

**ROOSEVELT**  
**ROUGHRIDERS**



**Student Handbook**  
**2024-2025**

# TABLE OF CONTENTS

<b>RHS Administration</b>	<b>3</b>
<b>A Message from the Principal</b>	<b>4</b>
<b>Bell Schedule</b>	<b>5</b>
<b>Multi-Tiered System of Support &amp; PBIS</b>	<b>6</b>
<b>Counseling and Registration</b>	<b>8</b>
<b>Scheduling and Concurrent Enrollment</b>	<b>10</b>
<b>Graduation Requirements</b>	<b>12</b>
<b>Academic Honors and Recognition</b>	<b>18</b>
<b>Student Absences and Excuses</b>	<b>19</b>
<b>Code of Conduct/Discipline Matrix</b>	<b>22</b>
<b>Suspension/Expulsion of Students</b>	<b>26</b>
<b>Student Interrogations, Searches, &amp; Arrests</b>	<b>28</b>
<b>Drug and Alcohol Policy</b>	<b>30</b>
<b>Aggressive Behavior Policies</b>	<b>32</b>
<b>Cell Phone/Electronic Devices and Student iPad Policy</b>	<b>34</b>
<b>General Student Information/Policies</b>	<b>36</b>
<b>School Resources Office Program</b>	<b>43</b>
<b>Notice of Non-Discrimination/Equal Opportunity</b>	<b>44</b>

# RHS Administration

## Roosevelt High School

Main Number: (970) 587- 6004

### RHS Administration

David Benson	Principal	(970)587-6008
Kyle Addington	Assistant Principal	(970)587-6097
Karisa Hocke	Assistant Principal	(970)587-6005
Chad Walker	Athletic Director	(970)587-6032
Jesse Sirio	Dean of Students	(970)587-6345
Estrella Gallegos	A-G Counselor	(970)587-6023
Cammie Cline	H-PE/Bilingual Counselor	(970)587-6021
Ashley Drake	PH-Z Counselor	(970)587-6130
James Campion	CTE/Online/College & Career	(970)587-6137
Bonnie Woodland	Counseling Secretary	(970)587-6001
Roselle Alcalan	Registrar	(970)528-0207
Hannah Ortega	Finance Secretary	(970)587-6033
Laura Eberle	Athletic Secretary	(970)587-6036
	Office Secretary	(970)587-6004
Brenda Hishinuma	Attendance Line	(970)587-6002
Isaac Garcia	School Resource Officer	(970)587-6044
Brooke Gibbs	Nurse	(970)587-6003
Jodie Kraus	Health Aide	(970)587-6003

This student handbook contains information to meet most student's needs. It is not all-inclusive, and students may wish to refer to the Weld RE-5J District Policy Book which can be referenced on the Weld RE-5J School District Website.

[www.rhs.weldre5j.org](http://www.rhs.weldre5j.org)

# A Message from the Principal

## Greetings Rough Riders!

We are excited to have you here at Roosevelt High School. Whether this is your first year here or last, our school will allow you to explore new opportunities, develop strong relationships with fellow students and staff, and prepare you for the future. As a comprehensive high school, we are proud of the strong and robust Career Technical Education curriculum and our wide range of AP, UNC, and Concurrent Enrollment programs. These opportunities are at your disposal as students here at RHS.

High school is a transitional time in your life, so we need to help guide and support you through these formidable years. We understand that high school can and will be challenging, but we feel that understanding expectations as a Roosevelt student will be the first step in your success.

Your student handbook will be a valuable resource of information and provide answers to questions now and in the future. It is the responsibility of all RHS students to know the content of their handbook. Your ability to be successful here at Roosevelt starts with having an understanding and full awareness of everything included, whether it is bell schedules, code of conduct, graduation requirements, counseling, scheduling, or systems of support. We know you are ready.

At Roosevelt, we support the mission and vision of our district by placing a strong emphasis on the whole person, with a strong focus on instructional excellence, collective efficacy, and family and community engagement. We are committed to ensuring every student reaches their full potential and is prepared for college or career when they graduate high school. To fulfill this promise, we will focus on Postsecondary Readiness, Instructional Technology, Activities and Programs, Talented staff, and building strong partnerships with our community.

We look forward to working with you throughout your high school years at Roosevelt. We encourage you to always work hard, enjoy the opportunities you have, and make being a Rough Rider a lifelong source of pride.

Go Roughriders and remember that your future begins with "R":



David Benson  
Principal  
Roosevelt High School



# Bell Schedule

# ROOSEVELT

## ROUGH RIDERS

### 2024 - 2025

Monday		
Black Day - Odd Periods		
93 min Blocks		
Block	Start	End
1st	7:30	9:03
3rd	9:08	10:41
Lunch	10:41	11:25
5th	11:29	1:02
7th	1:07	2:40

Tuesday		
White Day - Even Periods		
93 min Blocks		
Block	Start	End
2nd	7:30	9:03
4th	9:08	10:41
Lunch	10:41	11:25
6th	11:29	1:02
8th	1:07	2:40

Wednesday		
Black Day - Odd Periods		
84 min Blocks		
Block	Start	End
1st	7:30	8:54
Advisory	8:59	9:29
3rd	9:34	10:58
Lunch	10:58	11:41
5th	11:45	1:10
7th	1:15	2:40

Thursday		
White Day - Even Periods		
84 min Blocks		
Block	Start	End
2nd	7:30	8:54
Advisory	8:59	9:29
4th	9:34	10:58
Lunch	10:58	11:41
6th	11:45	1:10
8th	1:15	2:40

Friday		
Red Day - Periods 1-8		
44 min Periods		
Class Period	Start	End
1st	7:30	8:14
2nd	8:19	9:03
3rd	9:08	9:52
4th	9:57	10:41
5th	10:46	11:30
Lunch	11:30	12:10
6th	12:15	1:00
7th	1:05	1:50
8th	1:55	2:40

# Counseling and Registration

## Counseling

Guidance and counseling services are available for every student in the school. These services include assistance with educational planning (including high school course selection), interpretation of test scores, occupational information, career information, help with home, school, and social/emotional concerns plus general questions that students feel the need to discuss.

Students wishing to visit the counselor should contact the counseling office before or after school or during passing periods to arrange an appointment. Students will be sent a pass at the time of their appointment

## Registering a New Student

New students enrolling at RHS are required to present a birth certificate and proof of residency. New students must provide disciplinary records from their previous school, immunization records and a transfer or withdrawal slip from the previous school. Registration is handled through the counseling office and there may be a 72-hour “hold” period before the student is accepted.

If a student is enrolling two weeks after the start of a new semester, he/she may be subject to “audit only” status or it may be recommended that the student enroll at the beginning of the next semester. All registration materials can be found on the district’s website: [www.weldre5j.k12.co.us](http://www.weldre5j.k12.co.us)

## Withdrawing a Student

Any student withdrawing from the high school must report to the counseling secretary to pick up the necessary checkout form. Students who are minors and living at home must have a parent signature prior to withdrawal

At the time of withdrawal, the student will turn in all school property, such as school issued iPads, textbooks, library books, and athletic equipment. Following this procedure will facilitate the transfer of your records when requested. All fees/fines must be cleared up through the principal’s secretary before records will be forwarded to the new school location.

When a student withdraws from school he/she is classified as a non-student and is not entitled to any rights or privileges granted to students. The withdrawn student is not to be on campus without prior approval of the principal

## Psychological Services

A school psychologist is assigned to the school. The job of this person is to assess student problems and needs through a testing process, render recommendations for student placement in special programs, and to provide psychological referrals for students who need in-depth help to resolve problems or cope with situations with which they are having difficulty.





# Scheduling and Concurrent Enrollment

## Schedule Changes

Keeping the student's interest in mind, RHS will resolve any scheduling conflicts to the best of its ability. However, schedule change deadlines are one week after the beginning of the semester. In rare cases, such as hardship, the one week deadline may be overridden with the permission of the principal, counselor, and parents.

## Aims Concurrent Enrollment Classes On Campus

Students may request to take course work through Aims. Aims credits can apply toward high school graduation requirements and/or college credit degree programs. A three-hour college course will equal .5 credit at RHS. Students taking classes with Aims are responsible for the administration fee as well as books depending on the course (this is indicated within the description). RHS will cover the cost of tuition for students who enroll in a college course.

Students enrolling in concurrent enrollment classes offered on campus for both Aims and RHS credit should adhere to the following guidelines below:

- 1 All students must be enrolled in a minimum of 5 classes in order to take off-campus courses.
- 2 Students must complete an off-campus course request form and obtain the signature of the counselor and Principal prior to enrolling in the course
- 3 Off campus elective courses will be approved only if the class(es) are not offered on the RHS campus and must be approved by the principal prior to the starting date of the class.
- 4 On-line Credit Recovery classes will be the 1st option/priority for considering or approving classes to make-up credit

## Fifth Year Senior

Students that have not completed all requirements necessary for graduation by senior checkout day will not be allowed to participate in commencement exercises and will be considered a fifth year senior. Fifth year seniors are required to meet with the principal and counselor to develop a personalized graduation plan to determine their graduation status for the following school year. The student will attend only those classes needed to complete graduation requirements and they will not be allowed to participate in any extracurricular activities, unless a waiver is obtained.

## Scholarships

Throughout the year, information on available scholarships is collected and periodically published by the counseling office. Students should use counselors, teachers, and other staff as resources for such information. Students should inform the counseling office as soon as they have been awarded a grant or scholarship so they may be recognized at Honors Night.



