture and the location of the visit.
- Individuals accessing locations outside the front office are expected to check out when exiting the building.

Partnering with families is a priority at Weikel Elementary. I appreciate your support as we work to create a *safe and secure learning environment*. If you have any questions, please do not hesitate to ask.

Mr. Noah Pogar

The following pages contain some of District Eight's Board policies that directly affect the operations of individual schools. A complete listing of all Board policies can be found on the District's website (www.ffc8.org under the Board of Education page). Separate schools are charged with developing specific guidelines for their day-to-day operations, which are also contained in this packet. Feel free to ask the building administrator if you have any questions regarding any of the policies or procedures.

Ac - Non Discrimination/Equal Opportunity

The Board is committed to providing a safe learning and work environment where all school community members are treated with dignity and respect. The schools in the District are subject to all federal and state laws and constitutional provisions prohibiting discrimination based on disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, need for special education services, or any other category as covered under federal or state statute. Accordingly, no otherwise qualified student, employee, applicant for employment, or member of the public may be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination under any District program or activity based on disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion ancestry, need for special education services, or any other category as covered under federal or state statute. Discrimination against employees and applicants for employment based on age and genetic information is also prohibited by state and federal law.

For this policy and other policies, including a non-discrimination statement, these terms have the following meanings:

- "Race" includes hair texture, hair type, or a protective hairstyle commonly or historically associated with race.
- "Protective Hairstyle" includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and headwraps.
- Other categories as covered in statutes C.R.S 2-4-401 (3.4, 3.5, 13.5) and C.R.S. 24-34-301 (3.3, 3.5).

This policy and supporting regulation(s) will address all concerns regarding unlawful discrimination and harassment. Alleged conduct regarding sexual harassment will follow the complaint and investigation procedures specific to this conduct.

In keeping with these statements, the following are the objectives of this school district:

1. To promote the rights and responsibilities of all individuals as outlined in the state and federal constitutions, pertinent legislation, and applicable judicial interpretations.
2. To encourage positive experiences in human values for children and adults with differing personal and family characteristics or from various socio-economic, racial, and ethnic groups.
3. All decisions that affect schools should carefully consider the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
4. To utilize educational experiences to build each individual's pride in the community in which they live.
5. To initiate a process of reviewing all policies and practices of this school district to achieve this policy's objectives to the greatest extent possible.
6. To investigate and resolve promptly any complaints of unlawful discrimination and harassment.
7. To investigate and appropriately discipline staff and students found to be responsible for incidents of harassment or unlawful discrimination in violation of District policy.

The District will issue a written notice before the beginning of each school year that advises students, parents, employees, and the general public that the educational programs, activities, and employment opportunities offered by the District are provided without regard to disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, need for special education services, or any other category as covered under federal or state statute. Concerning employment practices, the District will also issue written notice that it does not discriminate based on age or genetic information. The announcement shall also include the name/title, address, email address, and telephone number of the person(s) designated to coordinate Title IX, Section 504, and ADA compliance activities.

Non-Discrimination

Component	Compliance Officer	Contact Information	
Discrimination	Joel Hamilton	Administration Office	382-1300
Title IX	Montina Romero (Students) Joel Hamilton (Staff)	Administration Office	382-1300
Section 504	Joel Hamilton/Montina Romero	Administration Office	382-1300

Reporting unlawful discrimination and harassment

Any student who believes they have been a target of unlawful discrimination or harassment, as defined in Board policy and supporting regulation(s), or who has witnessed such unlawful discrimination or harassment, is encouraged to immediately report it to an administrator, counselor, teacher of the district's compliance officer and file a complaint as outlined in regulation AC-R-1.

Ac-E-3 - Support Of Transgender Students

Colorado law and District Policy AC require that all programs, activities, and employment practices be free from discrimination based on sex or sexual orientation, including transgender status. This exhibit is issued to facilitate compliance with local, state, and federal laws concerning discrimination and in keeping with the District's mandates to provide a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities. This exhibit sets a protocol for schools and District staff to address the needs of students who are transgender and clarify how to protect the rights and safety of all students, including transgender students.

The goal of this exhibit is to ensure the safety, comfort, and healthy development of all students while maximizing social integration and minimizing the stigmatization of transgender students. Although we cannot anticipate every situation concerning transgender students, the needs of every student must be addressed in each situation.

Policy AC and this exhibit cover conduct in schools, on school property, at school-sponsored functions and activities, on school buses or vehicles, and at school bus stops. They also refer to using electronic technology and communication on District-owned devices, networks, forums, and mailing lists.

The definitions below are provided to clarify the terminology used in this exhibit and assist in understanding the legal obligations of District staff. They are not intended to label students who may or may not use these terms to describe themselves.

"Gender identity" is a person's deeply held sense or psychological knowledge of their gender, regardless of the biological sex at birth. Transgender individuals' gender identity differs from their biological sex.

"Gender expression" describes how people represent or express their gender to others, commonly through behavior, clothing, hairstyles, activities, voice, or mannerisms. "Transgender" describes people whose gender identity or expression is different from the biological sex assigned to them at birth. Other terms that can have similar meanings are "transsexual" and "trans."

"Transition" is how a person changes their gender expression to better reflect their gender identity. This generally means presenting themselves to others in a way consistent with their gender identity. This may include using nicknames and choosing clothes and hairstyles that reflect their gender identity.

Areas of Support:

1. All Students have a right to privacy, including the right to keep one's transgender status private at school. School personnel should not disclose medical or other information that may reveal a student's transgender status unless legally required to do so or unless the student has authorized such disclosure.
2. When a student undergoes a gender transition during the school year, issues of privacy become much more challenging to manage. In all cases, staff must meet with the transitioning student and consider the health, well-being, and safety of all students when supporting the transitioning student.
    a. School administrators are directed to work with parents of elementary-age students to identify the appropriate steps to support their students.
    b. School administrators will work directly with secondary students to assess the degree to which the parent(s) will be involved.

