



STUDENT/
PARENT

handbook

PK-2nd Grade
2022-2023



MEADOW RIDGE
elementary

empowering EARLY LEARNERS

WELD RE-3J SCHOOLS GENERAL INFORMATION

School Hours:

WCHS 7:55am-3:00pm (Mondays 7:55-1:30)

WCMS 7:55am-3:00pm (Mondays 7:55-1:30)

Hoff Elementary 8:00am-3:05pm (Mondays 8:00-1:35)

Hudson Elementary 8:05am-3:10pm (Mondays 8:05-1:40)

Meadow Ridge Elementary 8:45am-3:50pm (Mondays 8:45-2:20)

Lochbuie Elementary 8:35am-3:40pm (Mondays 8:35-2:10)

Hoff Elementary School

7558 WCR 59

Keenesburg, CO 80643

303-536-2300

303-536-2310 FAX

Hudson Elementary School

300 Beech St.

Hudson, CO 80642

303-536-2200

303-536-2210 FAX

Meadow Ridge Elementary School

1501 Fletcher Ave.

Lochbuie, CO 80603

303-536-2800

303-536-2810 FAX

Lochbuie Elementary School

201 Bonanza Boulevard

Lochbuie, CO 80603

303-536-2400

303-536-2410 FAX

Weld Central Middle School

4977 WCR 59

Keenesburg, CO 80643

303-536-2700

303-536-2710 FAX

Weld Central High School

4715 WCR 59

Keenesburg, CO 80643

303-536-2100

303-536-2110 FAX

Re-3(J) District Office: 303-536-2000

FAX 303-536-2010

For Parents and Students of Weld County School District Re-3(J) Schools

Weld County School District Re-3(J) contains 478 square miles in Weld and Adams Counties. Included in the district are the towns of Keenesburg, Prospect Valley, Roggen, Hudson and Lochbuie. Elementary schools are located at Lochbuie, Hudson and Keenesburg. Weld Central Middle School and Weld Central High School are located on Highway 52 in the geographical center of the district.

Administration

Greg Rabenhorst	Superintendent of Schools
Jenny Wakeman	Assistant Superintendent
Rebecca Langlois	Executive Director of Assessment and Innovation
Benjamin Palmer	Executive Director of Early Childhood and Special Ed
Jeffrey Einerson	Director of Data and Instructional Technology
Lisa Clark	Director of Finance
Stuart Peterson	Director of Operations
Nate Forbes	Transportation Coordinator
Greg Dent	Principal – Hudson Elementary
Ronda Soliz	Principal – Hoff Elementary
Jennifer Forbes	Principal – Meadow Ridge Elementary (PK-2)
Manuel Montano	Principal – Lochbuie Elementary (3-5)
Justin McMillan	Principal – Weld Central Middle School
Nicolas Ng	Principal – Weld Central High School
Kelli Dwyer	Assistant Principal – WCHS
Roy Holloway	Assistant Principal – WCMS
Ryan Witzel	Principal- Weld Re-3J Online Innovations, Activities &
	Athletic Director – WCHS/WCMS
Raina Benton	District Nurse
Kara Chambers	District Nurse

Board of Education

Cindy Baumgartner	President
Bryan Haffner	Vice President
Fred Jensen	Secretary
Deb Gustafson	Treasurer
Hollee Hayes	Assistant Secretary/Treasurer

E-mail addresses for employees of the school district are as follows:

1. The person's full first and last name are used with no spaces
2. All names are followed by @re3j.com
3. Example: John Smith would be johnsmith@re3j.com

DISTRICT MISSION

Creating opportunities for student success through a safe learning environment, engaging instruction, diverse activities, and a supportive community.

SCHOOL POLICIES & PROCEDURES

Board of Education Policy and Administrative Procedures are available for review online at www.re3j.com. In the unlikely event that guidelines within this handbook are found to be incomplete, inaccurate or otherwise inconsistent with School District policy, state statute and all applicable laws, or administrative procedure, such portion of the handbook shall be deemed to be void and of no effect.

NONDISCRIMINATION STATEMENT

In compliance with Titles VI & VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act, the Genetic Information Nondiscrimination Act of 2008, and Colorado law, Weld County School District Re-3J does not unlawfully discriminate against otherwise qualified students, employees, applicants for employment, or members of the public on the basis of disability, race, creed, color, sex, sexual orientation, gender identify, gender expression, marital status, national origin, religion, ancestry, or need for special education services. Discrimination against employees and applicants for employment based on age, genetic information, and conditions related to pregnancy or childbirth is also prohibited in accordance with state and/or federal law.

Complaint procedures have been established for students, parents, employees, and members of the public. The following person(s) have been identified as the compliance officer/Title IX Coordinator for the district: Jenny Wakeman, Assistant Superintendent, 1101 4th Ave, PO Box 1022, Hudson, CO 80642, 303-536-2000 jennywakeman@re3j.com

REQUIRED ANNUAL NOTICES

The following legal notifications are available to the public at the RE-3J District website: https://re3j.com/about_us/required_annual_notices

This section covers information for the following areas:

- [Section 504](#)
- [22-1-124, C.R.S.](#) (Sex Offender Registry)
- [22-33-104. \(Compulsory Attendance Law\)](#)
- [Asbestos Hazard Emergency Response Act \(A.H.E.R.A\)](#)
- [FERPA for Elementary and Secondary Schools](#)

Acceptable Use Policy:

- [Staff](#)
- [Students](#)

Please contact our Assistant Superintendent at 303-536-2000 if you have questions or concerns about legal notifications.

PARENT COMMITTEES

The District has opportunities for parent and community member involvement both at the district and school level through various committees/groups. Community members are encouraged to participate in their areas of interest.

District Accountability Committee (DAC):

The District Accountability Committee (DAC) is composed of members with diverse perspectives who work together to advise the administration and Board of Education on key issues facing the district. The DAC also performs statutory requirements such as providing input on the budget and reviewing improvement plans for Accreditation purposes.

Individual School Accountability Committees:

Each school has an accountability committee consisting of parents, community members, teachers and the principal. Members are charged with developing and maintaining a school and community partnership for the ongoing improvement of public education. The committee shall make recommendations and develop a school improvement plan with high, but achievable goals and objectives for improvement of education in its building.

Parent Organizations:

Each elementary building has an active parent/teacher group working to improve the education of students in the district.

SCHOOL VISITORS

Weld Re-3J welcomes and encourages visits to school by parents and other adult residents of the community, interested educators, and other persons invited by district officials. In order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons into the schools, visitor guidelines will be established by school administrators.

The district will make reasonable efforts to accommodate requests to visit the district's schools, yet also recognizes concerns for the welfare of students. Therefore, the district limits visitors to:

1. Parents/guardians of current students;
2. Other family members of current students who are approved by the student's parent/guardian;
3. Community members with a verified intended purpose; and
4. Board members and other persons invited by the district for official business purposes.