# Graduation Requirements

In pursuit of its mission to ensure that all students reach their learning potential and are prepared for postsecondary and career opportunities, the Board of Education has established the following graduation requirements for students entering the ninth grade in the 2017-18 school year and each ninth grade class thereafter.

## College and Career Readiness

The Colorado State Board of Education has adopted state graduation guidelines that identify college and career readiness measures in English and Math. The Board has selected its own measures from these state graduation guidelines.

## Roosevelt High School Graduation Requirements for College and Career Readiness

To become a Roosevelt High School graduate, students must complete three steps: 1) Earn 24.5 academic credits, 2) fulfill the required amount of community service hours, 3) demonstrating college and career readiness in English and Math on one or more of the Colorado Department of Education's menu of options or complete the requirements and goals listed on a student's Individualized Education Program (IEP), which may include modified academic standards.



# Graduation Requirements Cont.

## Class of 2023 Graduation Requirements and beyond:

### Step 1: Earn 24.5 Graduation Credits

English *English 12 required, includes capstone	4.0
Math	3.0
Science	3.0
Social Studies *Government Required	3.5
Physical Education/Health	1.0
Humanities *Includes World Languages, Art, and Music	1.0
Career and Technical Education (CTE)	1.0
Electives	8.0
TOTAL CREDITS: 24.5	

### Step 2: Community Service

Perform 8 hours of community service per school year while enrolled at Roo-sevelt. During their four years at the school, students will complete a total of 32 hours.

### Step 3: Demonstrate Competence in English and Math

Students must demonstrate college and career readiness in both English and Math by meeting or exceeding the required level of readiness in one area of the [Menu of Options required by the Colorado Department of Education](#)

# Graduation Requirements Cont.

## CDE Menu of College & Career-Ready Demonstrations

ACCUPLACER		
Classic	<b>ENGLISH</b> 62 on Reading Comprehension or 70 on Sentence Skills	<b>MATH</b> 61 Elementary Algebra
Next Generation	<b>ENGLISH</b> 241 on Reading or 236 on Writing	<b>MATH</b> 255 on Arithmetic or 230 on Quantitative Reasoning, Algebra, and Statistics

A computerized test that assesses reading, writing, math and computer skills. The results of the assessment, in conjunction with a student's academic background, goals and interests, are used by academic advisors and counselors to place students in college courses that match their skill levels. Students may complete this in 10th-12th grades.

ACT	
<b>ENGLISH</b> 18	<b>MATH</b> 19

ACT is a national college admissions exam. It measures four subjects – English, reading, math and science. The highest possible score for each subject is 36.  
\*Students may take the ACT in 11th or 12th grade.

ACT WorkKeys - National Career Readiness Certificate	
<b>ENGLISH</b> Bronze or Higher	<b>MATH</b> Bronze or Higher

ACT WorkKeys is an assessment that tests students' job skills in applied reading, writing, mathematics and 21st century skills. Scores are based on job profiles that help employers select, hire, train, develop and retain a high-performance workforce.

Advanced Placement (AP)	
<b>ENGLISH</b> 2	<b>MATH</b> 2

AP exams test students' ability to perform at a college level. Scores range from 1 to 5 (highest).  
\*Students may complete this in 11th or 12th grade.

ASVAB	
<b>ENGLISH</b> 31 on the AFQT	<b>MATH</b> 31 on the AFQT

The Armed Services Vocational Aptitude Battery (ASVAB) is a comprehensive test that helps determine students' eligibility and suitability for careers in the military. Students who score at least 31 are eligible for service (along with other standards that include physical condition and personal conduct). Students who take the ASVAB are not required to enlist in the military.  
\*Students may complete this in 10th, 11th or 12th grade.

Concurrent Enrollment	
<b>ENGLISH</b> Passing grade per district and higher education policy (C)	<b>MATH</b> Passing grade per district and higher education policy (C)
Approved English Courses: ENG 122 and 123 Approved Math Courses: Math 124, 131, 132 *Students may complete these in 11th and 12th grade.	

District Capstone
All students will complete English 12 which includes the District Capstone.

Industry Certificate	
<b>ENGLISH</b> Individualized	<b>MATH</b> Individualized

Industry certificates are credentials recognized by business and industry. They are district determined, measure a student's competency in an occupation and they validate a knowledge base and skills that show mastery in a particular industry.

International Baccalaureate (IB)	
<b>ENGLISH</b> 4	<b>MATH</b> 4

IB exams assess students enrolled in the official IB Diploma Programme. Courses are offered only at authorized IB World Schools. Scores range from 1 to 7 (highest).

SAT	
<b>ENGLISH</b> 470	<b>MATH</b> 500

The SAT is a college entrance exam that is accepted or required at nearly all four-year colleges and universities in the U.S. The highest possible score for each section is 800. RHS will administer the SAT for all 11th graders. Students can also complete the SAT as a 12th grader.

Collaboratively developed, standards-based performance assessment	
<b>ENGLISH</b> State-wide scoring criteria	<b>MATH</b> State-wide scoring criteria

An authentic application of Essential Skills for Postsecondary and Workforce Readiness, through the creation of a complex product or presentation. (In development)

# Graduation Requirements Cont.

## Special Education Students:

Special education students will be provided multiple pathways to demonstrate competency and earn a diploma through the use and attainment of one or more of the following:

As appropriate, use the same competency measures and demonstrations that provide meaningful and rigorous options for non-special education students. Individualized, standards-based Transition Individualized Education Plans (IEPs) that move the students toward identified postsecondary goals and competencies. Industry standards, military standards, college entrance requirements and/or Colorado Academic Standards as described in students' Transition IEPs. Extended Evidence Outcomes (EEOs), when appropriate. Apply, as appropriate, workforce readiness competencies and industry standards to provide opportunities and experiences for special education students that lead to successful post-school outcomes. Allow for flexibility with transfer of special education students to demonstrate competency toward diploma attainment.

## Higher Education Admission Requirements (HEAR)

Students planning to attend a four-year college or university in Colorado must complete the following and meet the Admission Eligibility Index.

English	4 years
Mathematics (must include Algebra I, Geometry, and Algebra II)	4 years
Natural/Physical Sciences (Must have 2 lab-based units)	3 years
Social Sciences (At least one unit of U.S. or World History)	3 years
World Language	1 years
Academic Electives	2 years

## Grade Point Average (GPA)

Each student carries a cumulative Grade Point Average (GPA) that is often a measure used in scholarships and college entrance requirements. GPA is calculated based on the final grade for each class.

Grading Scale	Final Grade	Regular Classes	Weighted Classes
90 - 100%	A	4.0	5.0
80-89	B	3.0	4.0
70-79	C	2.0	3.0
60-69	D	1.0	2.0
0-59	F	0.0	0.0

\*All concurrent enrollment classes and classes designated as Advanced Placement (AP) will receive a weighted grade

*Pass/Fail Classes* - Classes that are graded on a pass/fail class are not included in a student's overall GPA. These classes include: Teacher/Office Aides and Study Hall.



# Graduation Requirements Cont.

## Grade Level Course Requirements

<b>NINTH GRADE</b> English 9..... 1 Credit Mathematics..... 1 Credit Physical and Earth Science /Biology ..... 1 Credit World Geography..... 1 Credit Physical Education/Health 1Credit	<b>TENTH GRADE</b> English 10 ..... 1 Credit Mathematics ..... 1 Credit Science Elective..... 1 Credit World History..... 1 Credit
<b>ELEVENTH GRADE</b> English 11..... 1 Credit US History..... 1 Credit Mathematics ..... 1 Credit Science Elective ..... 1 Credit	<b>TWELFTH GRADE</b> English 12 .....5 Credit American Government .....5 Credit

## Grade-Level Status

A student's academic and grade level status will be determined by the amount of credits a student has earned; not on the number of years the student has attended RHS. The following outlines the number of credits a student must earn to be considered at the status of sophomore, junior, and senior. A student will remain at the status they are until they have earned enough credits to advance to the next level (ie: if a student has only earned 5 credits but they are entering their second year at RHS, they will remain at freshman status until they have earned enough credits to advance to the sophomore level). A student will be expected to attend appropriate grade level class meetings, etc. according to their academic/grade level status.

- 0 to 6 5 credits = Freshman status
- 7 to 13 5 credits = Sophomore status
- 14 to 20 5 credits = Junior status
- 21 to 28 credits = Senior status \*Graduation from RHS requires a minimum of 24.5 credits.

## Academic Scheduling Policy

All Freshmen will be required to enroll in a full 8 period class schedule. No "Off Block" will be allowed for these students. Sophomore and Junior students will be required to enroll in a 7 period class schedule. "Off Blocks" will be issued to Sophomore, Junior and Senior status students. Seniors must be enrolled in a minimum of 6 courses per semester

## Semester Final Exam Policy

It is the academic policy for all students enrolled in grades 9-12 to complete semester final exams at the conclusion of each semester while enrolled at RHS. Seniors in good standing of graduation may opt out of the spring final exams. Senior students may choose to complete spring semester finals in order to improve their semester grade, but it will not be calculated to decrease a student's semester grade.