    In addition, the school will include educators who interact directly with the student when developing the transition plan.
3. Every student has the right to be addressed by the name and pronoun that corresponds to the student's gender identity.
4. The student's preferred name and gender may be used on school records and documents that do not require the student's legal name and gender.
5. A student's official record shall be changed to reflect a change in name and gender upon receipt of documentation that such change was made under a court order or through an amendment of state or federally-issued identification.
6. Transgender students shall have access to the restroom and other facilities that correspond to their consistently asserted gender identity at school. Students who desire more privacy may use a restroom stall or a gender-neutral restroom accessible to students of all genders, regardless of the underlying reason.
7. Students who are transgender have the right to dress in a manner consistent with their gender identity consistently asserted at school and in compliance with the District and school dress code. The dress code may not be enforced more strictly against transgender students than other students.

This policy exhibit will supersede any provisions of prior or existing policies that conflict with this new policy.

To ensure a respectful school environment, Policy AC, Nondiscrimination/Equal Opportunity, and this exhibit AC -E-3 will be provided to all District departments and schools and will be available on the District website. The policy, exhibits, and complaint process shall be referenced in student handbooks.

Title IX

Fountain-Fort Carson School District is committed to maintaining a learning environment that is free from sex-based discrimination, including sexual harassment. It is 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 who reports sexual harassment or participates in a harassment investigation.

Under Title IX of the Education Amendments of 1972 ("Title IX"), sexual harassment is conduct based on sex that meets one of more of the following descriptions:

- Quid Pro Quo Sexual Harassment: Any District employee who conditions the provision of educational benefits to a student's participation in sexual conduct.
    - For example, a teacher offers for a student to go on a date with them in exchange for a good grade. This constitutes sexual harassment regardless of whether the student agrees to the request and irrespective of whether a good grade is promised or a bad grade is threatened.

- Severe and Pervasive Sexual Harassment: Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person access to the District's

education programs or activities.

- **o** For example, a student repeatedly sends graphic, sexually oriented jokes and pictures to hundreds of other students on social media. Many don't find it funny and ask the student to stop, but they do not. Because of these jokes and images, one student avoids the sender in school, eventually asking to be moved from a class they had together.

- Clery Act Sexual Harassment: Sexual assault, dating violence, domestic violence, and stalking, as these terms are defined under the Clery Act and the Violence Against Women Act.
    - **o** For example, a student convinces another student to send a photo of their private body part and then threatens to share the photo with the whole school unless the student who sent the photo agrees to let the first student touch their private body part. The student who sent the photo agrees to do it, feeling they had no choice; this constitutes sexual assault.

Students are encouraged to report all incidences of sex-based discrimination or sexual harassment and may do so by contacting the District's Title IX Coordinator for students in person, by mail, phone, or email:

Montina Romero, Title IX Coordinator (students)
10665 Jimmy Camp Road
Fountain, CO 80817
(719) 382-1575
mromero@ffc8.org

Students may request supportive measures during an investigation, including, but not limited to, safety escorts, class re-assignment, locker reassignment, counseling, mediation, assigned entrances and exits, assigned parking spots, assigned lunch tables, staff check-ins, no-contact contracts, modified passing periods, etc.

Adf - School Wellness

The Board recognizes that students must be physically active and eat nourishing food to grow, learn, and maintain healthy development. It further acknowledges that a significant body of research indicates a positive correlation between optimal health, learning, and academic success.

The District's nutrition services program complies with all federal, state, and local requirements, including the recently enacted ban on trans fats. This new state law prohibits schools from "making available" to students any food or beverages that contain any amount of industrially produced trans fat. This applies to all food and drink available on school grounds during the school day and extended school day, including classroom parties and before- and after-school clubs.

In addition, board policy EFEA, Nutritious School Choices, allows students to choose nutritious foods low in fat, sodium, and added sugars during the school day. This emphasis on healthy choices applies to snacks and beverages served during the school day and before—and after-school activities besides concession stand sales.

Schools are encouraged to offer nutritious choices and snacks at classroom parties and before—or after-school activities. Pop or diet pop may not be served to students under any circumstances other than through concession stand sales or other school events where parents are a significant portion of the audience.

Bdf - Advisory Committees

The Board of Education of Fountain-Fort Carson School District Eight encourages the participation of district citizens in decision-making processes. However, the legal responsibility for decision-making in all matters of policy and operation rests with the Board. Anyone interested in serving on an Advisory Committee should contact their building Principal. All committee meetings shall be open to the public. Meeting notices shall be posted in the same place and manner as notices of Board meetings.

Be - Board Of Education Meetings

Five elected, unpaid community members direct District Eight. They are responsible for hiring the Superintendent of Schools, developing policies for managing the District, and setting broad-based goals for its direction. The Board of Education meets at least monthly, generally on the last Wednesday of each month. The official meeting calendar is available on the website and at the Administration Building.

Ebce - Emergency School Closings

The Superintendent or designee is empowered to close the schools, delay their start, or dismiss them early in the event of hazardous weather or other emergencies that threaten the safety, health, or welfare of students or staff members. It is understood that the Superintendent will take such action only after consulting with appropriate authorities.

Information regarding notification of emergency closings and early dismissals must be provided to parents, students, and staff members at the beginning of each school year.

Eea - Student Transportation

The school District's transportation program shall be designed to efficiently, safely, and economically transport students who live within an unreasonable walking distance from school to school and back.

Please Note: Generally, transportation is provided for elementary-age students living 1.0 miles from their home school and 1.5 miles for middle and high school students. These are general guidelines and may be adjusted for safety and logistical reasons.