To ensure visitors do not disrupt the educational process or other school operations and that no unauthorized persons enter schools, all visitors must report to the school office immediately when entering a school. Authorized visitors may:

1. be required to sign in and out;
2. be required to provide valid identification;
3. be given nametags to wear identifying themselves as visitors; and
4. be accompanied by a district employee for some or all of the visit.

Classroom visitations must be arranged in advance with the school administration and must be non obtrusive to the educational process and learning environment and should not occur on an excessive basis. School administrators may approve additional building procedures pertaining to school visitors and classroom visitations to preserve a proper and safe learning environment. Unauthorized persons may not loiter on school property at any time. Law enforcement authorities may be called to enforce this policy provision.

Visiting schools is a privilege, not a right, which may be limited, denied, or revoked by a school administrator or designee based on considerations of student and/or staff health, safety, efficient school operations, maintenance of a proper educational environment, or failure to comply with this policy.

SCHOOL VOLUNTEERS/COMMUNITY RESOURCE PERSONS

A volunteer is a person who works on an occasional or regular basis at school sites or other educational facilities to support the efforts of professional personnel. Such an adult volunteer worker shall serve in that capacity without compensation and without employee benefits of any type. Pursuant to state law and district policy, some volunteers may be covered by Workers' Compensation and liability protection.

Volunteers may be utilized in the schools when prior approval is obtained from the building principal.

Use of volunteers within the district shall not conflict with or replace any regularly authorized personnel allotment.

Volunteers shall check in and out through the school office and shall only work with students under the immediate supervision and direction of a licensed employee.

Volunteers are expected to comply with all policies, administrative procedures and guidelines set forth by the district.

Background Checks of Routine Volunteers

Prior to adding an individual's name to the school district's list of authorized volunteers, the school district shall conduct a background check of the individual. Such background check may include but not be limited to making an inquiry to the Colorado Department of Education, the Colorado Bureau of Investigation, and/or other law enforcement agency to determine if there is any information on record indicating that the individual has been convicted of a crime involving unlawful sexual behavior or unlawful behavior with children.

Persons failing to provide the necessary information to conduct such background checks shall not be added to the authorized list. The decision made by the school district concerning an individual's fitness to volunteer in the school setting shall be final.

Community Resource Persons

Whenever a teacher wishes to arrange for a resource person to address or participate in a class or program, the teacher shall confer with and obtain the prior approval of the building principal. Information provided to the building principal shall include the name of the resource person and the date of the proposed visit, as well as the topic which will be discussed with students.

ATTENDANCE

One criteria of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development, and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment, and scholastic achievement. No single factor may interfere with a student's progress more quickly than frequent tardiness or absence. According to state law, it is the obligation of every parent/guardian to ensure that every child under their care and supervision receives adequate education and training and, if of compulsory attendance age, attends school. Continuity in the learning process and social adaptation is seriously disrupted by excessive absences. In most situations, the

work missed cannot be made up adequately. Students who have good attendance generally achieve higher grades, enjoy school more, and are more employable after leaving school.

Every child who has attained the age of six years on or before August 1 of each year and is under the age of 17 is required to attend public school with such exceptions as provided by law. It is the parents' responsibility to ensure attendance. The courts may issue orders against the child, child's parent, or both compelling the child to attend school or the parent to take reasonable steps to assure the child's attendance.

The order may require the parent, child, or both to follow an appropriate treatment plan that addresses problems affecting the child's school attendance and that ensures an opportunity for the child to obtain a quality education. The building principal shall serve as the attendance officer for his/her school and the superintendent or designee shall serve as the school district attendance officer.

While regular attendance is critical, keeping children home who are too sick to be at school is equally important. For parents, it can be a difficult decision to make. The Colorado Department of Public Health and Environment (CDPHE) provides guidance on ["How Sick is Too Sick?"](#) for a child to safely attend school.

Excused absences

The following shall be considered excused absences:

1. A student who is temporarily ill or injured or whose absence is approved by the administrator of the school of attendance on a prearranged basis. Prearranged absences shall be approved for appointments or circumstances of a serious nature only which cannot be taken care of outside of school hours.
2. A student who is absent for an extended period due to physical, mental, or emotional disability.
3. A student who is pursuing a work-study program under the supervision of the school.
4. A student who is attending any school-sponsored activity or activities of an educational nature with advance approval by the administration.
5. A student who is suspended or expelled.

As applicable, the district may require suitable proof regarding the above exceptions, including written statements from medical sources.

Unexcused absences

An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence will be entered on the student's record. The parents/guardians of the student receiving an unexcused absence will be notified orally or in writing by the district of the unexcused absence.

In accordance with law, the district may impose appropriate penalties that relate directly to classes missed while unexcused. Penalties may include a warning, school detention, or in-school suspension. Academic penalties, out-of-school suspensions, or expulsion will not be imposed for any unexcused absence.

Truancy and Chronic Absenteeism

When a student has an excessive number of absences, these absences negatively impact the student's academic success. For this reason, a student who has eight absences in a semester or 10 total absences in a school year, whether the absences are excused or unexcused, may be identified as "chronically absent" by the principal or designee. Absences due to suspension or expulsion will not be counted in the total number of absences considered for purposes of identifying a student as "chronically absent."

If a student is identified as "chronically absent," the principal or designee will develop a plan to improve the student's attendance. The plan will include best practices and research-based strategies to address the reasons for the student's chronic absenteeism, including but not limited to meeting with administrators, referral to the attendance advocate, YFC referral, signing an attendance contract. When practicable, the student's parent/guardian will participate in the development of the plan.

Nothing herein will require the principal or designee to identify a student as “chronically absent” prior to declaring the student as a “habitual truant” and pursuing court proceedings against the student and his or her parents/guardians to compel the student’s attendance in accordance with state law

Make-up work

Make-up work will be provided for any class in which a student has an excused absence unless otherwise determined by the building administrator or unless the absence is due to the student’s expulsion from school. It is the responsibility of the student to pick up any make-up assignments permitted on the day returning to class. There will be two day(s) allowed for make-up work for each day of absence.

Make-up work will be allowed following an unexcused absence or following a student’s suspension from school with the goal of providing 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 will not be provided during a student’s expulsion.

Rather, the district will offer alternative education services to the expelled student in accordance with state law. The district will determine the amount of credit the expelled student will receive for work completed during any alternative education program.

Tardiness

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

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

For more information visit: [*Administrative Policy J-16 \(JH\) Student Absences and Excuses*](#)

SCHOOL NUTRITION PROGRAM

The Weld County Re-3(J) food service program participates in the School Breakfast Program and the National School Lunch Program. Free and Reduced Price Meal Applications are available at the school office or at the District Office in Hudson, Colorado.