# Academic Honors and Recognition

## Honor Roll Program

Students are selected for one of three honor rolls, as determined by semester GPA. Students who are eligible are celebrated and recognized annually during an Honors Awards Night held at the RHS auditorium

- Valedictorian: Highest overall GPA by the end of 3rd quarter senior year
- Salutatorian: Second highest overall GPA by the end of 3rd quarter senior year
- Principal's List: 4.0 or higher
- High Honor Roll: 3.6 - 3.99
- Honor Roll: 3.2 - 3.599

## Academic Lettering Eligibility

- GPA 3.6 or higher for two semesters at RHS in the same calendar year or has a cumulative GPA of 3.6 or higher
- No out of school suspensions
- Enrolled in 4 core classes every qualifying semester
- Current full-time student (enrolled in 5 or more classes)

## Recognition and Process

- Letters are awarded during the spring semester
- A student can earn up to four academic letters

## National Honor Society

National Honor Society is an organization that recognizes and encourages outstanding achievement in scholarship, leadership, service and character. Candidates are selected by a faculty committee, based on their demonstration in all four characteristics. Students who are in the 10th - 11th year and have at least a 3.6 GPA may complete the candidate form to be considered for membership



# Student Absences and Excuses

Attendance Line: (970) 587-6002

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.

## Excused absences

The following excuses 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. Documentation, such as a note from a doctor, will be requested after a student has accrued ten (10) excused absences
- 2 A student who is absent for an extended period due to a physical disability or a mental or behavioral health disorder
- 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

## Excusing an absence

Please call the school attendance office (970) 587-6002 before 7:30 a.m. on any day your child is going to be absent or late. Your call will ease our concern and eliminate the need to call you. After 10 excused absences, you will receive a letter from the office. At this time, you will be asked to provide documentation, such as a note from a doctor, each time your child needs to miss school.

## Prearranged Extended Absences

Parents/guardians are responsible for notifying the school before a class is missed. Prearranged absences forms must be submitted to the front office or can be completed by telephone (970)587-6002. Prearranged absences will excuse the student from school only for that day(s) that are indicated in the prearranged absences form. Parents will only be allowed to excuse their child(ren) for no more than ten (10) days (40 class periods).

RHS recommends parents and students to consider the impact of an extended absence before deciding to participate in an activity. However, when an absence is necessary, the student must:

- 6 Obtain a Prearranged Absence Form from the office. The form must be signed by the parent/guardian
- 7 Present the form to each teacher for signature and assignments
- 8 Obtain an administrator's signature for approval.
- 9 Return the form to the attendance office before leaving.
- 10 Classroom assignments listed on the prearranged absence form will be expected to be completed upon a student's return to school, unless prior arrangements have been made with the classroom teacher

***FAILURE TO FOLLOW THIS PROCEDURE WILL RESULT IN THE ABSENCE MARKED AS "UNEXCUSED".***

(Many classroom experiences, such as films, special presentations, lab experiences, etc. cannot be repeated, and the teacher is under no obligation to duplicate those experiences for the student who is absent with a prearranged absence.)

# Student Absences and Excuses Cont

## Tardiness

Students who have a note from an administrator, office secretary, counselor, or teacher will not be marked tardy. Individual teachers may enforce appropriate classroom expectations or consequences regarding tardiness. Excessive tardiness may lead to disciplinary action.

## Unexcused absences

All reasons not listed in the “Excused absences” section are considered an unexcused absence. Any unexcused absence is subject to disciplinary action including in school suspension.

## Truancy

A “habitually truant” student is defined as a student of compulsory attendance age (6-16) who has 4 total days (16 class periods) of unexcused absences from school in any one month or 10 total days (40 class periods) 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 “habitually truant.” Students who become habitually truant will be subject to attend weekend truancy workshops with parents, municipal citations and fines, and referral to the Weld County Truancy Court.”

# Student Absences and Excuses Cont

## Off Block Regulations

Sophomore, Junior and Senior students who are on track to graduate will be given an off block during the school day. Students on an off block must be in a designated area if they remain on campus. Students are not allowed in the academic wings during their off blocks.

## Make-up work

Make-up work shall 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 shall be one day allowed for make-up work for each day of excused absence.

Make-up work shall 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. If a student was aware of an upcoming assessment, the student will take it upon their return

Unless otherwise permitted by the building administrator, make-up work shall not be provided during a student's expulsion. Rather, the district shall offer alternative education services to the expelled student in accordance with state law. The district shall determine the amount of credit the expelled student will receive for work completed during any alternative education program.

## Request For Make-Up Work

Students and parents may request make-up homework by contacting their teacher(s). Teachers will do their best to provide make-up work in a timely manner. Printed materials (if needed) will be made available for pick up in the front office the following day.



# Code of Conduct



## Code of Conduct

RHS is committed to empowering students to achieve maximum development of individual knowledge, skills and competence and that students learn behavior patterns which will enable them to be responsible, contributing members of society.

## Discipline Matrix

The RHS administrative team may suspend or recommend expulsion of a student who engages in one or more of the following activities listed in the Discipline Matrix:

<b>Key</b>	
<b>In School Suspension</b>	<b>ISS</b>
<b>Multi-tiered Systems of Support</b>	<b>MTSS</b>
<b>Out of School Suspension</b>	<b>OSS</b>
<b>Restorative Justice Practices</b>	<b>RJP</b>

Behaviors that may require law enforcement involvement are indicated with an asterisk (\*)

*This list of infractions is not all inclusive and students will still be held accountable for any other infraction not listed in the Discipline Matrix.*

For more information regarding discipline please see BOE Policies regarding Code of Conduct, Disciplinary Removal from Classroom, Suspension, and Expulsion.



# Discipline Matrix



(Link to [updated CDE documentation and definitions](#))

Violation	Level 1	Level 2	Level 3	Level 4
<b>01: Drug Violation:</b> Use, possession, or sale of a drug or controlled substance other than marijuana on school grounds, in school vehicles, or at school activities or sanctioned events.			•	•
<b>02: Alcohol Violation:</b> Use, possession or sale of alcohol on school grounds, in school vehicles, or at school activities or sanctioned events.	•	•	•	•
<b>03: Tobacco Violation:</b> Use or possession of tobacco products on school grounds, in school vehicles, or at school activities or sanctioned events.	•	•	•	
<b>04: 1st, 2nd Degree or Vehicular Assault:</b> Commission of an act on school grounds that if committed by an adult, would be considered First Degree Assault, as described in Section 18-3-202, C.R.S., Second Degree Assault, as described in section 18-3-203, C.R.S., or Vehicular Assault, as described in Section 18-3-205, C.R.S.			•	•
<b>05: Dangerous Weapons:</b> Carrying, bringing, using, or possessing a dangerous weapon on school grounds, in school vehicles, or at school activities or sanctioned events without the authorization of the school or the school district. A firearm, whether loaded or unloaded, any pellet or BB gun or other device, whether operational or not designed to propel projectiles by spring action or compressed air; a fixed blade knife with a blade that measures longer than three inches in length or a spring-loaded knife or a pocket knife with a blade longer than three and one-half inches; or any object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury.				•
<b>06: Robbery:</b> Commission of an act on school grounds that, if committed by an adult, would be considered robbery.			•	•
<b>07: Other Felony:</b> Commission of an act on school grounds that, if committed by an adult, would be considered a felony.			•	•
<b>08: Disobedience/Defiant or Repeated Interference:</b> Being willfully disobedient or openly and persistently defiant or repeatedly interfering with the school's ability to provide educational opportunities to and a safe environment for other students.	•	•	•	•





## Discipline Matrix

<b>09: Detrimental Behavior:</b> Behavior on school grounds, in a school vehicle, or at a school activity or sanctioned event that is detrimental to the welfare or safety of other students or school personnel, including but not limited to behavior that creates a threat of physical harm to the student or to other students.	•	•	•	•
<b>10: Destruction of School Property:</b> Willful destruction or defacement of school property.	•	•	•	•
<b>11: Bullying:</b> “Bullying” means any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student.	•	•	•	•
<b>12: Other Violation of Code of Conduct:</b> Other violations of the Local Board of Education’s code of conduct that resulted in suspensions, expulsions or resulting referrals to law enforcement, not already reported in other categories. These violations may or may not be documented in a student’s record (22-32-109(1) (2) (B)).			•	•
<b>13: 3rd Degree Assault/Disorderly Conduct:</b> Commission of an act on school grounds that, if committed by an adult would be considered third degree assault, as described below in section 18-3-204, C.R.S., or Disorderly Conduct, as described below in section 18-9-106 (1) (d), C.R.S. referring to fights.		•	•	
<b>14: Marijuana Violation:</b> The unlawful use, possession, or sale of marijuana on school grounds, in a school vehicle, or at a school activity or sanctioned event.	•	•	•	•
<b>15: Sexual Violence/Battery (other than Rape):</b> Acts of sexual violence on school grounds, in a school vehicle, or at a school activity or sanctioned event. Sexual Violence means a physical sexual act perpetrated against a person’s will or where a person is incapable of giving consent. Incidents of sexual violence/battery (other than rape) - An incident that includes threatened rape, fondling, indecent liberties, child molestation, or sodomy. Non-binary, male, and female can be victims of sexual battery. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).				•
<b>16: Rape or Attempted Rape:</b> Incidents of rape or attempted rape on school grounds, in a school vehicle, or at a school activity or sanctioned event. Rape refers to forced sexual intercourse (vaginal, anal, or oral penetration). This includes penetration from a foreign object. Non-binary, male, and female students can be victims of rape. Rape is not defined as a physical attack or fight.				•