Gbgb - Staff Personal Security And Safety

The following procedures shall be followed in instances of assault, disorderly conduct, harassment, knowingly false allegation of child abuse, or alleged criminal offense by a student directed towards a teacher or school employee. An act of a teacher or other employee shall not be considered child abuse if the act was an appropriate expression of affection or emotional support. These same procedures shall be followed in instances of damage by a student to the personal property of a teacher or school employee on school District premises.

1. The teacher or employee shall file a written complaint with the building Principal and the Superintendent's office.
2. The Principal shall, after receipt of the complaint and proof deemed appropriate by the principal, suspend the student for three days by established procedures.
3. The Superintendent shall initiate procedures for the further suspension or expulsion of the student when injury or property damage has occurred.
4. Upon receiving the report, The Superintendent or designee shall report the incident to the District attorney or the appropriate local law enforcement agency or officer, who shall be requested to investigate the incident to determine the appropriateness of filing criminal charges or initiating delinquency proceedings.

Jbb – Sexual Harassment

The Board recognizes that sexual harassment can interfere with a student's academic performance and emotional and physical well-being and that preventing and remedying sexual harassment in schools is essential to ensure a non-discriminatory, safe environment in which students can learn. In addition, sexual harassment is recognized as a form of sex discrimination and thus is a violation of the laws that prohibit sex discrimination, as addressed in Board policy AC.

District's commitment

The district is committed to maintaining a learning environment free from sexual harassment. It is 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 who reports sexual harassment or participates in a harassment investigation.

Sexual harassment defined

Under Title IX of the Educational Amendments of 1972, "sexual harassment" means conduct based on sex that satisfies one or more of the following:

1. A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);
2. Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity or
3. Sexual assault, dating violence, domestic violence, or stalking.

Under state law, "harassment" means creating a hostile work environment based on an individual's sex.

Reporting, investigation, and sanctions

Students are encouraged to report all incidences of sexual harassment to a teacher, counselor, building administrator, or principal in their school building. Students may also choose to report incidences of sexual harassment directly to the Human Resources Director, the district's compliance officer, or the Executive Director of Human Resources and file a complaint through the District's complaint process (AC-R-1). All reports and indications from students, district employees, and third parties shall be forwarded to the compliance officer (AC-E-1).

The district will initiate and investigate the appropriate procedures addressing sex-based discrimination and sexual harassment.

Suppose the individual allegedly engaged in prohibited conduct is designated as the compliance officer. In that case, the complaint must be made to the superintendent, who shall appoint an alternate compliance officer to investigate the matter.

All matters involving sexual harassment reports must remain confidential to the extent possible as long as doing so is by applicable law and policy and does not preclude the district from responding effectively to the harassment or preventing future harassment. Filing a complaint or otherwise reporting sexual harassment shall not reflect upon the individual's status or affect grades.

The district will take appropriate corrective action to make the harassed student whole by restoring lost educational opportunities, preventing harassment from recurring, and preventing retaliation against anyone who reports sexual harassment or participates in a harassment investigation.

Notice and training

To reduce unlawful discrimination and harassment and ensure a respectful school environment, the administration must notify all district schools and departments of this policy and complaint procedures. The policy and complaint procedures must be referenced in student and employee handbooks and otherwise made available to all students, staff, and members of the public through electronic or hard copy distribution.

All students and district employees will receive periodic training on recognizing and preventing sexual harassment. District employees must also receive additional periodic training on handling reports of sexual harassment.

Jc - Attendance Regulations

Attendance areas for each district's elementary, middle, and high school are drawn up by the administration and approved by the Board based on geography and student population projections. In establishing school boundaries,

consideration shall be given to the densities of student populations in an area, such as the relative capacities of the schools, the equalization of enrollments in classrooms, and the efficient use of transportation facilities. A student's designated attendance area shall be based on the legal residence of his parents/guardian.

Jeb - Age Of Entrance

A child may enter kindergarten if five years old on or before October 1 of the year of enrollment. Younger students who do not meet the District's entrance age requirement for kindergarten but who are five years old on or before October 1 may be accepted if transferring from another kindergarten program if the Principal or designee determines that placement of the student in kindergarten is appropriate.

A child who is four years old on or before the district's start date for kindergarten has been identified as a gifted student by applicable state law, and has completed the district's early access process may enroll in kindergarten if the principal or designee determines that placement of the student in kindergarten is appropriate.

A child may enroll in the first grade if they are six years old on or before October 1 of the year of enrollment. Younger students who do not meet the district's entrance age requirement for the first grade may be accepted if they transfer from the first grade to another school or if the district determines they meet the necessary gifted criteria.

A legal birth certificate or other acceptable record is required for enrollment age certification. The Principal or designee will make exceptions to these entrance age requirements by state law regarding the education of military children.

Jh - Student Absences And Excuses

Tardiness is defined as a student's appearance without proper excuse after the scheduled time that a class or school day begins. Because of the disruptive nature of the delay and the detrimental effect on the rights of the non-tardy student to uninterrupted learning, penalties may be imposed for excessive tardiness. Parents/guardians shall be notified of all penalties regarding tardiness.

In an unavoidable situation, a student detained by another teacher or administrator will not be considered delinquent if the teacher or administrator gives the student a pass to enter the next class. Teachers will honor passes presented by this policy. The provisions of this policy apply to all students in the district, including those above and below the age for compulsory attendance as required by law.

Recording of Attendance/Absences

In calculating the number of absences for purposes of determining whether a child is "chronically absent" or "habitually truant," the following guidelines apply:

Elementary:

- Attendance is recorded for the morning (AM) session and the afternoon (PM) session. Each session is considered a one-half day of attendance/absence. Two one-half days of absence equal one full day of absence.

Secondary:

- Attendance is recorded for each class period. The number of class periods per day varies among the schools. Seven total periods of excused or unexcused absences that a student accumulates at any time will equal one day of absences. For example, if a student is absent from three periods one day and four periods on another day, all seven missed class periods equal one-day absence.

Jhb - 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. A "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 a “habitual truant.”