The point of sale program assists in crediting money to students' accounts, tracks an accurate account of all meals and items served, and makes available to parents the status of their student’s account. If you have any questions, please contact Food Services at 303-536-2023.

1. Each student is required to use his or her student ID for meal purchases. Student pictures are imported into the computer to help with identifying the correct student.
2. When students bring in a check or cash, this amount is credited to their account and meals and a-la-carte items are automatically deducted from their account.
3. We encourage parents/guardians to pre-pay for your student’s meals. We accept cash and personal or business checks made out to your child’s school-**please put your student(s) name(s) on the**

check to insure the money is credited to the correct account. Parents may also pay by checking account or credit card on-line by visiting www.myschoolbucks.com.

4. Please see Policy [E-16 \(EF\) School Meal Payments EXHIBIT 1](#) regarding the District Food Service meal charges and collection procedures.
5. Students are encouraged to bring their checks or cash to the cafeteria *before school* for crediting to their accounts.
6. Meals and a-la-carte items are available for purchase. The price of the a-la-carte items range from \$0.50 - \$2.50.

ELEMENTARY SCHOOL MEAL PRICES:

Breakfast: \$2.20 Reduced: \$ 0.00 Free: \$ 0.00

Lunch: \$2.95 Reduced: \$ 0.00 Free \$ 0.00

Extra Milk: \$ 0.50

ADULTS:

Breakfast: \$3.10 **Lunch:** \$4.00 **Milk:** \$ 0.50

Collection of Meal Charge Debt

In collecting debt, the district shall ensure that collection efforts do not have a negative impact on the students involved and instead focus on the adult(s) in the household responsible for providing funds for student meal purchases. The district will work with parents to establish repayment plans with payment levels and due dates appropriate to the household's particular circumstances.

For students with delinquent meal charges, the following process will be used to collect debt. Email notifications will continue to occur as noted above. After notifications made by phone from administrators have gone unanswered for two weeks, the director of finance will send the first notice of the intention to turn over the debt to a collection agency along with a payment request. If the letter is unanswered, the director of finance will send a final notice with a request for payment within one week. If no payment is received, the debt will be turned over to the collection agency.

Collection efforts from one school year may continue into the following school year, including when students transfer to a school outside of the district.

Fundraisers

Smart Snacks allows state agencies to use discretion in determining a specified number of exempt fundraisers where the foods and beverages sold are exempt from the Smart Snacks food and nutrition standards. Colorado allows up to three exempt fundraisers per school building per school year. The duration of the fundraiser must be in line with the intent of the regulation, which indicates that they must be infrequent. These exempt fundraisers are only exempt from the Smart Snacks food and nutrition standards, but not exempt from the Colorado Competitive Food Service Policy.

For more information visit: [School Nutrition Program \(EF\)](#), [Free and Reduced Price Food Services \(EFC\)](#), or [Nutritious Food Choices \(EFEA\)](#).

BUS RIDER RULES AND REGULATIONS

School bus transportation is a district courtesy and is not a service required by law. Therefore, bus riding is a privilege and is provided only to those students who respect the safety and rights of others. The school bus is to be considered an extension of the classroom. Parents and students should read the entire [Transportation Handbook](#). All students will be issued two student ID badges and students will need their badges to board the bus.

STUDENT CONDUCT IN SCHOOL VEHICLES

The privilege of riding in a school vehicle is contingent upon a student's good behavior and observance of the student code of conduct and established regulations for student conduct both at designated school vehicle stops and on-board school vehicles.

The operator of a school vehicle shall be responsible for the safety of the students in the vehicle, both during the ride and while students are entering or leaving the vehicle. Students shall be required to conform to all rules concerning discipline, safety and behavior while riding in the school vehicle. It is the vehicle operator's duty to notify the coordinator of transportation and the principal of the school involved if any student persists in violating the established rules of conduct.

After due warning has been given to the student and to the student's parents/guardians, the principal may withhold from the student the privilege of riding in the school vehicle. Violation of district policies and regulations while in a school vehicle may also result in the student's suspension or expulsion from school, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

Students participating in activities which require transportation shall accompany the team or group in buses or cars provided or approved by the school district, including the return trip, except when otherwise requested in writing by the parent and approved by the staff member responsible for the students.

Permission to Ride Other Buses

Students wishing to ride another bus to or from school for a special occasion must follow the requirements for permission as noted in the Transportation Handbook. No exceptions will be made by school-level personnel.

Disciplinary Action

Any student failing to cooperate with the bus driver and/or to observe transportation rules will be subject to disciplinary action. Unless it is a serious infraction, the driver will call parents the first time a student violates bus rules. Serious or repeated infractions are referred to the building principal for disciplinary action and parents will be notified.

FIELD TRIPS

The firsthand learning experiences provided by field trips are very effective and worthwhile means of learning, as related to the total school program. Students will be assessed a small charge to help cover the cost of the bus and driver for field trips. Permission slips for students **must** be signed by parents before the field trip in order for the student to participate. School age children are not permitted to go on field trips with brothers and sisters. Younger family members are not normally permitted to go either.

STUDENT DRESS CODE

A safe and disciplined learning environment is essential to a quality educational program. District-wide standards on student attire are intended to help students concentrate on schoolwork, reduce discipline problems, and improve school order and safety. The Board recognizes that students have a right to express themselves through dress and personal appearance; however, students shall not wear apparel that is deemed

disruptive or potentially disruptive to the classroom environment or to the maintenance of a safe and orderly school. Any student deemed in violation of the dress code shall be required to change into appropriate clothing or make arrangements to have appropriate clothing brought to school immediately.

Unacceptable Items

The following items are deemed disruptive to the classroom environment or to the maintenance of a safe and orderly school and are not acceptable in school buildings, on school grounds, or at school activities:

1. Shorts, dresses, skirts or other similar clothing shorter than mid-thigh length
2. Sunglasses and/or hats worn inside the building
3. Inappropriately sheer, tight or low-cut clothing (e.g., midriffs, halter tops, backless clothing, tube tops, garments made of fishnet, mesh or similar material, muscle tops, etc.) that bare or expose traditionally private parts of the body including, but not limited to, the stomach, buttocks, back and breasts
4. Tank tops or other similar clothing with straps narrower than 1.5 inches in width
5. Any clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or pictures that:
 - a. Refer to drugs, tobacco, alcohol, or weapons
 - b. Are of a sexual nature
 - c. By virtue of color, arrangement, trademark, or other attribute denote membership in gangs which advocate drug use, violence, or disruptive behavior
 - d. Are obscene, profane, vulgar, lewd, or legally libelous
 - e. Threaten the safety or welfare of any person
 - f. Promote any activity prohibited by the student code of conduct
 - g. Otherwise disrupt the teaching-learning process

Exceptions

Appropriate athletic clothing may be worn in physical education classes. Clothing normally worn when participating in school-sponsored extracurricular or sports activities (such as cheerleading uniforms and the like) may be worn to school when approved by the sponsor or coach. Building principals, in conjunction with the school accountability committee, may develop and adopt school-specific dress codes that are consistent with this policy.

