

CENTURY MIDDLE SCHOOL



Student and Parent Handbook 2021-2022

Century Middle School
13000 Lafayette St. Thornton, CO
720.972.5240

Attendance Line: 720.872.5278

Visit our website: <https://century.adams12.org/>

SCHOOL INFORMATION

Important Phone Numbers

Main Office (Hours 8:30 a.m. - 4:30 p.m.): 720-972-5240

Fax Line: 720-972-5279

Attendance Line (available 24 hours a day): 720-972-5278

*Please call before 9 a.m. if your student will be absent or tardy.

Cafeteria: 720-972-5260

Library: 720-972-5257

School Hours

First Bell 8:55 am Tardy Bell 9:00 am

M, T, TH, F: 9:00 am – 4:15 pm

Wednesday (Early Release) 9:00 am – 2:45 pm

If you arrive after 9:00 a.m., you are considered tardy.

Delayed Start: 11:00 am (end times remain the same)

Delayed Start (Wed-Early Release) Canceled – No School

Breakfast is served in our cafeteria daily from 8:45 a.m. to 9:00 a.m. Breakfast students can enter the doors on the south side of the school at 8:45 a.m. or the main front doors at 8:45 a.m.

School Calendar

2021-2022 IMPORTANT DATES

Throughout the year, there will be many additions to our calendar. Please visit our school website for a current list of events: <https://century.adams12.org/>

Parent Teacher Conferences

Fall

| | |
|----------|-----------------------|
| 10/6/21 | 5:00 p.m. - 7:30 p.m. |
| 10/13/21 | 4:30 p.m. - 7:00 p.m. |

Spring

| | |
|---------|-----------------------|
| 2/8/22 | 4:30 p.m. - 7:00 p.m. |
| 2/16/22 | 3:00 p.m. - 8:00 p.m. |

No School Days

| Date | Purpose |
|-----------------------------|--------------------------|
| August 11th, 13th, and 17th | Teacher Duty Day |
| August 12th and 16th | District In-Service Days |
| November 22 | Teacher Comp Day |
| December 17 | Teacher Duty Day |
| February 18th | District In-Service Day |
| May 27 | Teacher Duty Day |

Bell Schedule

| 6th grade | | 7th grade | | 8th grade | |
|---|--------------------|---|--------------------|---|--------------------|
| 1st | 9:00-10:09 | 1st | 9:00-10:09 | 1st <small>Core Plus</small> | 9:00-9:52 |
| 2nd | 10:13-11:22 | 2nd | 10:13-11:22 | 2nd <small>Core Plus</small> | 9:56-10:48 |
| Lunch | 11:26-11:57 | 3rd <small>Core Plus</small> | 11:26-12:18 | 3rd | 10:52-12:01 |
| 3rd | 12:01-1:10 | Lunch | 12:22-12:53 | 4th | 12:05-1:14 |
| 4th | 1:14-2:23 | 4th <small>Core Plus</small> | 12:57-1:49 | Lunch | 1:18-1:49 |
| 5th <small>Core Plus</small> | 2:27-3:19 | 5th | 1:53-3:02 | 5th | 1:53-3:02 |
| 6th <small>Core Plus</small> | 3:23-4:15 | 6th | 3:06-4:15 | 6th | 3:06-4:15 |

Delayed Start Bell Schedule

| 6th grade | | 7th grade | | 8th grade | |
|---|--------------------|---|--------------------|---|--------------------|
| 1st | 11:00-11:45 | 1st | 11:00-11:45 | 1st <small>Core Plus</small> | 11:00-11:40 |
| Lunch | 11:49-12:19 | 2nd | 11:49-12:34 | 2nd <small>Core Plus</small> | 11:44-12:24 |
| 2nd | 12:23-1:08 | Lunch | 12:38-1:08 | 3rd | 12:28-1:13 |
| 3rd | 1:12-1:57 | 3rd <small>Core Plus</small> | 1:12-1:52 | 4th | 1:17-1:47 |
| 4th | 2:01-2:46 | 4th <small>Core Plus</small> | 1:56-2:36 | Lunch | 1:51-2:36 |
| 5th <small>Core Plus</small> | 2:50-3:30 | 5th | 2:40-3:25 | 5th | 2:40-3:25 |
| 6th <small>Core Plus</small> | 3:33-4:15 | 6th | 3:29-4:15 | 6th | 3:29-4:15 |