To reduce truancy incidents, parents/guardians of all students shall be notified in writing at the beginning of each school year of their obligation to ensure that all children of compulsory attendance age attend school. Parents/ guardians shall be required to acknowledge in writing their awareness of their obligations and furnish the school with a telephone number or other means of contacting them during the school day.

The school shall establish a system of monitoring individual unexcused absences. When a student fails to report on a regularly scheduled school day and school personnel, have received no indication that the parent/guardian is aware of the absence, school personnel or volunteers under the direction of school personnel shall make a reasonable effort to notify the parent/guardian by telephone.

Please Note: An excused absence may include, but is not limited to, the following reasons: funeral, illness, injury, legal obligation, medical procedure, and religious observation. An unexcused absence occurs when the student is absent without a cause or for an unacceptable reason, as identified within the attendance rules set by the Board of Education.

A plan shall be developed for a student at risk of being declared habitually truant to assist the child in remaining in school. The plan shall also include strategies to address the reasons for the truancy. When practicable, the student’s parent, guardian, or legal custodian shall participate with District personnel during the plan's development. Appropriate school personnel shall make reasonable efforts to meet with the parent, guardian, or legal custodian to review and evaluate the reasons for the child’s truancy. By law, the District may impose appropriate penalties that relate directly to classes missed while truant. Penalties may include a warning, school detention, or in-school suspension.

Jicda - Code Of Conduct

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

1. Causing or attempting to cause damage to school property or stealing or trying to steal school property of value.
2. Causing or attempting to cause damage to private property or stealing or trying to steal private property.
3. Willful destruction or defacing of District property.
4. Commission of any act which, if committed by an adult, would be robbery or assault as defined by state law.
5. Committing extortion, coercion, or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through force or threat of force.
6. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, either orally or in writing, or derogatory statements addressed publicly to an individual or group that precipitate disruption of the District or school program or incite violence.
7. Engaging in “hazing” activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.
8. Violation of the Board’s policy on bullying prevention and education.
9. Violation of criminal law that affects the District or the general safety or welfare of students or staff.
10. Violation of any Board policy, regulation, or established school rules.
11. Violation of the Board’s policy on weapons in the schools. In accordance with federal law, expulsion shall be mandatory for bringing or possessing a firearm.

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

Each Principal shall distribute a copy to each student. Copies shall also be available to any district patron upon request.

Jich - Drug And Alcohol Involvement By Students

Knowingly Possess, Use, Buy, or be Under the Influence, Giving, Selling, or Supplying

Fountain-Fort Carson School District Eight shall promote a healthy environment for students by providing education, support, and decision-making skills regarding alcohol, drugs, and other controlled substances and their abuse. To accomplish this goal, a cooperative effort must be made among the schools, parents, community, and agencies.

It shall be a violation of Board policy and considered to be behavior that is detrimental to the welfare, safety, or morals of other students or school personnel for any student to possess, use, sell, distribute, or exchange, or to be under the influence of alcohol, drugs or other controlled substances. The unlawful possession or use of alcohol or controlled substances is wrong and harmful to students.

For purposes of this policy, controlled substances include, but are not limited to, narcotic drugs, hallucinogenic or mind-altering drugs or substances, amphetamines, barbiturates, stimulants, depressants, marijuana, anabolic steroids, any other controlled substances as defined by law, or any prescription or non-prescription drug, medication, vitamin or other chemical substances not taken by the Board policy and regulations on administering medicines to students. This policy also includes substances that are represented by or to the student as any such controlled substances or what the student believes to be any such substance.

This policy shall apply to any student who is on school property, in attendance at school, in a school vehicle, or taking part in any school-sponsored or sanctioned activity or whose conduct at any time or place interferes with the district's operations or the safety or welfare of students or employees.

Students violating this policy shall be subject to disciplinary sanctions, which may include suspension and expulsion from school, as well as referral for prosecution.
Situations in which a student seeks counseling or information from a professional staff member to overcome substance abuse shall be handled on an individual basis, depending upon the nature and particulars of the case.

When appropriate, parents/guardians shall be involved, and every effort shall be made to direct the substance abuser to sources of help.

The Board, in recognition that drug and alcohol abuse is a community problem, shall cooperate actively with law enforcement, social services or other agencies and organizations, parents/guardians, and any other recognized community resources committed to reducing the incidents of illegal use of drugs and alcohol by school-aged youths.
Whenever possible, in dealing with student problems associated with drug and alcohol abuse, school personnel shall provide parents/guardians and students with information concerning education and rehabilitation programs that are available.

Information provided to students and parents/guardians about community substance abuse treatment programs or other resources shall be accompanied by a disclaimer to clarify that the school District assumes no financial responsibility for the expense of drug or alcohol assessment or treatment provided by other agencies or groups unless otherwise required.

Jici - Weapons In School

The Board of Education determines that student possession, use, and threatened use of a weapon is detrimental to the welfare and safety of the students and school personnel within the District.

Dangerous Weapons

Using, possessing, or threatening to use a dangerous weapon on District property, when being transported in vehicles
dispatched by the District or one of its schools, during a school-sponsored or District-sponsored activity or event, and off school property when the conduct has a reasonable connection to the school or any District curricular or non-curricular event without the authorization of the school or the school District is prohibited. An exception to this policy may be made for students participating in an authorized extracurricular activity or team involving the use of firearms.

As used in this policy, “dangerous weapon” means:

a. A firearm.
b. Any pellet, BB gun, or other operational device that propels projectiles by spring action or compressed air.
c. A fixed blade knife with a blade that exceeds three inches in length, a spring-loaded knife, or a pocket knife with a blade exceeding three and one-half inches.
d. Any object, device, instrument, material, or substance, whether animate or inanimate, that is used or intended to be used to inflict death or serious bodily injury including, but not limited to, a slingshot, bludgeon, nunchucks, brass knuckles, or artificial knuckles of any kind.