STUDENT CONDUCT

In all instances, students shall be expected to conduct themselves in keeping with their level of maturity, acting with due regard for the supervisory authority vested by the Board in all district employees, the educational purpose underlying all school activities, the widely shared use of district property, and the rights and welfare of other students and staff. All employees of the district shall be expected to share the responsibility for supervising the behavior of students and for seeing that they abide by the conduct and discipline code.

Students in Third Grade and Higher Grade Levels

In accordance with applicable law and Board policy concerning student suspensions, expulsions, and other disciplinary interventions, the principal or designee may suspend or recommend expulsion of a student in third grade and higher grade levels 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 district 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 district property or stealing or attempting to steal district property.

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

Students in Preschool Through Second Grade

In accordance with applicable law and Board policy concerning student suspensions, expulsions, and other disciplinary interventions, the principal or designee may suspend, and other disciplinary interventions, the principal or designee may suspend or recommend expulsion of a student in preschool, kindergarten, first grade, or second grade who engages in one or more of the following activities while on district property, in a school building, in a district or school vehicle, at a district or school activity or event, or off district property when the conduct has a nexus to school or any district curricular or non-curricular event:

1. Violation of the Board's policy on weapons in the schools. Expulsion shall be mandatory for bringing or possessing a firearm, in accordance with federal law.
2. Violation of the Board's policy on student conduct involving drugs and alcohol.
3. Conduct that endangers the health or safety of others.

SUSPENSION AND EXPULSION

In matters involving student misconduct that may or will result in the student's suspension and/or expulsion, the student's parent/guardian shall be notified and involved to the greatest possible extent in the disciplinary procedures. Proportionate disciplinary interventions and consequences shall be imposed to address the student's misconduct and maintain a safe and supportive learning environment for students and staff. The Board and its designee(s) shall consider the following factors in determining whether to suspend or expel a student:

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

Students in Third Grade and Higher Grade Levels

The Board of Education delegates to the principals of the school district or to a person designated in writing by the principal the power to suspend a student in third grade and higher levels in that school for not more than five school days on the grounds stated in C.R.S. 22-33-106 (1)(a), (1)(b), (1)(c) or (1)(e) or not more than 10 school days on the grounds stated in C.R.S. 22-33-106 (1)(d) unless expulsion is mandatory under law (see JKD/JKE-E).

For a Student in Preschool, Kindergarten, First Grade, or Second Grade, the Board and its designee(s) also shall determine that failure to remove the student from the school building through suspension and/or expulsion would create a safety threat that otherwise cannot be addressed, and shall document any alternative behavioral and disciplinary interventions that it employs before suspending or expelling the student.

The Board of Education delegates to the principals of the school district or to a person designated in writing by the principal the power to suspend a student in preschool, kindergarten, first grade, or second grade in that school for not more than three school days on the grounds stated in C.R.S. 22-33-106.1 (2), unless the principal or designee determines that a longer period of suspension is necessary to resolve the safety threat or expulsion is mandatory under law (see [JKD/JKE-E](#)).

WELD RE-3J DISCIPLINE MATRIX

Tier 1- Not State Reported (NSR)				
<i>Violation</i>	<i>1st Offense</i>	<i>2nd Offense</i>	<i>3rd Offense</i>	<i>Additional Consequences</i>
Academic Dishonesty	Warning or referral to office	Referral to office	Referral to office	Tier I behaviors which occur more than 3 times could be considered Tier II and be subject to additional disciplinary action(s)
Dress Code Violation				
Excessive Tardiness/ Truancy				
Failure to Attend Detention or In-School Suspension (ISS)				
Disrespectful/ Disruptive Behavior	Parent contact	Parent contact	Parent contact	Remedial Discipline/Safety/ Behavior Support Plan
Internet/Computer Misuse				
Left Class Without Permission				
Physical Confrontation (Fighting)	Possible loss of privileges	Loss of privileges (if applicable)	Loss of privileges (if applicable)	Referral to other agencies for support
Profanity/ Inappropriate or Offensive Language				
Inappropriate Public Display of Affection				
Self-reporting and/or surrendering of a dangerous item	Possible 1-3 Day(s) In School Suspension or Detention	Possible 1-3 Day(s) In School Suspension or Detention	1-3 Day(s) In School Suspension or Detention	
Theft				
Category I Bus Ticket				

Tier 2- State Reported (SR)			
<i>Violation</i>	<i>1st Offense</i>	<i>2nd Offense</i>	<i>3rd Offense</i>
Tobacco Violation (SR-03)	Referral, Parent Contact, and Possible: 1-3 Day(s) Out of School or Bus Suspension	Referral, Parent Contact, and Possible: 1-5 Day(s) Out of School or Bus Suspension	Referral, Parent Contact, and Possible: 1-5 Day(s) Out of School or Bus Suspension
Disobedient or Defiant Behavior (SR-08)			
Vandalism, Destruction of School or Employee Property (SR-10)			
Repeated Interference (SR-11)	Remedial Discipline/ Safety/ Behavior Support Plan	Remedial Discipline/ Safety/ Behavior Support Plan	Remedial Discipline/ Safety/ Behavior Support Plan
Other Violations of Code of Conduct (SR-12)			
Category II or III Bus Ticket	Referral to law enforcement and/or outside agencies and resources	Referral to law enforcement and/or outside agencies and resources	Referral to law enforcement and/or outside agencies and resources

<i>Tier 3- State Reported (SR)</i>	
<i>Violation</i>	<i>1st, 2nd, or 3rd Offense</i>
Felony Acts (Including but not limited to: Rape or Attempted Rape, Sexual Violence/Battery, 3rd Degree Assault, Robbery, Other) (SR-06, 07, 13, 15, 16)	<p>1-10 Day(s) Out of School Suspension</p> <p><i>Other possible actions include but are not limited to:</i></p> <p>Remedial Discipline/ Safety/ Behavior Support Plan</p> <p>Referral to law enforcement and/or outside agencies and resources</p> <p>Recommendation for Expulsion</p>
Drug Violation (SR-01)	
Alcohol Violation (SR-02)	
1st Degree, 2nd Degree Assault and Vehicular Assault (SR-04)	
Detrimental Behavior Including Habitually Disruptive, Harassment and/or Bullying (SR-09, 18-22)	
Dangerous Weapons (SR-05)	
Threats of Physical Attack (SR-17)	

INSTRUCTIONAL RESOURCES AND MATERIALS

All instructional resources and materials shall be aligned with the district's academic standards and support the district's educational objectives. All textbooks, library materials and other instructional resources and materials shall be available for inspection by students' parents/guardians.