School Assembly Bell Schedule

| 6th grade | | 7th grade | | 8th grade | |
|-----------------------------|--------------------|---|--------------------|---|--------------------|
| 9:00-9:30 - ASSEMBLY | | | | | |
| 1st | 9:30-10:31 | 1st | 9:30-10:31 | 1st <small>Core Plus</small> | 9:30-10:22 |
| 2nd | 10:35-11:36 | 2nd | 10:35-11:36 | 2nd <small>Core Plus</small> | 10:26-11:18 |
| Lunch | 11:40-12:11 | 3rd <small>Core Plus</small> | 11:40-12:31 | 3rd | 11:22-12:23 |
| 3rd | 12:15-1:16 | Lunch | 12:35-1:06 | 4th | 12:27-1:28 |
| 4th | 1:20-2:23 | 4th <small>Core Plus</small> | 1:10-2:02 | Lunch | 1:32-2:03 |

| | | | | | |
|-------------------------|------------------|-----------------------|------------------|-----------------------|------------------|
| 5th Core Plus | 2:27-3:19 | 5th | 2:06-3:10 | 5th | 2:07-3:08 |
| 6th Core Plus | 3:23-4:15 | 6th | 3:14-4:15 | 6th | 3:12-4:15 |

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Academic Information

Century Middle School is an International Baccalaureate Middle Years Programme School.

Century Middle School's International Baccalaureate Middle Years Programme (MYP) provides opportunities, expectations and support for each student to become a knowledgeable, open-minded, active, and caring citizen of an ever-changing world. To this end, the programme challenges students to think critically, develop respect for different points of view, and embrace a lifelong journey of learning, hard work and academic excellence.

Additionally, MYP students strive to be:

- **Inquirers:** develop skills for inquiry and research
- **Knowledgeable:** evaluate the credibility of sources
- **Principled:** effectively cite sources using EasyBib
- **Thinkers:** analyze and take responsible action for rigorous work
- **Risk-takers:** work independently and cooperatively to explore new challenges
- **Reflective:** reflecting on if work was created ethically and with integrity

Academic Honesty

It is our duty as educators to provide students with the tools to identify and avoid plagiarism and cheating, identify responsible and open collaboration, and value the importance of academic honesty. Academic honesty is taught in all subject areas in order for students to take responsibility for the processes and product they create.

Important Terminology

- **Academic Honesty (Integrity)** can be defined by honest academic work where (1) the ideas and the writing of others are properly cited; (2) students submit their own work for tests and assignments without unauthorized assistance; (3) students do not provide unauthorized assistance to others; and (4) students report their research or accomplishments accurately. (School for Ethical Education)
- **Copyright** is a legal right that grants the creator of an original work exclusive right to its use and distribution, usually for a limited time, with the intention of enabling creators to receive compensation for their intellectual effort.
- **Fair Use** is the use of copyrighted material in a limited or “transformative” way. The four factors of fair use are guidelines and should be considered when using copyrighted material, both by staff and students. The four factors to consider are:
 - the purpose and character of your use
 - the nature of the copyrighted work
 - the amount and substantiality of the portion taken, and
 - the effect of the use upon the potential market.

Academic misconduct includes:

- **Plagiarism** means to present, as one’s own, the work, writing, words, ideas or computer information of someone else. (Sources could be published or unpublished.)

- **Collusion** is supporting academic misconduct by another student, as in allowing one's own work to be copied or submitted for assessment by another.
- **Cheating** is supplying, receiving or using devices (examples: looking at/using someone else's work; using crib notes/stolen notes; or using disallowed equipment, etc.). If unclear, always ask the teacher.
- **Unauthorized Collaboration** is talking to or sharing work with other students on assignments or tests when the teacher does not allow it.
- **Duplication of work** is the presentation of the same work for different assessment components.

Roles and Responsibilities:

Students will:

- Act with integrity in all work.
- Acknowledge when they feel they are not in a position to produce original work.
- Seek assistance from their teacher(s), parents, and fellow students so they can avoid an infraction.
- When taking an assessment:
 - keep their eyes on their own work
 - keep answers hidden from others
 - put all notes and extra items away before beginning.
- Report any violations or suspicions of violations to a teacher or administrator.