Jih - Student Interviews, Interrogations, Searches And Arrests

The Board of Education seeks to maintain a school climate that is conducive to learning and protective of the safety and welfare of staff and students. To achieve this goal, school personnel may be required to search the student's personal and personal property and seize any property deemed harmful or detrimental to the safety and welfare of students and staff.

Searches Conducted by School Personnel

School personnel may search a student and the student’s personal property while on school premises or during a school
activity by this policy and may seize any illegal, unauthorized, or contraband materials.

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

The school official conducting a search shall prepare an administrative report explaining the reasons for the search, the results, and the names of any witnesses to the search.

Jka - Use Of Physical Intervention And Restraint

Under no circumstances shall a student be physically held for more than one minute unless the provisions regarding restraint in this policy and accompanying regulations are followed.

Restraint

Restraint is defined by state law and this policy as any method or device used to involuntarily limit a student's freedom of movement, including but not limited to bodily physical force, mechanical devices, chemicals, and seclusion. If property damage may be involved, restraint may only be used when the destruction of property could result in bodily harm to the individual or another person. Restraint shall not include holding a student for less than one minute by a district employee to protect the student or others and other actions excluded from the definition of restraint in state law.

If a student is physically restrained for longer than one minute but less than five minutes, the student's parent(s)/guardian(s) is/are required to be notified. The notice must be given in writing on the same day the restraint occurs and include the date of restraint, the student's name, and the number of times the student was restrained.

If a student is physically restrained for more than five minutes, the school administration shall verbally notify the parent or guardian as soon as possible, but not later than the end of the school day, that the restraint was used. Additionally, the school administration shall mail, fax, or email a written report of the incident, including all information required by law, to the parent or legal guardian of the student not more than five calendar days after the use of the restraint on the student.

District employees shall not use restraint as a form of discipline or a threat to control or gain compliance from a student. District employees are also prohibited from restraining a student by using a prone, supine, mechanical, or chemical restraint, as those terms are defined by applicable state law and this policy's accompanying regulation.

If a student is placed in a seclusion room, the student must be continually monitored. The seclusion room must have at least one window to monitor students when the door is closed. If it is not feasible to utilize a room with a window, monitoring by video camera must be possible. The seclusion room must be a safe space, free from harmful items, and not be used by school staff for offices, storage, or custodial purposes.

Restraint shall only be administered by district employees trained by applicable State Board of Education rules.

Exceptions

The prohibition of the use of mechanical or prone restraints in this policy and accompanying regulation shall not apply to:

1. Certified peace officers or armed security officers working in a school and who meet the legal requirements of C.R.S. 26-20-111 (3); however no law enforcement officer or armed security official shall use handcuffs on any student unless the student poses an immediate danger to themselves or others or if handcuffs are solely used during a custodial arrest requiring transport; and
2. When the student openly displays a deadly weapon as defined in C.R.S. 18-1-901 (3)(e).

Jlcd - Administering Medications To Students

Medication may be given legally only by school personnel trained by a registered nurse who has delegated the task of providing such medication. For this policy, the term "medication" includes both prescription and nonprescription

medication. The term "nonprescription medication" includes but is not limited to over-the-counter medications, homeopathic and herbal medications, cough drops, vitamins, and nutritional supplements. Medication may be administered to students by the school nurse or other school designee only when the following requirements are met:

1. Medication must be in the original properly labeled container. If it is a prescription medicine, the student's name, the name of the medication, dosage, how often it is to be administered, and the name of the prescribing health care practitioner shall be printed on the container. Non-prescription medications shall be provided in a new, unopened, sealed container.
2. The school must have received written permission from the doctor or dentist to administer the medication.
3. The school must have received written permission from the parent/guardian to administer the medication. When such a request is made by a parent/guardian, a full release from the responsibilities about side effects or other medical consequences of such medications must also be presented.
4. The parent/guardian is responsible for administering all medication to the student.

Please Note: All medication shall be safeguarded at school to avoid any risk of improperly administering it to anyone.

Self-administration of medication for asthma, allergies or anaphylaxis

A student with asthma, a food allergy, other severe allergies, or a related, life-threatening condition, or who is prescribed medication by a licensed healthcare practitioner, may possess and self-administer medication to treat the student's asthma, food or other allergy, anaphylaxis, or other related life-threatening condition. Self-administration of such medicines may occur during school hours, at school-sponsored activities, or while in transit to and from school or a school-sponsored activity. Student possession and self-administration of such medication shall be by regulation JLCD-R.

Authorization for a student to possess and self-administer medication to treat the student's asthma, food or other allergy, anaphylaxis, or other related, life-threatening condition may be limited or revoked by the school Principal after consultation with the school nurse and the student's parents/guardian if the student demonstrates an inability to possess responsibly and self-administer such medication.

Student possession, use, distribution, sale, or being under the influence of medication inconsistent with this policy will be considered a violation of policy JICH, Drug and Alcohol Involvement by Students. It may subject the student to disciplinary consequences, including suspension and expulsion, by policy JICH.

Jlce - First Aid

No treatment of injuries except first aid shall be permitted in the schools. First aid is the immediate help the best-qualified person gives in case of an accident or sudden illness.

Homework

Education is a lifelong process which extends beyond the school. Students must recognize that learning occurs in the home and community. Homework is one means of teaching the necessary skills of independent study and learning
outside the school. A broad definition of homework includes not only written work but also related activities such as viewing specific television programs, news reporting, recreational reading, and other activities related to classroom work that are assigned to be done at home.

Why assign homework?

To provide practice using the rigorous application of newly taught skills and concepts.
To provide opportunities for applying skills and concepts to actual world application.
To allow for deeper understanding and learning.
To improve life skills such as time management and responsibility.
To provide the teacher with feedback that identifies students' strengths and weaknesses in

understanding.
To provide additional practice in re-taught skills and concepts because students had difficulty understanding them the first time they were taught.
To provide an informal assessment that teachers can use to enhance instruction.