## Discipline Matrix

<b>17: Threats of Physical Attack:</b> Includes displaying, brandishing, or discharging a weapon, but with no actual physical contact of any person. A threat is made in person. Threats made over the telephone or threatening letters are excluded.	•	•	•	•
<b>18: Allegations of harassment or bullying on the basis of sex:</b> An allegation is a claim or assertion that someone has done something wrong or illegal, typically made without proof. Harassment or bullying on the basis of sex includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student's actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. Non-binary, male, and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex. Bullying on the basis of sex constitutes sexual harassment.	•	•	•	•
<b>19: Allegations of harassment or bullying on the basis of race, color or national origin:</b> An <u>allegation</u> is a claim or assertion that someone has done something wrong or illegal, typically made without proof. <u>Harassment or bullying on the basis of race, color, or national origin</u> refers to intimidation or abusive behavior toward a student based on actual or perceived race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. Bullying on the basis of race, color, or national origin constitutes racial harassment.	•	•	•	•
<b>20: Allegations of harassment or bullying on the basis of disability:</b> An <u>allegation</u> is a claim or assertion that someone has done something wrong or illegal, typically made without proof. <u>Harassment or bullying on the basis of disability</u> refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. on the basis of disability constitutes disability harassment.	•	•	•	•
<b>21: Allegations of harassment or bullying on the basis of sexual orientation:</b> An <u>allegation</u> is a claim or assertion that someone has done something wrong or illegal, typically made without proof. <u>Harassment or bullying on the basis of sexual orientation</u> refers to intimidation or abusive behavior toward a student based on actual or perceived sexual orientation. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. Bullying on the basis of sexual orientation constitutes sexual orientation harassment.	•			



## Discipline Matrix

<p><b>22: Allegations of harassment or bullying on the basis of religion:</b> An <u>allegation</u> is a claim or assertion that someone has done something wrong or illegal, typically made without proof. <u>Harassment or bullying on the basis of religion</u> refers to intimidation or abusive behavior toward a student based on actual or perceived religion. Harassing conduct may take many forms, including verbal acts and name-calling, as well as nonverbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. Bullying on the basis of religion constitutes religious harassment.</p>	•			
<p><b>23R: Academic Dishonesty:</b> Includes any type of cheating that occurs in relation to a school assignment or requirement, including but not limited to plagiarism.</p>	•	•	•	
<p><b>24R: Cell Phone Violation:</b> Violation of the District or School's cell phone or personal device policy as outlined in Board Policy and/or student rights and responsibility handbook, such as during instruction.</p>	•	•		
<p><b>25R: Disruptive Behavior:</b> Disruption to the Educational Process</p>	•	•	•	•
<p><b>26R: False Reporting:</b> Giving False Information - Lying or knowingly giving false information verbally or in writing to a staff member. Making a knowingly false accusation of criminal activity against a District employee to law enforcement or to the District or making a knowingly false accusation against a student to the District or law enforcement.</p>	•	•	•	•



## Discipline Matrix

<b>27R: Fighting:</b> Physical confrontation, involving two or more participants, which does not rise to the level of felony assault and might not result in a ticket.	•	•		
<b>28R: Improper Use of Technology:</b> Violation of District and/or school technology Internet use policy.	•	•	•	•
<b>29R: Inappropriate Contact:</b> Includes physical contact that is not physical abuse or sexual harassment but is offensive to others and disruptive to the school environment.	•	•	•	
<b>30R: Inappropriate/Dangerous Items:</b> Includes students possessing things that have the potential to disrupt or create a danger to the learning environment, including drug paraphernalia, lighters, or other items that may be threatening but are not within the definition of weapon. In addition to the consequences below, inappropriate items may be confiscated by school officials and returned to the student's parent/guardian, rather than the student. Any item in question may be handed over to the School Administrator or School Safety Advocate.		•	•	
<b>31: Reported as Harassed or Bullied on the basis of Sex:</b> Includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student's actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. Non-binary, male, and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex. Bullying on the basis of sex constitutes sexual harassment.	•	•		



## Discipline Matrix

<p><b>32: Reported as Harassed or Bullied on the basis of Race or Color or National Origin:</b> Refers to intimidation or abusive behavior toward a student based on actual or perceived race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. Bullying on the basis of race, color, or national origin constitutes racial harassment.</p>	•	•		
<p><b>33: Reported as Harassed or Bullied on the basis of Disability:</b> Refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. Bullying on the basis of disability constitutes disability harassment.</p>	•	•		
<p><b>34R: Intimidation/Harassment/Hazing:</b> A person commits intimidation or harassment by engaging in any of the following behaviors: physical contact that results in bodily harm (assault); or physical contact, including but not limited to striking, shoving, or kicking, in a manner that constitutes a real or perceived threat of physical or emotional harm; physical contact, including but not limited to striking, shoving, or kicking, in a manner that constitutes a real or perceived threat of physical or emotional harm; directs obscene comments or gestures at another person; or insults, taunts or challenges another person; or follows a person in a manner which causes fear, concern or alarm; or threatens another person with physical harm. A person engages in “hazing” activities by participating in 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, including, but not limited to, for purposes of initiation into any student group.</p>	•	•	•	
<p><b>35R: Noncompliance or Insubordinate Behavior:</b> Willfully disobedient, insubordinate, or defiant-refusal to follow lawful directive that impacts a student on an individual level and not the learning environment.</p>	•	•	•	
<p><b>36R: Offensive Language/Gesture:</b> Disrespectful actions or language, including written or verbal. It includes language directed at others that does not rise to the level of bullying/harassment.</p>	•	•	•	
<p><b>37R: Peer Conflict:</b> Conflict between two students that escalates and interferes with the educational process.</p>	•	•	•	



## Discipline Matrix

<b>38R: Theft:</b> Act of taking of a person's, or school, property without permission.	•	•	•	
<b>39R: Threatening Behavior:</b> An expression of intention to inflict harm, injury, or damage that does not fit the definition of Threats of Physical Attack.	•	•	•	•
<b>40R: Trespassing:</b> Willfully attending a prohibited school location or school activity without permission.		•	•	
<b>41: Disciplined for Bullying or Harassment on the basis of Sex:</b> Includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student's actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. Non-binary, male, and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex. Bullying on the basis of sex constitutes sexual harassment.		•	•	•
<b>42: Disciplined for Bullying or Harassment on the basis of Race or Color or National Origin:</b> Refers to intimidation or abusive behavior toward a student based on actual or perceived race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of race, color, or national origin constitutes racial harassment.		•	•	•
<b>43: Disciplined for Bullying or Harassment on the basis of Disability:</b> Refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of disability constitutes disability harassment.		•	•	•





## Discipline Matrix

<b>44R: Truancy/Tardy Behavior:</b> Students chronically late to class or habitually truant as defined by the state of Colorado Department of Education.	•	•		
<b>45R: Vandalism (Damaging Private Property of Others):</b> The willful destruction or defacement of school, student or community member's property.	•	•	•	•
<b>46R: Violation of Criminal Law:</b> A violation of criminal law that is not captured by other behavior codes and definitions.			•	•
<b>47R: Violation of Dress Code:</b> Violation of District dress code.	•	•		
<b>48R: Violation of Student Expression Policy:</b> Students shall not engage in expression, including by telephone, letter, or through technology or electronic communication, that is: obscene, libelous, slanderous, defamatory, or otherwise unlawful under state law; false as to any person who is not a public figure or involved in a matter of public concern; creates a clear and present danger of the commission of unlawful acts, the violation of lawful school regulations, or the material and substantial disruption of the orderly operation of the school; violates the rights of privacy of others; threatens violence to property or persons; attacks any person because of race, color, sex, age, religion, national background, or disability; tends to create hostility or otherwise disrupt the orderly operation of the educational process; or advocates illegal acts of any kind, which create a sense of threat to the orderly operation of the educational environment.	•	•	•	



## Discipline Matrix

### LEVEL 1

Level 1 misconduct will be addressed by the **certified staff member supervising the student** when the misconduct occurs. The staff member's response should teach the correct, alternative behavior so that the student can learn from the mistake and demonstrate safe and respectful behaviors in the future. Staff members are expected to use a variety of teaching and management strategies some of which may include:

Level 1 Teaching Strategies	Level 1 Management Strategies
<ul style="list-style-type: none"><li>● Reminders and redirection</li><li>● Verbal correction</li><li>● Role play</li><li>● Written reflection/apology</li><li>● Daily progress sheet on behavior</li><li>● In class time-out</li><li>● Restorative Practices</li><li>● Contract between teacher student and parents</li><li>● Interventions that are part of the school's PBIS program</li></ul>	<ul style="list-style-type: none"><li>● Seat change</li><li>● Teacher/student conference</li><li>● Removal from class to another supervised classroom (short-term)</li><li>● Change in schedule</li><li>● Loss of privileges</li><li>● Detention</li><li>● Parent/guardian notification</li><li>● Parent/guardian conference</li><li>● In-school community service</li><li>● Restorative Practices</li></ul>



## Discipline Matrix



### LEVEL 2

Level 2 misconduct will result in interventions or disciplinary responses that involve the **school administration**. These actions aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.