EXEMPTIONS FROM REQUIRED INSTRUCTION

If the religious or closely held personal beliefs and teachings of a student or the student's parent/guardian are contrary to the content of a school subject or to any part of a school activity, the student may be exempt from participation. To receive such an exemption, the parent/guardian must present a written request for exemption to the school principal, stating the conflict involved.

If a student is unable to participate in a physical education class, the student must present to the school principal a statement from a physician or other licensed health care professional stating the reason for the inability to participate.

TEACHING ABOUT CONTROVERSIAL ISSUES AND USE OF CONTROVERSIAL MATERIALS

Controversial issues are defined as those problems, subjects or questions about which there are significant differences of opinion and discussions of which generally create strong feelings among people. Although there may be disagreement over what the facts are and what they mean, subjects usually become controversial issues because of differences in interpretation or the values people use in applying the facts.

Controversial materials are defined as learning resources which are not part of the district's approved learning resources and which are subject to disagreement as to appropriateness because they refer or relate to a controversial issue or present material in a manner which is itself controversial. Examples of such materials include, but are not limited to, those that depict explicit sexual conduct, graphic violence, profanity, drug use, or other socially undesirable behaviors, or materials that are likely to divide the community along racial, ethnic or religious lines.

Films and/or videos rated R, PG-13 or PG shall be considered controversial in accordance with this policy. X rated, NC-17 rated and unrated director's cut of R rated films and videos shall not be used in district schools. PG, PG-13 and R rated films and videos shall be considered controversial at the elementary school level. PG-13 and R rated films and videos shall be considered controversial at the middle school level. R rated films and videos shall be considered controversial at the high school level.

Teachers may use controversial learning materials and discuss controversial issues if they contribute to the attainment of course objectives directly related to Board Adopted academic standards. The educational purpose of teaching about controversial issues or using controversial materials must be student achievement in academic standards rather than reaching conclusions about the validity of a specific point of view.

In teaching about controversial issues, teachers shall work cooperatively with the building principal. Teachers shall obtain approval from the building principal prior to the use of any controversial materials. If a teacher has a question regarding whether an issue or resource is controversial within the meaning of this policy, the teacher shall contact the principal. The principal may instruct the teacher to notify students' parents/guardians and obtain parents/guardians' permission prior to discussing a controversial issue or using controversial materials. Teachers shall inform the principal of controversial issues that arise unexpectedly which cause or are likely to cause concern for students and/or their parents/guardians.

When teaching about controversial issues, teachers may express their personal viewpoints and opinions; however, they also have the obligation to be objective and impartially present the various sides of an issue. Controversial issues are to be presented with good judgment and coordination with the building principal, keeping in mind the maturity of the students.

SCHOOL CLOSURE INFORMATION

When it is necessary to close school because of emergency reasons, the administration will attempt to make a decision prior to the beginning of the school day. As soon as a decision is made, radio and TV stations KOA, KCNC Channel 4TV, KMGH Channel 7TV and KUSA Channel 9TV will be notified. The notice will be posted on the district website (www.re3j.com) and the snow message line at 303-536-2070.

During the school day, early dismissal can become a concern due to snow accumulation and icy roads. Additional daylight hours are important and buses may have trouble negotiating their routes. If possible, the decision to dismiss will be made by 12:30 of the day of concern and announced on the radio. However, there may be instances when an emergency dismissal will occur after 12:30. Therefore, the administration would suggest that you make arrangements with your children in case an early dismissal should occur when you are not at home. Realistically, there is no way to notify all parents in advance. We are concerned not only about safe transportation home by school bus, but also that the children have an alternate place to go in case you are not at home.

In addition to these forms for communication, Re-3J uses the automated School Messenger system. On days when school has been delayed or canceled you will receive an automated phone message. Click on the links below for more detailed information on weather related School Closures.

[RE3J School Closure and Two Hour Delay Information \(ENGLISH\)](#)

[RE3J School Closure and Two Hour Delay Information for Families\(EN ESPANOL\)](#)

Local Weather Stations current conditions link:

[Hoff Elementary Conditions](#)
[Weld Central Jr Sr High Campus Conditions](#)
[Hudson Elementary Conditions](#)
[Lochbuie Elementary Conditions](#)
[Meadow Ridge Elementary Conditions](#)

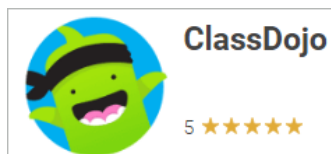
COMMUNICATION

Clear, proactive, intentional two-way communication with staff, families, and our community is essential. Weld Re-3J will provide as-needed communications about what we know and don't know to help keep students, staff, and families stay informed. Staff and families can expect communication through the following outlets:

- Email
- Phone messages
- Text
- Class Dojo (Grades PK-5)
- Remind App (Grades 6-12)
- Weekly Newsletters from Principals

The District utilizes the SchoolMessenger system to deliver messages via phone, email, and text to keep parents and guardians informed. You are encouraged to sign up to receive all forms of messaging, including text messages. You can participate in this free service just by sending a text message of "Yes" to 67587.

Communication should come directly from school principals and teachers. For families with students in grades PK-5, we ask families to use the Class Dojo mobile application as a way to get information quickly and easily. For families with students in grades 6-12, we will be using the Remind application.



Download information for [iphone](#) or [android](#).



Account set up and information is available [HERE](#).

Translation Services

Per U.S. Department of Education, schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English. This includes, but is not limited to, information related to:

- registration and enrollment in school and school programs
- language assistance programs
- parent handbooks
- report cards
- grievance procedures and notices of nondiscrimination
- gifted and talented programs

- student discipline policies and procedures
- magnet and charter schools
- parent-teacher conferences
- requests for parent permission for student participation in school activities
- special education and related services, and
- meetings to discuss special education

For more information about school's legal responsibilities, please visit:

<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf> Interpreter services are available for all staff and families through [Heartland Alliance](#).

TELEPHONES & CELL PHONES

Telephones in the school are to be used for business calls only. Children will be permitted to use the phone only in cases of an emergency. All plans concerning after school activities should be arranged for the child before coming to school.

When necessary, the school secretary will make every effort to deliver any important messages to the child. Rarely are children called to the phone from the classroom. When possible, we ask that you work out after school arrangements and/or directions for your student before school so that the office phones are not tied up with unnecessary calls at the end of the day.

Sound devices are disruptive to the educational process. Therefore, sound devices are discouraged at school. They must be turned off & stored in backpacks during school hours. **Students are *not* permitted to have cell phones out or on during the school day.**

Except in cases of emergency, teachers are not called to the telephone during school hours. Messages for them will be placed in their mailboxes or on their voicemail.