Guidelines for Students

Students should be aware of all homework assignments. It is their responsibility to have the materials necessary to complete them. Students should strive to deepen their learning by completing their homework.
Be sure you understand the assignment and ask your teacher if you need help.
Set aside a regular time to do homework.
Study in a quiet place.
Complete your work and hand it in when it is due.
Do your best on each homework assignment.
Be prepared to ask specific questions about your homework.
Monitor your progress on assignments.
Monitor your grades using Infinite Campus or by communicating with your teacher.
Seek assistance and clarification from teachers before or after school when needed.

Guidelines for Teachers

Teachers are expected to follow building guidelines regarding the type and length of homework assigned.
Communication with parents and students regarding homework expectations is the teacher's responsibility.
Homework should be independent practice assigned with a clearly understood purpose.
Homework should be differentiated.
Homework assignments should be planned to include various relevant activities.
Homework should not be given as busy work or for disciplinary reasons.
Grades for homework should be given based on the defined building procedures.
Utilize homework as a way to reinforce instruction.
The grading of homework, expectations for make-up, and where homework is posted should be consistent with building defined practices.

Guidelines for Parents

Parents can support their students' learning by encouraging good study habits, providing a home environment conducive to learning, and expecting their students to complete homework assignments.
Dedicate an area of the home free of distractions for your child to do their homework.
Parents are encouraged to access Infinite Campus to monitor student progress and grades on homework.
Please get in touch with your child's school for Infinite Campus username and password assistance.
Take an active interest in your child's learning and what your child is doing in school.
Compliment good work or when improvement is shown.
Seek clarification from teachers regarding homework expectations.
Encourage your child to seek additional help when needed.
Express support for homework to your child.

Jra/Jrc - Student Records/Release Of Information On Students

In recognition of the confidential nature of student education records, no person or agency may access them 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 by law, including implementing safeguard measures or procedures regarding access to and disclosure of student education records.

Content and custody of student education records

The Principal is the official custodian of records in their building.

Student education records in all formats and media, including photographic and electronic, are those records that relate directly to a student. Student education records may contain, but will not necessarily be limited to, the following information: identifying data; academic work completed; level of achievement (grades, standardized achievement test scores); attendance data; scores on standardized intelligence, aptitude, and psychological tests; interest inventory results; health and medical information; family background information; teacher or counselor ratings and observations; reports of severe or recurrent behavior patterns and any individualized education program (IEP).

Student education records do not include records maintained by a law enforcement unit of the school or school district created by that unit for law enforcement.

Nothing in this policy shall prevent administrators, teachers, or staff from disclosing information derived from personal
knowledge or observation and not derived from a student's education records.

In accordance with applicable law, requests for inspection and review of student education records, copies of such records, and disclosure of personally identifiable information therein shall be maintained as part of each student's education record.

School personnel shall use reasonable methods to authenticate the identities of parents, students, school officials, and any other party to whom they disclose student education records. Identity authentication before disclosure of electronic records through passwords or other security measures shall be required.

Access to student education records by parents and eligible students

A parent/guardian ("parent") can inspect and review their child's education records if the student is under 18. Suppose a student is 18 or older ("eligible student"). In that case, the student may inspect or review their education records and provide written consent for disclosure of such records and personally identifiable information therein. However, the parent is also entitled to access their child's education records, despite the lack of written consent from the eligible student, if the eligible student is a dependent for federal income tax purposes or the disclosure is in connection with a health or safety emergency. Parents or eligible students shall have access to student education records by the regulations accompanying this policy.

Request to amend student education records.

A parent or eligible student may ask the District to amend a student education record they believe is inaccurate, misleading, or violates the student's privacy rights. Student grades cannot be challenged under this policy. Requests to amend a student education record shall be by the regulations accompanying this policy.

Disclosure with written consent

Whenever the District is required by law or policy to seek written consent before disclosing personally identifiable information from a student's education record, the notice provided to the parent or eligible student shall contain the following:

a. The specific records to be disclosed;
b. The specific reasons for such disclosure;
c. The specific identity of any person, agency, or organization requesting such information and the intended uses of the information;
d. The method or manner by which the records will be disclosed; and
e. The right to review or receive a copy of the records to be disclosed.

The parent's or eligible student's consent shall only be valid for the specific instance in which it was given. Consent for a student to participate in any course, school activity, particular education program, or other school program

shall not constitute the specific written consent required by this policy.

The School District shall retain all signed consent forms.

Disclosure without written consent

The District may disclose student education records or personally identifiable information contained therein without the written consent of the parent or eligible student if the disclosure meets one of the following conditions:

1. The disclosure is to a school official with a legitimate educational interest in the student education record or personally identifiable information. By law, only those school officials with a legitimate educational interest, as described in this policy, shall be permitted access to specific student education records.
    a. For purposes of this policy, a "school official" is a person employed by the District as an administrator, supervisor teacher, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the District has outsourced services or functions it would otherwise use its employees to perform (such as an attorney, auditor, consultant or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student or other volunteer assisting another school official in performing his or her tasks.
    b. A school official has a "legitimate educational interest" if disclosure to the school official is: (1) necessary for that official to perform appropriate tasks that are specified in their position description or by a contract agreement; (2) used within the context of official District business and not for purposes extraneous to the official's areas of responsibility; (3) relevant to the accomplishment of some task or a determination about the student; and (4) consistent with the purposes for which the data are maintained.
2. The disclosure is to officials of another school, school system, or postsecondary institution that has requested the records and in which the student seeks or intends to enroll or has enrolled. Any documents sent during the student's application or transfer period may be supplemented, updated, or corrected as necessary.
3. The disclosure is to authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities.
4. The disclosure is connected to a student's application for, or receipt of, financial aid.
5. The disclosure is to state and local officials and concerns the juvenile justice system's ability to effectively serve, before adjudication, the student whose records are disclosed as provided under the Colorado Open Records Act and Colorado Children's Code. Such records and personally identifiable information shall only be disclosed upon written certification by the officials. The documents and information will not be disclosed to any other party, except as specifically authorized or required by law, without the parent's or eligible student's prior written consent.
6. The disclosure is to organizations conducting studies for or on behalf of educational agencies or institutions to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction.
7. The disclosure is to accrediting organizations for accrediting functions.
8. The disclosure is to the parent of an eligible student, and the student is dependent on the IRS for tax purposes.
9. The disclosure is in connection with an emergency if knowledge of the information is necessary to protect the student's or others' health or safety.
10. The disclosure must comply with a judicial order or lawful subpoena. Unless specified in the order or subpoena, the District shall make a reasonable effort to notify the parent or eligible student before complying with the order or subpoena unless:
    a. The court order or subpoena prohibits such notification; or