Level 2 Teaching Strategies	Level 2 Management Strategies
<ul style="list-style-type: none"><li>● Behavioral point sheet</li><li>● Exploration of a Functional Behavioral Analysis</li><li>● Small student group</li><li>● MTSS Referral</li><li>● Referral to Counselor/MHA/Social Emotional Supports</li><li>● Consult with Student Support Services</li><li>● Education with a School Administrator or School Safety Advocate</li><li>● Restorative Practices</li></ul>	<ul style="list-style-type: none"><li>● Referral to administration</li><li>● Admin conference with student</li><li>● In School Suspension (not to exceed two days)</li><li>● Removal from class to another supervised area (short-term)</li><li>● Change in schedule</li><li>● School level Alternative to Suspension</li><li>● Daily check-in with an administrator/counselor</li><li>● Administrator initiated parent escort</li><li>● District/school level safety assessments (threat screener, or threat assessment, student support/safety plan, behavior plan)</li><li>● Restorative Justice/Practices</li><li>● Other management strategies identified by school administrator</li></ul>



## Discipline Matrix

### LEVEL 3

Level 3 misconduct will result in interventions or disciplinary responses that involve the school administration. These actions aim to correct behavior by stressing the seriousness of the behavior and may result in removal (half-day up to five days) from the school environment as well as education opportunities around the behavior. Alternative to Suspension may be appropriate for Level 3 misconduct. Generally, one or two days of suspension are taken off when students take advantage of an alternative. Level 3 infractions can potentially be placed on a Discipline Plan if their behavior rises to a level of being dismissed from school more than three days.

<b>Level 3 Teaching Strategies</b>	<b>Level 3 Management Strategies</b>
<ul style="list-style-type: none"><li>• Remedial Discipline Plan started/implemented</li></ul>	<ul style="list-style-type: none"><li>• Out of School Suspension (OSS) - one to five days</li><li>• Removal from extracurricular activities</li><li>• District/school level safety assessments (threat screener, or threat assessment, student support/safety plan, behavior plan)</li><li>• Potential referral to law enforcement</li><li>• Habitually Disruptive resolution (must include a Remedial Discipline Plan)</li><li>• Administrative Placement</li></ul>



## Discipline Matrix

### LEVEL 4

Level 4 misconduct will result in interventions or disciplinary responses that involve the school administration and district personnel. These actions aim to correct behavior by stressing the seriousness of the behavior and may result in removal (half-day up to 365 days) from the school environment, education opportunities around the behavior and/or district level behavior interventions. Expulsions can range from one day to 365 days.

#### Level 4 Teaching Strategies

- Consultation with Student Support Services
- District level Options Meeting
- Referral to other outside agencies
- Alternative educational options

#### Level 4 Management Strategies

- Out of school suspension beyond 5 days
- Removal from extracurricular activities
- District/school level safety assessments (threat screener, threat assessment, student support/safety plan, behavior plan)
- Referral to/consultation with law enforcement and county agencies
- Request for Administrative Placement
- Referral for expulsion/Deferred expulsion (DEX)
- Expulsion  
(Note: Schools must seek approval from Student Support Services to suspend additional days if behavior meets the requirements in the suspension policy)

# Suspension/Expulsion of Students

The Board of Education shall provide due process of law to students, parents and school personnel through written procedures consistent with law for the suspension or expulsion of students and the denial of admission

- *Out of School Suspension (OSS)* – Student is excluded from all Weld RE-5J School District property and district sponsored activities, whether home or away, for the designated period of time.
- *In School Suspension (ISS)* – Student is monitored during the school day by school personnel. During after school hours, student is excluded from all Weld RE-5J School District property and district sponsored activities, whether home or away for the designated period of time.
- *Activity Suspension* – Student is excluded from all activities sponsored by Weld RE-5J schools, whether home or away, for the designated period of time.

## Student Interrogations, Searches and Arrests

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

### Searches Conducted by School Personnel

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

Any search conducted by a school official shall respect the privacy of the student and not be any more intrusive than necessary, considering the age and sex of the student and nature of the suspected infraction.

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

If the search produces evidence to be used as a basis for disciplinary action, an administrative report shall be prepared by the school official conducting a search explaining the reasons for the search, including the results and the names of any witnesses to the search.



## **Definitions:**

- 1 **“Reasonable suspicion”** is the standard for a search on school property or at school activities carried out by school authorities. Reasonable suspicion is based on facts provided by a reliable informant or personal observation which cause the school official to believe, based on personal experience, that search of a particular person, place or thing would lead to the discovery of evidence of a violation of Board policy or state and federal laws. Reasonable suspicion requires more than a mere hunch.
- 2 **“Contraband”** consists of all substances or materials prohibited by Board policy or state law, including but not limited to drugs, alcoholic beverages, guns, knives, other weapons and incendiary devices.

## **Search of School Property**

School lockers, desks and other storage areas are school property and remain at all times under the control of the school. School property provided for the use of students is subject to inspection, clean-outs, access for maintenance and search pursuant to this policy.

Students shall assume full responsibility for the security of their lockers and/or other storage areas in a manner approved by the administration. Students shall be responsible for whatever is contained in desks and lockers assigned to them by the school.

The principal or designee may search a desk, locker or any other storage area and its contents when he has reasonable grounds for a search. Whenever possible, another person shall be available to witness the search

## **Search of the Student’s Person**

The principal or designee may search the person of a student if the school official has reasonable grounds to believe that the student is in possession of contraband

Search of the person shall be limited to the student’s pockets, any object in the student’s possession such as a purse or briefcase and/or a “pat down” of the exterior of the student’s clothing.

Searches of the person shall be conducted out of the presence of other students and as privately as possible. At least one (1) but not more than three (3) additional persons of the same sex as the student being searched shall witness but not participate in the search.

The parent/guardian of any student searched shall be notified of the search as soon as reasonably possible

Searches of the person which require removal of clothing other than a coat or jacket shall be referred to a law enforcement officer. No strip search shall be carried out by any school employee.

# **Student Interrogations, Searches and Arrests Continued**

## **Parking Lot Searches**

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

Refusal by a student, parent/guardian, or owner of the vehicle to allow access to a motor vehicle on school premises at the time of a request to search the vehicle shall be cause for termination without further hearing of the privilege of bringing the vehicle on to school premises

Routine patrolling of student parking lots and inspection of the outside of student automobiles shall be permitted at all times.

## **Seizure of Items**

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

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

## **Appeals**

Within ten (10) school days after a search, the student may appeal the search decision to the superintendent who shall investigate the reason(s) and circumstances of the search. The superintendent shall issue written findings within five (5) school days after receiving the appeal. The superintendent's decision shall constitute the final district determination.

## **Law Enforcement – Officer Involvement**

### **Search and Seizure**

The principal or designee may request a search on school premises be conducted by a law enforcement officer. When law enforcement authorities are involved in the search, the search will be conducted under criminal law standards rather than under the provisions of this policy.

When law enforcement officers respond to such a request, no school employee shall assist or otherwise participate in the search unless under the direct order of the law enforcement officer.

If law enforcement personnel seek permission from school authorities to search a student, the student's personal property or school property to obtain evidence related to criminal activities, school officials shall require the police to produce a valid search warrant before the search is conducted unless:

- There is un-coerced consent by the student.
- There is probable cause and circumstances such that taking the time to obtain a search warrant would frustrate the purpose of the search
- The search is incident to an arrest and is limited to the person and immediate surroundings

### **Interrogation**

When law enforcement officials request permission to question students when students are in school or participating in school activities, the principal or designee shall be present. If the student is under eighteen (18) years of age, the student's parent/guardian also shall be present unless the juvenile is emancipated as that term is defined in state law.

Every effort shall be made not to draw any attention to the student being questioned by conducting the interrogation in private and with as little disruption to the schedule as possible.

### **Custody and/or Arrest**

When custody and/or arrest by the police are involved, the principal shall request that all procedural safeguards as prescribed by law be observed by law enforcement officers. This includes all due process procedures, including but not limited to obtaining proper arrest warrants where required.

# Drug and Alcohol Policy

Weld School District RE-5J 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. In order to accomplish this goal, a cooperative effort must be made among the schools, parents, community and its agencies.

It shall be a violation of Board policy and considered to be behavior which is detrimental to the welfare, safety or morale of other students or school personnel for any student to possess, use, sell, distribute or procure or to be under the influence of alcohol, drugs or other controlled substances. The possession or use of alcohol or controlled substances is unlawful 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 in law, or any prescription or nonprescription drug, medicine, vitamin or other chemical substances not taken in accordance with the Board policy and regulations on administering medicines to students.

This policy also includes substances that are represented by or to the student to be any such controlled substance 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 a school function, 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 operations of the district or the safety or welfare of students or employees.

Students violating this policy shall be subject to disciplinary sanctions that may include suspension and/or expulsion from school and referral for prosecution. Suspension or expulsion shall be mandatory for sale or distribution of drugs or other controlled substances, in accordance with state law

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

The School 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 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 and students with information concerning education and rehabilitation programs that are available. Information provided to students and/or parents about community substance abuse treatment programs or 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 shall accompany other resources.

The district shall provide all students and parents with a copy of this policy and its accompanying procedures on an annual basis

In accordance with the accompanying policy, the following procedures are established for disciplining students for alcohol or drug related misconduct

## Use & Possession

When a student is suspected of using or in possession of drugs/alcohol, that student under suspicion should be notified by the principal or his/her designee and will include reasons for such suspicion (observed use, unusual behavior, etc.). The principal or his/her designee will conduct a check of the suspected student and collect data. This action must comply with the Board policy on interrogations and searches.