GRADING PROCEDURES

Report cards will be issued at the end of each semester grading period. Report cards will be held if fees are not paid. Progress reports will be handed out every two weeks and at midterm.

All Re3-(J) elementary grades 3-5 will be using the following grading scale:

- A-----90-100
- B-----80-89
- C-----70-79
- D-----60-69
- F-----59 and below

All Re3-(J) grades K-2 will be using the following indicators:

- 4 – Independently and consistently applies and generalizes the skill accurately above grade level
- 3 – Independently and consistently (and in writing when appropriate) applies the skill at grade level
- 2 – Is able to apply the skill with assistance, or over generalizes the skill, or applies the skill inconsistently
- 1 – Is working on the foundational skills that will lead to the ability to demonstrate this skill
- NA – No evidence of this skill was collected

Spelling grades will be included in the writing grades, as the two go hand in hand.

RETENTION

A recommendation for possible retention shall be made by the teacher to the building principal through a body of evidence that includes:

1. The inability of a student to successfully progress, despite numerous interventions, is well documented over time through methods such as:
 - a. Student achievement measures (formative assessments, benchmark assessments, summative assessments, state assessments)
 - b. Attendance records
 - c. Previous school records
 - d. Educator observation
 - e. Special programs consultation

Progress reports and other documentation that indicate continuous communication with parents/guardians regarding student progress

Elementary and Middle School Retention Procedures

1. The elementary and middle schools will adopt a decision making model that will provide an objective standard to aid the school professionals in determining whether a student would benefit from grade retention. This standard will help ensure that the decision will be made in accordance with the intent of district policy and in accordance with the timelines delineated in these procedures.

By the first week of December, teachers will make the building principal aware of any student(s) that they are considering for retention. The student must be referred to the building support team for interventions by this time.

2. After notifying the principal of the possibility of retention and prior to the end of first semester, teachers will make arrangements with the parents/guardians of the student to discuss the educational alternatives for the student and the potential recommendation for retention.
3. Before the end of the third quarter, the progress of the student should be reviewed again with the building support team, including parents. If there is reason for further consideration of retention, discussion of available alternatives for the child, including retention, should be reviewed. Additional assessments, including a published assessment designed for consideration of retention, should be considered and completed as appropriate.
4. No later than 20 school days prior to the end of the school year or immediately following spring benchmark assessments if completed within the last 20 school days, a conference will be scheduled involving the parents/guardians and teacher(s) of the student and the building principal for the purpose of making a final decision regarding the retention of the student.
5. The teacher(s) and/or principal shall document in writing all decisions made at meetings with parents/guardians regarding the retention of a student.
6. No conditional retentions or promotions will be made.
7. Middle school students will not be retained for reasons of behavior or conduct.

8. Maximum emphasis should be placed on conferencing with parents/guardians about possible retention of a student. It is important that parents/guardians have an understanding of the student's educational problems and the possibility of retention.
9. The final decision regarding retention of a student rests with the school's principal.
10. The principal will arrange a conference with the receiving teacher(s) to discuss in detail the needs of the retained student. This conference will be held prior to the beginning of the following school year.

STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) offers parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. Requests to inspect and review a student's educational records should be submitted to the school principal in writing. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. Parents or eligible students have the right to request amendment of the records under certain conditions. Parents or eligible children have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The address is available at the administration office as is the full policy and procedure for inspecting and reviewing student records.

SUPPORT SERVICES

Special Education

The Weld County RE-3J District Special Education Consortium is committed to the basic premise that the purpose of a public school education is to help each student, including those with disabilities, develop to the limit of his/her own capacity in order that he/she may have a useful life lived in dignity and freedom. Our goal is to provide full educational opportunities to all children with disabilities. Each student with a disability shall be offered an individual education program to meet his/her needs.

Students with disabilities, 3 to 21, residing within the Weld County Special Education Consortium jurisdiction shall have available to them a free appropriate public education provided in conformity with an individualized education plan. Programs may include regular and special instructional and related services to meet individual education needs. The school board reserves the right of final determination of placement in these programs.

English Language Development (ELD)

In Re-3J, as part of our commitment to high expectations, rigorous instruction, and quality teaching, our English Language Acquisition program components include:

- Identifying and screening students whose dominant language may not be English
- Assessing and monitoring student's English language acquisition using the WIDA Access Placement Test (W-APT) and the WIDA ACCESS assessment
- Providing all students with [sheltered instruction](#) opportunities and;
- Providing non English proficient (NEP) and limited English proficient (LEP) students with supplemental specialized language instruction programs

Local Education Agencies (LEA's) are required to provide informed parental notification as to why their child is in need of placement in a specialized language instruction program. Parents have the right to refuse these services at any time. For more information about ELD programming at your student's school, contact your school's administrator or ELD Teacher.

Multi-Tiered Systems of Supports (MTSS)

Introduction A Multi-Tiered System of Supports (MTSS) is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students. The framework of MTSS is a "way of doing business", which utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports helps schools and districts to organize resources through alignment of academic standards and behavioral expectations, implemented with fidelity and sustained over time, in order to enable every child to successfully reach his/her fullest potential.

Gifted and Talented

In Re-3J, we hope to ensure students who are Gifted and Talented are provided the necessary support, programming, and advocacy needed to meet their full potential.

The Exceptional Children's Educational Act (ECEA) requires all school districts in Colorado to identify and serve students between ages five and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment are exceptionally or developmentally advanced. For more information on our identification and programming processes and options, contact your schools Gifted and Talented Liaison or principal.

Counseling/Mental Health Services

Mental Health providers such as school psychologists, counselors, and social workers are available in every building to provide crisis and trauma support, as well as, some individualized counseling. The district's ability to provide regular, ongoing mental or social/emotional well-being is limited. For more information on local resources or additional support please speak with your school principal or school's mental health provider.

DISTRICT NURSE

The school nurse is a registered nurse who is shared between three schools in the district. The roles and responsibilities of the school nurse include:

- Ensuring that health needs of students are addressed during the school day
- Managing communicable disease outbreaks
- Directing the immunization program
- Overseeing delegated nursing tasks
- Developing and implementing Health Care Plans
- Being a liaison between teachers, administrators, parents, & community health providers
- Providing for the care of acute health care needs, including emergencies
- Conducting health assessments
- Participating in the identification process of children with special needs
- Overseeing vision and hearing screening programs
- Providing training for the health aide and other school staff.

HEALTH ROOM AIDE

The Health Room Aide is trained in CPR, First Aid, and Medication Administration. The Health Room Aide assists the District Nurse in the roles listed above.