b. The parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the court order is issued in the context of that proceeding.

11. The disclosure is to the Secretary of Agriculture, an authorized representative from the USDA Food and Nutrition Service, or contractors acting on behalf of the USDA Food and Nutrition Service to conduct program monitoring, evaluations, and performance measurements of state and local educational agencies receiving funding or providing benefits of program(s) authorized under the National School Lunch Act or Child Nutrition Act.
12. The disclosure is to an agency caseworker or other representative of a state or local child welfare agency or tribal organization who has the right to access the student's case plan because such agency or organization is legally responsible, by applicable state or tribal law, for the care and protection of the student.
13. The disclosure is of "directory information" as defined by this policy.

Disclosure of directory information

Directory information may also be disclosed without the written consent of the parent or eligible student. "Directory
information" means information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information that may be released includes but is not limited to the student's name, email address, photograph, video surveillance, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, degrees, awards, and honors received, the most recent previous education agency or institution attended by the student, and other similar information. Directory information also includes a student identification number or other unique personal identifier displayed on a student ID badge or used by the student to access or communicate in electronic systems, but only if the identifier cannot be used to gain access to student education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a password known only by the authorized user.

Student telephone numbers and addresses shall not be disclosed under this section.

The parent or eligible student has the right to refuse to permit the designation of any or all of the categories of directory information if such refusal is received in writing in the office of the Principal of the school where the student is in attendance no later than 30 days beyond the student's first day of school.

Disclosure of disciplinary information to school personnel

By state law, the Principal or designee shall communicate disciplinary information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Any teacher or counselor to whom disciplinary information is reported shall maintain the confidentiality of the information and shall not communicate it to any other person.

State law requires the Principal or designee to inform the student and the student's parent when disciplinary information is communicated and to provide a copy of the shared disciplinary information. The student and the student's parent may challenge the accuracy of disciplinary details through the process outlined in this policy and accompanying regulation.

Disclosure to military recruiting officers

Secondary school students' names, addresses, home telephone numbers, and directory information shall be released to military recruiting officers within 90 days of the request unless a parent or eligible student submits a written request that such information not be released. The requesting service will pay reasonable and customary actual expenses directly incurred by the District in furnishing this information.

Disclosure to Medicaid

In all cases in which a student is enrolled in the Colorado Medicaid program, the District shall release directory information
consisting of the student's name, date of birth, and gender to Health Care Policy and Financing (Colorado's

Medicaid agency) to verify Medicaid eligibility of students. The District shall obtain written consent annually from a parent before releasing any non-directory information required for billing. To accomplish this, the District shall:

include a consent form with the “start of school” information in the fall.
include a consent form with IEP packet materials.
include a consent provision on the Medical Emergency form.

Disclosure to the Colorado Commission on Higher Education (CCHE)

On or before December 31 of each school year, the school district shall disclose to the CCHE the names and mailing addresses of those students enrolled in the eighth grade for use in mailing the notice of postsecondary educational opportunities and higher education admission guidelines as required by state law.

Annual notification of rights

The District shall notify parents and eligible students of their rights under this policy at the beginning of each academic
year. For notice to parents or eligible students who are disabled or whose primary or home language is other than English, the format or method of notice will be modified. Hence, it is reasonably likely to inform them of their rights.

During regular business hours, the office of the Superintendent can provide a copy of the Family Educational Rights and Privacy Act, this policy, accompanying regulations, and exhibits.

Governing law

The District shall comply with the Family Educational Rights and Privacy Act (FERPA), its regulations, and state law governing the confidentiality of student education records. The District shall be entitled to take all actions and exercise all options authorized under the law.

Suppose this policy or accompanying regulation does not address a provision in applicable state or federal law or is inconsistent with or in conflict with applicable state or federal law. In that case, appropriate state or federal law requirements shall be controlled.

Jk - Student Discipline

The Board believes effective student discipline is a prerequisite for sound educational practice and productive learning. The objective of disciplining any student must be to help the student develop a positive attitude toward self-discipline and socially acceptable behavior. All policies and procedures for handling general discipline problems for all students of the District shall be designed to achieve these broad objectives.

The Board, by applicable law, has adopted a written student conduct and discipline code based on the principle that every student is expected to follow accepted rules of conduct and to show respect for and obey persons in authority. The code also emphasizes that specific behavior, especially behavior that disrupts the classroom, is unacceptable and may result in disciplinary action. The code shall be enforced uniformly and consistently for all students.

All Board-adopted policies and Board-approved regulations containing the letters "JK" in the file name shall be considered to constitute the discipline section of the legally required code.

The conduct and discipline code shall be provided to each student upon elementary, middle, and high school enrollment. The District shall take reasonable measures to ensure each student knows the code. In addition, any significant change in the code shall be provided to students and posted in each school.