- a If information is not sufficient to warrant further action, the principal or his/her designee may have a personal conference with the student expressing awareness and concern.
- a If information warrants, the parent/guardian will be requested to attend a conference at school. The conference may include sharing the data collected, explaining consequences of involvement with drugs/alcohol, developing a plan of action, and offering the parent or guardian general information and resources related to substance abuse.

When necessary, emergency health and safety care will be provided and any procedural or disciplinary issues postponed until the students immediate needs are treated. While waiting for the parent/guardian or further medical aid, the student will not be left alone but placed in a quiet situation where he/she will remain under observation.

*See Discipline Matrix for consequences regarding Possession/use of drugs or other controlled substances.*

# Aggressive Behavior Policies

## Fighting, Disorderly Conduct or Assault

Intentionally doing bodily harm to any student or school employee on school grounds immediately before, during, or after school hours, including school events, will not be tolerated. Refer to discipline matrix for consequences.

## Harassment and Bullying Policy

Roosevelt High School is committed to a safe and civil educational environment for all students, employees, volunteers and patrons free from harassment, intimidation, bullying, cyber-bullying, sexual harassment, sexting or hazing.

### DEFINITIONS:

- 1 **Harassment, Intimidation, and Bullying** shall mean any unwelcome written, verbal, non-verbal expression, or physical act or gesture directed at a student, staff member, or volunteer that has the effect of any or all of the following:
  - a Physically, emotionally, or mentally harming a student, staff member, or volunteer;
  - b Damaging, extorting or taking a student's, staff member's, or volunteer's personal property;
  - c Placing a student, staff member, or volunteer in reasonable fear of physical, emotional or mental harm;
  - d Placing a student, staff member, or volunteer in reasonable fear of damage to or loss of personal property; or
  - e Creating an intimidating and/or hostile environment that substantially interferes with a student's educational opportunities or the ability of a staff member or volunteer to perform his or her duties.
- 2 **Cyber bullying** shall mean any harassment, intimidation or bullying, as defined above, when such is accomplished utilizing electronic communication media. Such media includes, but shall not be limited to, email, text, or instant messages, social networking sites, internet video sites, personal websites, or blog postings.
- 3 **Sexual harassment** includes any unwanted, uninvited and non-reciprocal sexual attention, either through verbal or written communication (including texting and social networking postings), or physical gestures, as well as the creation of an intimidating, hostile or offensive school or work environment.
- 4 **Sexting** is defined as a student using a cell phone or other electronic device to send or solicit photos, videos, or messages that are sexual in nature to another student. If the offender is 18 or older, it may become a child pornography crime.
- 5 **Hazing** is any action taken or situation created intentionally that causes:
  - a Embarrassment, harassment or ridicule;
  - b Endangers the mental and/or physical health of a student;
  - c Causes actual emotional and/or physical harm; or,
  - d Soliciting, directing, aiding, or otherwise participating actively or passively in any/all of the above acts



- 6 Attempts, Solicitation or Conspiracy** – Any student who takes substantial steps towards engaging in, solicits another person to engage in, or conspires with others to engage in harassment, intimidation, bullying, cyber bullying, sexting or hazing shall be regarded for purposes of this policy in the same way as if the person had been successful in completing the act themselves.

*See Discipline Matrix for consequences regarding aggressive behaviors such as fighting, disorderly conduct, assault, bullying, harassment, abusive language, and destruction of property.*

## **DELEGATION OF RESPONSIBILITY:**

Each staff member and volunteer shall be responsible to maintain an educational environment free of harassment, intimidation, bullying and cyberbullying. If witnessing harassment, bullying or hazing, the staff member shall immediately take action to stop the incident whenever possible.

Each student shall be responsible to respect the rights of his/her fellow students and to ensure an atmosphere free from all forms of harassment, intimidation, bullying and cyberbullying.

## **REPORTING AND INVESTIGATION PROCEDURE:**

Students who believe they have been a victim of harassment or bullying, or witnessed another student being harassed or bullied, are encouraged to report the incident/complaint to a staff member. A parent may also initiate a complaint to a staff member.

Any staff member who receives a report of harassment or bullying, or witnesses such an activity, shall promptly forward the report to a building administrator.

The building principal or his/her designee will gather and review the information to determine if the alleged bullying or cyberbullying conduct occurred. After the information has been gathered, administration will determine the appropriate action to ensure the conduct ceases. Actions taken are intended to change the behavior of the perpetrator, restore a positive climate, and provide support for victims and others impacted by the violation. Parents/guardians of both the victim and the accused will be informed

## **Secret Society/Gang Activity**

The Board of Education desires to keep district schools and students free from the threats or harmful influence of any groups or gangs that advocate drug use, violence or disruptive behavior. The RHS administrative team shall maintain continual, visible supervision of school premises, school vehicles and school-related activities to deter gang intimidation of students and confrontations between members of different gangs.

The superintendent or his/her designee shall establish open lines of communication with local law enforcement authorities so far as to share information and provide mutual support in the effort. The superintendent or his/her designee shall provide in-service training to help staff members identify gang symbols, recognize early manifestations of disruptive activities and respond appropriately to gang behavior. Staff members shall be informed about conflict management techniques and alerted to intervention measures and community resources that may help students.

# Cell Phones/Electronic Devices & Student iPad Policy

Roosevelt High School expects all students to follow appropriate cell phone etiquette while at school. Phones must remain on silent or be turned off during regular school hours.

Students are allowed to bring cell phones and other electronic devices to school, however, they are not to be used or visible during class time.

If a student is using a cell phone or electronic device during class without permission, the phone may be confiscated by school personnel and returned at the end of the period or end of the school day. The teacher will also contact the student's parent/guardian regarding the violation. A teacher may turn the device into the office if it becomes a repeated problem.

If a student refuses to turn over the device when asked by a school official, the student will be sent to the office immediately and may spend the remainder of the day in in-school suspension. In some cases, a student may be sent home.

In issues of disciplinary investigations at school, administrators may confiscate and hold student cell phones/iPads during the period of the investigation. Student cell phones/iPads will not be searched without student or parent consent. Holding cell phones during an investigation only supports and prevents issues of dishonest collaboration, etc.. All cell phones/iPads will be returned to the student by the end of the school day when confiscated for investigation.

The use of camera/video phones is strictly forbidden in private areas, such as: locker rooms, washrooms, dressing areas, classrooms, and offices at any time. At no time should videos/photos taken at school appear on any online site with the intent to promote violence, harass, bully, or demean another student. Such an act may result in school disciplinary action and possibly criminal charges

*See Discipline Matrix for consequences regarding Inappropriate Technology use.*

## Security and Damages Responsibility

Keeping the device secure rests with the individual owner; Weld RE-5J School District is not liable for any device stolen or damaged while on campus. If a device is stolen or damaged, it will be handled through the administrative office similar to other personal artifacts that are impacted in similar situations.

It is recommended that skins (decals), engravings, or other custom markings are used to physically identify your device from others. Additionally, protective cases for technology are encouraged.

## **Bring Your Own Technology Student Agreement**

Effective and appropriate use of technology benefits student learning and the learning environment as a whole. However, if students are using technology in an inappropriate manner the privilege will be taken away or modified. Students and parents/guardians participating in the BYOT program must adhere to the Student Code of Conduct as specified in each school's student handbook, particularly the *Weld RE-5J Internet & Electronic User Agreement and Parent Permission Form*.

### **All BYOT Devices:**

- **Must meet, or exceed, the capabilities of the district issued technology provided. A cell phone does not qualify as a BYOT device. Laptops or alternative tablet devices will need to be approved by building administration.**
- **Students will adhere to the Student Code of Conduct for their BYOD device just as district provided devices**
- **Must be capable of accessing all instructional materials, apps and resources that district issued devices are capable of accessing**

# General Student Information/Policies

## Academic Honesty/Honor Code

“Honesty is the best policy.” This building policy is intended to reinforce that simple truth. Academic cheating can exist in many forms and is considered a serious offense. Cheating may include, but is not limited to, the following:

- Copying another’s work on a test or assignment which is considered an individual task.
- Plagiarism (passing off another’s work as one’s own or using another’s words or answers without crediting the source).
- Unauthorized collaboration with another on an assignment meant to be an individual task.
- Turning in another individual’s work as the student’s own.
- Using unauthorized notes, “cheat sheets,” sharing answers, or seeking answers from another individual or source of information when taking a test or a quiz.

*See Discipline Matrix for consequences regarding Cheating/Academic Dishonesty*

## Dress Code

District wide standards on student attire are intended to help students concentrate on schoolwork, reduce discipline problems, and improve school order through dress and personal appearance. RHS 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.

Students will be required to wear their school issued ID at all times during the school day with the exception of certain activities where wearing an ID could be a safety issue ie PE, or trade classes. Badges must be visible to staff upon observation and not concealed in pockets or bags. If a student loses their badge an replacement can be purchased in the main office for a \$5 fee for the first replacement and \$10 fee for additional replacements. This fee will be waived for students receiving free and reduced lunch

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. If a student cannot obtain appropriate attire, the school may provide appropriate attire so the student may return to class. The clothing shall be returned at the end of the day.

## 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, during regularly scheduled hours of operation.

- 1 Inappropriately sheer, tight, short, or low-cut clothing (e.g. midriffs in excess of 1”, halter tops, backless clothing, etc.) that bare or expose traditionally private parts of the body including, but not limited to, the stomach in excess of 1”, buttocks, back, and breasts.
- 2 Sunglasses, bandanas, and hoods worn inside the building.