ILLNESS OR INJURY

The Health Room is available to students who become ill or injured while at school. Only trained and qualified personnel will provide first aid or give medications. Parents will be notified as soon as possible of illness or injury. Medical help will be summoned in case of an emergency.

IMMUNIZATIONS

Colorado law ([Board of Health rule 6 CCR 1009-2](#)) requires all students attending Colorado schools to be vaccinated against certain diseases, unless an exemption is filed. The minimum number and spacing of doses is set forth in the Advisory Committee on Immunization Practices (ACIP) [Child](#) and [Adolescent](#) Immunization Schedules. Meeting the initial vaccine requirements does not excuse a student from meeting additional requirements. In addition to the vaccines required for school entry, there are several vaccines recommended by the ACIP that provide protection against other diseases. These include Meningococcal, Hepatitis A, Rotavirus, Human papillomavirus and Influenza.

Below are the vaccines required for students attending Colorado schools.

More information is available here: [School Required Immunizations](#).

Vaccines required to enter school (K-12)

- Hepatitis B.
- Diphtheria, tetanus, pertussis (DTap).*
- Inactivated poliovirus (IPV).*
- Measles, mumps, rubella (MMR).*
- Varicella (chicken pox).*
- Tetanus, diphtheria, pertussis (Tdap).**

*Students 4 through 6 years of age are required to have their final doses of DTaP, IPV,MMR and Varicella prior to kindergarten entry.

**Students are required to have Tdap prior to entry into 6th grade. One dose of Tdap is required for 6th through 12th grades.

MEDICATIONS

All medications, whether prescription or over the counter, are to be brought to the health office by a parent or trusted adult. Medications need to be in the original container and be accompanied by a Medication Administration Form that is completed by both a parent and a physician. You may print a form from the District website under the “Parent” tab, then “Health,” or a form may be obtained from the health office. Medications that need to be on the student’s person, such as inhalers, require a written Health Care Plan, as well as a self-carry contract signed by the student, parent, and nurse. Unauthorized possession of medications will result in a referral to the office.

LIBRARY

Students are allowed to check out books from their school library. Students are responsible for replacing any lost or damaged books. Lost or damaged books carry a fee for replacement. Please help your child to return books promptly.

LOST AND FOUND

Each year we have many expensive lost & found items turned into the office. Parents are strongly urged to put their child(ren's) name on all items sent to school. At the end of the year, lost and found items will be donated.

SCHOOL SAFETY

Procedures for Safe, Confidential Reporting of Security and Safety Concerns

Adult Conduct: Weld Re-3J expects parents and guardians to model professionalism and respect, and refrain from disrupting teaching or school-support operations. Such behavior can create an unsafe, unproductive or threatening environment for our students and staff members.

Parents or families who violate this policy may be issued a warning about their behavior and/or barred from entering school grounds. Our goal is to help prevent conflicts by working together to maintain a positive and productive environment for our students and staff members. Read the Weld County School District Re-3J [Administrative Board Policy K-2 \(KFA\) Public Conduct on District Property](#) for more information.

Student Conduct: Student safety is a top priority and responsible conduct in every school is required to maintain a safe educational environment. Student safety policies and procedures apply when students are on school grounds, in district-approved vehicles, at designated school bus stops or at school-sponsored events.

Anonymous Reporting

Safe2Tell Colorado is a way to anonymously report anything that concerns or threatens you, your friends, your family, or your community.

Overview of the operations of Safe2Tell Colorado bystander tip-line:

- Students, parents, teachers, community members can call a toll-free anonymous tip-line: 1-877-542-SAFE - and give a trained professional call taker their concern in an anonymous online web report, or upload their concern anonymously through a mobile app.

The Safe2Tell Colorado mobile app for reporting threatening behaviors and safety concerns in Colorado is available for students, parents and community members on the [Apple App Store](#) for iPhones/iPads and [Google Play](#) for Android devices. The Safe2Tell Colorado mobile app is password protected, allows reporters to upload videos or photos, and features two-way dialogue functionality with the reporter and dispatcher for additional information.

- Calls, web and mobile app reports are answered 24 hours/day, 7 days/week, 365 days/year at the Colorado Information Analysis Center (CIAC) at



1-877-509-2422

- The caller is given a code number and password to preserve their anonymity.
- Caller ID, web tracking and other means of identifying the reporter are not used.
- Information is forwarded to a team of proper officials, whether it's the school, law enforcement, or both, who will respond to the concern or threat.
- All valid information received through Safe2Tell Colorado is forwarded for investigation, to law enforcement, schools, or both, as the severity of the situation dictates.
- Safe2Tell Colorado tracks the outcome of all forwarded tips through required disposition reporting.

Crisis Management

[The Board of Education policy K-7 \(KDE\)](#) acknowledges the necessity of preparing a school response framework to adequately prepare school personnel, parents and the community to respond appropriately to a crisis. Crisis situations that could impact the school community may or may not occur on school property and include, but are not limited to, suicide, death, acts of violence, trauma, natural disaster and accident.

As an important component of school safety planning, the school district shall take the necessary steps to remain in compliance with the National Incident Management System (NIMS), as that system applies to school districts.

EMERGENCY DRILL

We have fire drills for the students' safety on a monthly basis. Periodically, we also have crisis and weather related drills at least once each semester. These drills are intended to familiarize students, teachers, and staff with evacuation procedures and routes ensuring greater safety should a real emergency occur. Student cooperation and participation in these drills is expected.

Standard Response Protocol (SRP)

SRP is an action protocol based not on individual scenarios but on the response to any given situation. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. SRP defines how we respond to **Hold, Secure, Lockdown, Evacuate, and Shelter** incidents in a standardized and consistent manner, given the uniqueness of each situation.

The SRP is not a replacement for any school safety plan or program. It is simply a classroom response enhancement for critical incidents, designed to provide consistent, clear, shared language and actions among all students, staff and first responders.

A critical ingredient in the safe school recipe is the uniform classroom response to an incident at school. Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff.

The Standard Response Protocol is based not on individual scenarios but on the response to any given scenario. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple: there are five specific actions that can be performed during an incident. When communicating these actions, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff,

teachers and first responders.

1. **Hold** is followed by “In your Room or Area. Clear the Halls” and is the protocol used when the hallways need to be kept clear of people.
2. **Secure** is followed by “Get Inside, Lock Outside Doors” and is the protocol used to safeguard students and staff within the building.
3. **Lockdown** is followed by “Locks, Lights, Out of Sight” and is the protocol used to secure individual rooms and keep students quiet and in place.
4. **Evacuate** may be followed by a location, and is the protocol used to move students and staff from one location to a different location in or out of the building.
5. **Shelter** is always followed by the hazard and a safety strategy and is the protocol for group and self protection.

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

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

ADULTS

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



SECURE!

Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

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



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

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



EVACUATE! (A location may be specified)

STUDENTS

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

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

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

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

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STUDENT DEVICES (IN-PERSON)

ELEMENTARY CHROMEBOOKS AND IPADS

Students will still be able to use their device in the classroom until the last day of school, if needed. Pre-K and Kindergarten will have Ipads in the classroom next year. Chromebook carts will be issued to each classroom (1st - 4th grade) at the start of the next school year. Incoming 5th graders will be issued new Dell Chromebooks in the fall to meet the distribution plan.

STUDENT DEVICES (INNOVATIONS)

ELEMENTARY CHROMEBOOKS AND IPADS

All elementary Innovations students need to return their district issued devices and chargers by the last day of school, (or sooner if the device is no longer needed). The devices can be returned to the front office of their home school or they can make an appointment with the tech department to return the device, if needed at <https://online.re3j.com/support/>. Any elementary students continuing with Innovations next year that need a device will be able to schedule a time to pick up the device prior to the start of the school year.

**Please note: All Chromebooks have a 4-year life cycle before they are replaced. Students issued a device will hold onto that device for 4 years and are expected to take care of the Chromebooks according to the Student Acceptable Use Policy (<https://drive.google.com/file/d/1rMmMLGhH6xGwSA6iM-eezkDYHSMW9EU9/view>). The life-cycle plan for individual issue starts in 5th grade – with a device refresh (meaning issued a new device) in 9th grade. At the end of high school, students will be given the opportunity to purchase the device.*

DEVICE ISSUES

STUDENTS

Students experiencing issues with their Chromebook/iPad over the summer may reach out to the Technology Department by going to online.re3j.com/support and filling out the contact form – the Tech Department will schedule a time to meet if we are not able to resolve the issue remotely.

Student Responsible Use Guidelines For Technology, Access and Digital Communication

The Weld County School District Re-3J offers students access to computers and the Internet to support the District vision and mission. In order to provide open access to the resources, tools and equipment we believe are essential to teaching and learning, it is important that users understand their responsibilities and conduct themselves as responsible learners at all times. Listed below are guidelines that outline responsible use.

I will:

- Keep private information private. (My password and identity are mine and not to be shared.)
- Treat others with respect, both online and offline.
- Report anyone who tries to use the computer to hurt or harass me or others to a teacher or another staff member.
- Strive to be a responsible digital citizen.
- Encourage others to be good digital citizens.
- Have appropriate conversations in all my interactions with others.
- Tell adults when someone makes me uncomfortable.
- Use computers, the District network, and District accounts for school-related purposes.
- Credit my sources when I am using other people's information, images or other material.
- Respect the work of other students and not try to copy, damage, or delete their work.
- Follow District policies, rules, and regulations.
- Ask for permission before connecting my own devices to the District network.
- Take care of District computer equipment.

I will not:

- Read another student's private communications without permission.
- Use improper language or pictures.
- Use communication tools to spread lies, rumors, or other harmful content about others.
- Access or attempt to access anyone else's account(s).
- Pretend to be someone else online.
- Give out my full name, password, address or any other personal information.
- Give out the full names and addresses of others.
- Electronically communicate with anyone who asks me not to.
- Look for, read, view, or copy inappropriate pictures or information.
- Load my own software or apps onto the District network to use at school, unless I have received permission.
- Try to get access to or make the computer or network do things not approved by my school and the District.

I understand:

- That sometimes my computer work may be lost, and I should be careful to backup important work.
- That some things I read on the Internet may not be true.
- That the computers and network belong to the District and that using them is a privilege, not a right.
- That the computers, network and printers may not work everyday.
- That it is my responsibility to make sure that the devices I use on the District network are approved.
- That the things that I do using a school computer or network are not private and that my teachers and District staff may review my work and activities at any time.
- That it is my responsibility to read and abide by the terms and conditions of District Policies [J-18 \(JIC\)](#) and [J-63 \(JS\)](#), guidelines, exhibits, and handbooks, including all subsequent revisions.

Optional Insurance and Repair for Student Chromebooks/Ipads for the 2022-2023 School Year

What is it?

The Optional Insurance and Repair program is designed to help offset the costs for families of a lost or damaged iPad or Chromebook. School Board policy J-63 clarifies that student use of the Internet, electronic communications and district technology devices is a privilege, not a right. Failure to follow the use procedures contained in the policy shall result in the loss of the privilege to use these tools and restitution for costs associated with damages. The costs for a damaged or replacement iPad or Chromebook can be expensive. Optional insurance is our way of helping offset unforeseen expenses for families. This program is optional, but can provide significant savings in the event of accidental damage or loss.

How much does it cost?

The insurance program is an optional, annual, non-refundable \$30/year payment per participant. This fee may be reduced or waived for students eligible for a free or reduced price lunch under the federal poverty income guidelines and homeless students as defined by McKinney-Vento. It is not proratable for partial semesters. Students who newly enroll in the district during the second semester will have the option to participate in that school year's coverage at the rate of \$15. The amount of the premium may change from year to year based on data from the previous year's damage rates.

What does it cover?	What does it NOT cover?
<ul style="list-style-type: none">• A first incident of accidental damage at no charge.• A second incident of accidental damage<ul style="list-style-type: none">○ Keyboard case only \$25○ iPad (with or w/o case) \$50• A third incident of accidental damage<ul style="list-style-type: none">○ Keyboard case only \$50○ iPad (with or w/o case) \$100.	<ul style="list-style-type: none">• Loss of cables or chargers.• Replacement of damaged chargers.• Intentional damage.• Damage that occurs when the iPad is out of the district-issued case.• Loss as a result of willful negligence.• Any damage beyond the third incident.

<ul style="list-style-type: none"> ● Exchange of district-issued non-working lightning cable. ● One incident of loss at a cost of \$250. A police report may be required for loss claims. 	
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To opt in, full payment of the fee must be completed during the insurance opt-in window from September 1 to September 30 (or within the first 30 days of enrollment for students who arrive after September 30).

If you choose to not participate in this program, you will be responsible for the full cost of replacement or repair.

Estimated Repair or Replacement Costs:

- Replacement cost for District provided Chromebook AC Charger is \$35
- Replacement cost for District provided Chromebook is \$275 (variable)
- Replacement cost for District provided Chromebook motherboard is \$250
- Replacement cost for District provided Chromebook IOboard is \$20
- Replacement cost for District provided Chromebook keyboard is \$15
- Replacement cost for District provided Chromebook screen \$99
- Replacement cost for District provided Chromebook Battery \$100
- Replacement cost for District provided Chromebook touchpad \$80
- Replacement cost for District provided Chromebook Bezzle \$10

Signature Page

I acknowledge receipt of this student/parent handbook and have read, understand, and accept its contents and all expectations.

Parent/Guardian Signature (electronically collected)