Jlcb - Immunization Of Students

No student shall be permitted to attend or continue to attend any school in this District without meeting the legal requirements of immunization against disease unless the student has presented the following, as provided by law:

- a written authorization signed by a parent/guardian requesting local public health officials administer the

immunizations;

- a certificate of medical exemption;
- a certificate of completion of the online education module administered by the Colorado Department of Public Health and Environment or
- a certificate of nonmedical exemption

Students who do not submit an up-to-date certificate of immunization, a written authorization signed by one parent/guardian requesting local public health officials to administer the immunizations, or a valid certificate of medical or nonmedical exemption may be suspended and expelled from school.

The district will distribute all information to parents/guardians about their rights to seek an exemption from immunization requirements.

Ke - Public Concerns

Constructive criticism motivated by a sincere desire to improve the educational program's quality or equip the schools to do their tasks more effectively is welcomed by the Board of Education. The Board believes that complaints and grievances are best handled and resolved as close to their origin. Therefore, the proper channeling of complaints involving instruction, discipline, or learning materials will be as follows:

1. Teacher
2. Principal
3. Superintendent
4. Board of Education

Any complaint about school personnel shall always be referred back through proper administrative channels before it is presented to the Board for consideration and action. When a complaint is made directly to an individual Board member, the procedure outlined below shall be followed:

1. The Board member shall refer the person making the complaint to the Principal or Superintendent.
2. If the person does not personally present his complaint to the Principal or Superintendent, the Board member shall ask that the complaint be written and signed. The Board member may then refer the complaint to the Principal or Superintendent for investigation.
3. If the person making a complaint feels a satisfactory reply has not been received from a Principal, that person should be advised to consult with the Superintendent and, if still not satisfied, to request that the Board of Education hear the complaint.

Peer Conflict, Mean Behavior, and Bullying

What Is The Difference?

Fountain-Fort Carson School District Eight (FFC8) is committed to providing students with a safe school climate conducive to teaching and learning that is free from threat, harassment, and any bullying behavior.

When a student has a problem with her or his peers, it can sometimes be hard for parents and staff members to know what is happening—is it bullying? Or is it something else?

Each type of behavior must be handled differently to keep students safe and help them learn how to get along with others.

Peer Conflict

Conflict between and among peers is a natural part of growing up. Students will have times when they disagree and can't solve their problems. They may even become so frustrated that they say mean things or act out physically by hitting, kicking, or trying to inflict harm.

If it's peer conflict, you will observe that the students involved:

- usually choose to play or hang out together;
- have equal power (similar age, size, social status, etc.);
- are equally upset, angry, frustrated;
- are both interested in the outcome; and
- can work things out with adult help (after calming down).

Adults can respond by helping the students talk it out and see each other's perspectives. This is often referred to as "conflict resolution."

Mean Behavior

Students may try out behaviors to assert themselves in social situations – sometimes saying or doing mean things – such as making fun of others, using a hurtful name, taking something without permission, leaving a student out, or "cutting" in line. If it is mean behavior, usually:

- it is not planned and seems to happen spontaneously or by chance;
- it may be aimed at any student nearby;
- the mean student may feel bad when an adult points out the harm they have caused.

When adults see or are made aware of mean behavior, they should not ignore it. Adults should respond quickly, firmly, and respectfully to stop the behavior, to let kids know that their actions are hurtful, and to redirect or (re)teach students to more positive behavior. This quick response stops students from developing a pattern of mean behavior as their way of interacting with peers and prevents mean behavior from escalating. It is a lot easier to correct a student for one mean comment or action than to change a pattern of behavior that grows over time.

Bullying behavior

In FFC8, bullying is defined as the use of coercion or intimidation to obtain control over another person or to cause physical, mental, or emotional harm to another person. Bullying can take many forms and occur through written, verbal, or electronically transmitted expression or utilizing a physical act or gesture.

Bullying is severe behavior that includes three key features –

- Power imbalance—One student clearly has power over the other(s), which may be due to age, size, social status, etc.
- Intention to harm -- The purpose of the bullying behavior is to harm or hurt other(s) – it's

planned, intended to be mean, and is not accidental.

- It may be repeated over time. Typically, bullying behavior continues over time and gets worse with repetition. There is a natural or implied threat that the behavior will not stop and may become even more severe over time. If the behavior is not repeated over time, then the conditions of power imbalance and the intention to harm must be significant enough to constitute bullying.

FFC8 staff will address all bullying behavior and ensure the safety of any student who has been targeted. Staff also will reassure the students who may have witnessed the behavior that adults are taking care of it. Additionally, when FFC8 schools respond to bullying, staff will help students who have been bullying others to take responsibility for their actions and learn/practice alternative skills. They will monitor the situation to ensure the bullying stops and will support the student who has been bullied to regain confidence and a sense of safety. Staff may follow up with the students who observed the behavior to help them learn what to do when they see bullying.

Bullying prevention in FFC8 schools

FFC8 is committed to supporting students in developing the appropriate pro-social skills. These efforts include providing prosocial skills lessons and anti-bullying education through each school's counseling team. Our staff utilizes several resources, including universal Positive Behavior Intervention and Supports, Boys Town, Responsive Classroom, Trauma Informed Care Practices, and Capturing Kids Hearts. The overall goal of directly teaching prosocial skills to students is to help them develop:

- Empathy and compassion for others
- Strong self-esteem
- Skills to solve problems without aggression
- Skills to take action when they witness the mistreatment of others

The following links provide additional information on peer conflict, mean behavior, and bullying.

StopBullying.gov:

https://www.stopbullying.gov/prevention/at-school/index.html

https://www.stopbullying.gov/sites/default/files/2017-10/misdirections-in-prevention.pdf

National Bullying Prevention Center:

http://www.pacer.org/bullying/resources/questions-answered/conflict-vs-bullying.asp


Submit an Anonymous Report
safe 2 tell Colorado
Make a Report. Make a Difference.
1-877-542-7233
Anonymously report a. thing that concerns or threatens you, your friends, your family or your community.
We are open 24/7, 365 to take reports.