- 3 Tank tops, halter-tops or other similar clothing.
- 4 Any clothing, paraphernalia, jewelry, accessories, visible tattoos or other body adornments that contain any advertisement, symbols, words, slogans, patches, or pictures that:
  - Refer to drugs, tobacco, marijuana, alcohol, or weapons
  - Are of a sexual nature
  - Are obscene, profane, vulgar, lewd, or are legally libelous.
  - Can be considered gang-related in any way
  - Threaten the safety or welfare of any person.
  - Promote any activity prohibited by the student code of conduct.
  - Otherwise disrupt the teaching-learning process
- 5 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.

## **Gang Symbols**

The board prohibits the presence on school premises, in school vehicles and at school-related activities of any apparel, jewelry, accessories, notebook or manner of grooming which by virtue of its color, arrangement, trademark or any other attribute denotes membership in gangs which advocate drug use, violence or disruptive behavior. Students displaying gang symbols may be subject to disciplinary action.

*See Discipline Matrix for consequences regarding Dress Code*

## **Classroom Policy – Food and Drink**

Learning spaces are food and beverage-free zones. Snacks are allowed in classrooms only if medically necessary. Beverages must be limited to water in closed containers.

## **Closed Campus**

Roosevelt High School has a Closed Campus Policy for 9th grade students only. RHS staff will make every reasonable effort to check students as they depart and/or return to RHS for compliance with lunch policy, however, there is no guarantee that all students will be checked on a daily basis. All rules and regulations governing tardies and absences will apply during the time other students are off campus. Any students abusing these procedures may also lose off campus lunch privilege. See Discipline Matrix for consequences regarding truancy.

## **Dance Regulations**

The purpose of holding dances is to provide social recreation for students and is not intended to be open to the public. Failure to follow and abide by all school rules during these events can result in the loss of these privileges. During any Roosevelt High School sponsored activity, including school sponsored dances, students must meet academic standards set forth by CHSAA and Weld County School District RE-5J. This policy also includes the Roosevelt On-Line School Program.

# General Student Information/Policies Continued

## Dance Regulations/Continued

The following rules are listed as regulations that must be followed.

- 1 All dances will be scheduled through the office of the Principal.
- 2 School organizations scheduling dances must have the approval of their advisor and arrange for the adequate number of chaperones to attend.
- 3 School organizations scheduling dances will be responsible for any damages to the building. (This will include the cost of repair )
- 4 Guest list must be signed in advance and approved by a building administrator.
  - i Middle school students are prohibited from entry.
  - ii All guests who are not currently enrolled in a high school, must be approved by a building administrator
  - iii No guest of RHS students may be over the age of 20 years old.
- 5 Leaving and re-entering is not permitted.
- 6 All decorations, waste materials, etc. must be cleaned up and out of the building following the dance
- 7 All school policies and regulations are in effect.
- 8 Dances will end at 11:00 p m except for Junior/Senior Prom
- 9 Dancing that exhibits any type of sexual innuendo will not be permitted. Students that fail to adhere to proper behavior on or off the dance floor will be removed.
- 10 The administration reserves the right to cancel future dances at any time.
- 11 Eligibility will be determined by grades and attendance. Students must be passing five classes and attendance must be in good standing per chronic absenteeism regulations.

## Fees/Fines

Any student who loses, does not return, or damages school property, such as textbooks, class materials, school lockers, athletic equipment and uniforms will be expected to pay the replacement cost of the items. Students are responsible, so take pride and care of what is checked out to you; you will be held responsible

Fees for extracurricular activities must be paid in full before students will be allowed to participate in another activity. Some classes require fees. If you are unsure of those classes, ask your instructor. A fee/fine may be assessed for library resources returned late or damaged. All fees and fines must be paid in full at the end of each semester.





<b>Fee</b>	<b>Amount</b>
<b>RHS Aims Intro to PC Apps</b>	<b>\$30.00</b>
<b>RHS Aims Advanced PC Apps</b>	<b>\$30.00</b>
<b>RHS Prostart I</b>	<b>\$50.00</b>
<b>RHS Prostart II</b>	<b>\$80.00</b>
<b>RHS UNC Biology: From Atoms to Cells (BIO 110)</b>	<b>\$25.00</b>
<b>RHS UNC Introduction to Human Anatomy &amp; Physiology (BIO 245)</b>	<b>\$25.00</b>
<b>RHS Aims Environmental Science</b>	<b>\$25.00</b>
<b>RHS Construction Systems</b>	<b>\$30.00</b>
<b>RHS Construction Technology</b>	<b>\$25.00</b>
<b>RHS Advanced Woodorking</b>	<b>\$30.00</b>
<b>RHS Audio/Video Production I A/B</b>	<b>\$20.00</b>
<b>RHS Audio/Video Production II A/B</b>	<b>\$20.00</b>
<b>RHS Print Media I</b>	<b>\$20.00</b>
<b>RHS Print Media II</b>	<b>\$20.00</b>
<b>RHS Foundations of Design, Multimedia Arts, &amp; Digital Communication A/B (TE 130/131)</b>	<b>\$10.00</b>
<b>RHS Principles of Engineering A/B</b>	<b>\$25.00</b>
<b>RHS Introduction to Engineering Design A/B</b>	<b>\$35.00</b>
<b>RHS Applied Engineering Design A/B</b>	<b>\$35.00</b>
<b>RHS Robotics and Automation A/B</b>	<b>\$35.00</b>
<b>RHS Technology Student Association (TSA)</b>	<b>\$20.00</b>
<b>RHS SkillsUSA</b>	<b>\$15.00</b>
<b>RHS HOSA</b>	<b>\$20.00</b>
<b>RHS Forensic Science</b>	<b>\$10.00</b>
<b>RHS Painting II</b>	<b>\$30.00</b>
<b>RHS Marching band/concert band</b>	<b>\$127.00</b>
<b>RHS Floriculture</b>	<b>\$20.00</b>
<b>RHS Greenhouse production</b>	<b>\$20.00</b>
<b>RHS Aims Fundamentals of Accounting</b>	<b>\$30.00</b>
<b>RHS Aims Principals of Marketing</b>	<b>\$30.00</b>



## Field Trips

Roosevelt High School makes use of extensive community and regional resources as part of the curriculum. Field trips, utilizing district owned buses, are carefully planned and supervised. Parent permission for the student to participate is required. Some trips may require a slight fee to defray admission charges; however, no student will be denied said activity because of financial hardship.

Students must comply with all school rules for proper behavior while on the trip. Students placed on bi-weekly ineligibility list may not miss another class to participate in another class field trip or activity, the guideline does not preclude students from after school, evening, or single class period trips or activities.

## Food Service Program

Students who qualify for free and reduced lunches have to reapply every school year. Forms can be completed on the district website, but if computer access is an issue, we will provide the forms in the main office.

## Insurance

School accident insurance, dental insurance, football insurance, and other athletic insurance is available to students on a voluntary basis for a nominal fee. Each type of insurance provides coverage as defined in the brochures. Information and application blanks may be picked up in the office at Roosevelt High School.

## Health Office

To utilize the health room students must adhere to the following procedures:

- Students must have a pass from their teacher in order to visit the health office.
- Students must first obtain a pass from the following period teacher if they are in need of the health office between periods.
- Students may not use the health room to sleep or hang out. Abuse of these procedures will result in loss of privilege
- Medications must be in the original container or pharmacy labeled bottle. Only emergency medications such as asthma inhalers or Epi-Pens may be carried by students. These require permissions in writing from the physician, parents, and a signed self-carry contract. Students may not carry and self-administer any other medications.
- Students are to respect the rules and expectations of the nurse or person in charge of the health office area.

RHS staff will not distribute medication of any type without permission of a parent or legal guardian. For the staff to distribute prescription medication it must be accompanied with specific written instructions and a signed prescription from the doctor.

# General Student Information/Policies Continued

## Progress Reports/Infinite Campus Portal

Recognizing the importance of parent-teacher cooperation in the education of youth, heavy emphasis is placed on communication between school and home. Parents are urged to contact the school whenever questions and concerns arise.

The school will take the initiative to attempt to contact the home whenever significant problems develop. Parents and students must register for an account on the Infinite Campus Portal. The portal is a web-based program that allows access to the student's schedule, attendance, and grades.

## Internet Use

RHS students have access to networked computers that have Internet access. Our intent is to make computer and Internet access available to further educational goals and objectives included in our approved curriculum. We believe that the benefits to students exceed any possible disadvantages. To gain access to the internet all students must obtain parental permission. In accordance with School Board Policy, all internet users must read and sign an *Internet Acceptable User Agreement*. This form will be available at registration.

Students must not abuse or inappropriately use the school network. Unauthorized access to the system or any action that destroys the data of others or interferes with their usage of the system will be considered an act of vandalism and result in disciplinary action. Individuals who abuse the systems or in any way harass other students or vandalize any equipment may also lose their computer privileges and/or be held financially liable for necessary repairs, replacement or restoration of data or equipment. Computer and Internet access are privileges. Access entails responsibility.

## Student Parking Policy

Parking for all students is available in any non-numbered space in the lot on the southwest side of the building. Every student must have a hanging parking permit clearly visible in their vehicle. Parking permits may be purchased for \$5. Students should use these lots when possible and park in designated parking spaces.

Any student driving recklessly coming and going from the immediate school grounds may lose parking privileges on school grounds and may be subject to action by the local police department. Students should keep their cars locked and should not keep expensive items in their cars.

**WELD RE-5J WILL NOT BE RESPONSIBLE FOR THEFT OR DAMAGE TO VEHICLES.**

## Public Display of Affection

Public displays of affection must be maintained at an appropriate level for a professional environment. Inappropriate public displays of affection are not allowed at RHS. Any staff member may issue a verbal warning at any time. If PDA becomes habitually inappropriate, further consequences will be an automatic parent contact and further school consequences according to the Discipline Matrix under *Disobedience/Defiance/ or Repeated Interference*.

## School Lockers

Students who use a locker are responsible for keeping the locker locked at all times. All lockers are the property of the school and subject to search by an authorized school representative for the protection of all students at RHS. Lockers are the property of the school and any damage or clean up required will be charged to the student.

*WELD RE-5J IS NOT RESPONSIBLE FOR ARTICLES LOST OR STOLEN.*

## Theft and Loss Reports

Theft and losses in the classroom should be handled with the instructor in charge. Theft and losses outside the classroom should be reported to the SRO and principal. The school will assist students, as much as possible, in trying to relocate their property.

## Visitors

All visitors must check in at the Main Office. Visitors of RHS will be required to show a photo I.D. at check in and wear a visitor's badge at all times. Visitors may attend only the area(s) they are designated to visit and are required to checkout when leaving RHS. Due to limited space and to reduce classroom disruptions, student visitation is not allowed. Students wishing to enroll at RHS may call or visit the front office to schedule a guided tour of our facilities.

# General Student Information/Policies Continued

## Eligibility for Athletics and Activities

The primary purpose of the extracurricular program at Roosevelt High School is to promote the physical, mental, social, emotional, and moral well-being of the participant. RHS will strive to ensure the experiences in our school will be positive.

The extracurricular program is an important and integral part of the total school program and is open to participation by all students regardless of individual differences. Through voluntary participation the student gives time, energy and loyalty to that program. Students also accept any rules, regulations, and responsibilities, which are unique to any of these programs.

*Any student involved in any Colorado High School Athletic Association (CHSAA) sanctioned extracurricular activity and/or any Roosevelt High School sponsored activity must meet any standards set forth by CHSAA and Weld County School District RE-5J. This policy also includes the Roosevelt On-Line School Program (Copies are on file in the Athletic Department).*

## Eligibility Standards

- a An eligibility check will be made for all students every week. All students who wish to participate in athletics or other school sponsored activities must be registered for a minimum of six classes (excluding advisory). Any student not passing five credited classes will be ineligible for the next week. A student failing more than one class (2 or more) will not be eligible for the one-week eligibility period. Note: Athletes or activity participants can continue to practice, but may not participate in scheduled games/contests/meets or miss scheduled class time.
- b Students enrolled in the full-time on-line school at RHS, must have a minimum of 5 classes assigned to them in order to be eligible. Those students must maintain an active progress rate of 20 hours per week and completion of 40 activities. The on-line students must also be passing their classes in order to be eligible at eligibility checks.
- c Student/Athletes who have completed their required courses as per graduation requirements and choose to take approved college level classes, may do so if approved by the principal's office. These students must adhere to the minimum total requirement of five classes and will be responsible to maintain eligibility status for those classes.
- d Credit Recovery and Credit Advancement students must maintain a passing grade at the time of eligibility checks. These students must also make adequate weekly progress on their classes in order to be eligible. Students not passing 5 credited classes at the end of a semester may regain academic eligibility per the CHSAA regain date for each semester. Generally, the date is in mid-October for first semester and early March for second semester. See the Athletic Director for specific dates and details.
- e Students must be in attendance for half of the class periods during the day to be eligible to play on that day. Prior arrangements must be made with the Athletic Director to waive this restriction. Attendance criteria, to be eligible for practice, are covered by individual athletic head coaches in their respective athletic contracts. This rule excludes Saturday contests, and emergency situations.

- f For eligibility purposes, students who withdraw failing from any class after being enrolled more than two (2) weeks will carry the failing grade through the end of each semester.
- g No student will be allowed to participate (including practice) in a sport until he/she has completed the check-out process:
  - i Complete and sign emergency card
  - ii Complete and sign parent consent and insurance form
  - iii Provide a completed physical form
  - iv Specific sport contract and Parental agreement signed
  - v Paid participation fee (by first scheduled competition)

[Click here for a link to the athletic handbook.](#)

## School Resource Officer Program

The School Resource Officer Program (SRO) is a nationally accepted program that involves the placement of a Johnstown police officer within the school environment. The SRO is responsible for:

- A visible presence that deals with law-related issues
- A resource for students, teachers, administrators and parents on law-related issues or individual problems or questions concerning police actions.
- An in-class resource to help instruct students in law-related education and prevention programs
- Bridging the communication gap between police officers and our student population.
- Building trust between police officers and our student population.
- Assisting students and their families by referring them to appropriate agencies to assist when the need is determined
- Assisting building administration with truancy issues.

The SRO is always available for your questions or concerns. He/she can be reached during regular school hours through the office or by calling 587-6000 or 6044. Outside of school hours he/she can be reached at the Johnstown Police Department at 587-5555 or if an Emergency situation exists call 911.

## Sex Offender Information

Information regarding the procedures by which community members may obtain law enforcement information collected pursuant to the Colorado Sex Offender Registration Act is available online at:

<https://www.sotar.us/sotar-public/initPublicOffenderSearchRedirect.do>

# Notice of Non-Discrimination/Equal Opportunity

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-5J, 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 identity, gender expression, marital status, national origin, religion, ancestry, family composition, 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. Harassment, if it rises to the level described in state law, is a prohibited form of discrimination.

Complaint procedures have been established for students, parents, employees, and members of the public as follows:

- Policy AC-R-1: Students
- Policy AC-R-2: Employees, Applicants for Employment and Members of the Public
- Policy AC-R-3: Sex-based Harassment (Title IX)

The following person(s) have been identified as the Compliance Officer and Title IX Coordinator for the district:

Brandi Treviño - Title IX Coordinator/Compliance Officer  
Weld County School District RE-5J  
110 S. Centennial Dr., Ste. A Milliken, CO 80543  
btrevino@weldre5j.org  
(970)617-4025

## Outside agencies

Complaints regarding violations of Title VI, (race, national origin), Title IX (sex, gender), Section 504/ADA (handicap or disability), may be filed directly with the Office for Civil Rights, U.S. Department of Education, 1244 North Speer Blvd., Suite 310, Denver, CO 80204. Complaints regarding violations of Title VII (employment) and the ADEA (prohibiting age discrimination in employment) may be filed directly with the Federal Office of Equal Employment Opportunity Commission, 950 17th St., Suite 300, Denver, CO 80202, or the Colorado Civil Rights Commission, 1560 Broadway, Suite 825, Denver, CO 80202.

Issued: prior 2018

Anticipated June 17, 2024

NOTE: Per the attached sample policy, this notice must appear on a continuing basis in all district media containing general information, including: teachers' guides, school publications, district's website, recruitment materials, application forms, vacancy announcements, student and employee handbooks, school program notices, summer program newsletters, and annual letters to parents.

NOTE: To comply with C.R.S. 22-1-143(3)(c)(II) and (IV), this notice, along with a copy of AC-R-1 (Protecting Students from Harassment) should be annually distributed through electronic means to all students in sixth grade or higher, all parents/legal guardians, and all employees. CASB recommends that Districts also choose to distribute AC-R-2 to employees, but districts are not statutorily required to do so.

# > THE ENTIRE RHS TEAM IS HERE TO SUPPORT YOUR SUCCESS

If you have questions please contact your counselor or administrator.

## Counselors

### Students A-G

**Estrella**  
Phone: (970) 587-6023  
Email: [estrella.gallegos@weldre5j.org](mailto:estrella.gallegos@weldre5j.org)

### Students H-PE and Bilingual

**Cammie Cline**  
Phone: (970) 587-6021  
Email: [camila.cline@weldre5j.org](mailto:camila.cline@weldre5j.org)

### Students PH-Z

**Ashley Drake**  
Phone: (970) 587-6130  
Email: [Ashley.Drake@weldre5j.org](mailto:Ashley.Drake@weldre5j.org)

### CTE/Online/College & Career

**James Campion**  
Phone: (970) 587-6021  
Email: [james.campion@weldre5j.org](mailto:james.campion@weldre5j.org)

## Administration

**DAVID BENSON**  
Principal  
Phone: (970) 587-6008  
Email: [David.benson@weldre5j.org](mailto:David.benson@weldre5j.org)



**KYLE ADDINGTON**  
Assistant Principal  
Phone: (970) 587-6097  
Email: [kyle.addington@weldre5j.org](mailto:kyle.addington@weldre5j.org)

**KARISA HOCKE**  
Assistant Principal  
Phone: (970) 587-6005  
Email: [karisa.hocke-rossman@weldre5j.org](mailto:karisa.hocke-rossman@weldre5j.org)

**CHAD WALKER**  
Athletic Director/Assistant Principal Students A-G  
Phone: (970) 587-6032  
Email: [chad.walker@weldre5j.org](mailto:chad.walker@weldre5j.org)

**JESSE SIRIO**  
Dean of Students  
Phone: (970) 587-6345  
Email: [jesse.sirio@weldre5j.org](mailto:jesse.sirio@weldre5j.org)





**Roosevelt High School**  
**3349 Roosevelt Parkway, Johnstown, CO 80534**

**Providing opportunities for all  
RHS students to succeed,  
wherever your dreams  
may take you.**