Teachers will:

- Create assessments which require creative or personal responses to questions, avoiding responses that require only recall of details
- Provide opportunities for students to practice using other people's work in draft
- Model and teach academic integrity so that all students are able to produce original work.
- Provide exemplars of original vs. unoriginal work.
- Teach how to properly cite the work of others.
- Post research and style guidelines on the course syllabus or unit plans.

Administrators will:

- Provide the time, space for professional development and discussion on lesson planning and use of technology, and uphold consequences to violations.

Parents will:

- Support students and the school in creating a community where students will independently create original work.
- Guide students in taking advantage of academic resources provided by faculty and/or posted on staff webpages, the CMS website, Schoology, etc.
- Communicate with staff when a student is struggling with an assignment.
- Support the faculty in helping students recognize the importance and value of academic honesty.

Support

Century Middle School teaches and encourages the use of EasyBib.com as the primary tool for generating citations.

Procedures

According to Adams 12 Five Star Schools District Policy, "Grounds for sanctions including Suspension or Expulsion from School: the principal or designated administrator may issue

sanctions including suspension and may refer for expulsion a student who engages in one or more of the following activities as specifically identified by state statute. Scholastic dishonesty, including but not limited to cheating, plagiarism or unauthorized collaboration with another person in preparing academic work.” (District Policy 5000)

MYP students are given opportunities to make mistakes and learn from them so that they are well prepared for further studies after the MYP. At Century Middle School, consequences for academic dishonesty (cheating) will include actions in accordance with the following steps:

- Citizenship notice with a phone call home.
- May include receiving a zero on the assignment or the use of an alternative assignment to measure the student’s knowledge.
- Additional issues involving academic dishonesty may be referred to the administration via a discipline referral.

Assemblies

Throughout the school year, assemblies are scheduled for the student body. Students will be advised by way of the school announcements of scheduled assemblies. Although we want all students at assemblies, there are situations that would exclude students from attending (especially previous poor assembly behavior).

Attendance - Reporting Absences **Attendance Line: 720-972-5278**

Absences must be reported on the school’s attendance line, even if the student’s teacher(s) have been informed of the absence. The school’s attendance line may be called at any time to report an absence or tardy. Attendance is taken at the beginning of each class period.

View the Adams 12 Five Star School District School Attendance Policy [here](#).

Backpacks/Book Bags/Computer cases

As a safety precaution, students are not assigned lockers. Students may bring a backpack to store their materials and carry with them throughout the day.

Behavior Expectations, Disciplinary Action and Student Code of Conduct

In order to ensure a positive and safe learning environment that helps facilitate self-discipline, encourage academic success and promote school wellness, school staff will enforce District policies and school rules related to expected student behavior. Staff in those circumstances will administer consequences where a student exhibits behavior contrary to these policies/rules. Each teacher/staff member will have a set of specific guidelines of acceptable behavior, in addition to the school rules and District policies.

A summary of the Student Code of Conduct for Adams 12 Five Star Schools (the District) is available on the District’s [website](#). For complete information, please refer to the latest version of each District policy, available [here](#).

This summary includes information such as:

- student conduct
- student attendance
- cell phones and personal electronics
- District technology and Internet usage
- student dress code

- bullying and harassment

ID's must be worn at all times and visible and above the waist. Failure to wear IDs will result in lunch detention, Wednesday after school detention, and suspension based on the number of infractions.

In-School Suspension

For certain infractions, a student may be assigned to in-school suspension (ISS) instead of being assigned out-of-school suspension. In this case, the student will be expected to complete all assignments that are provided by teachers. Students assigned to ISS may not attend nor take part in any extracurricular or after school activities on days of suspension, unless special arrangements are made.

Cellular Phones/Electronic Devices (Personal Electronic Device Procedure)

Our goal is for students to be responsible digital citizens with their personal electronic devices (PED). This means understanding and working within the parameters of the school expectations in regards to use and allowance of electronic devices while on school property or at a school sponsored activity.

We ask all students to adhere to the following school expectations.

- All teachers and staff have the authority to collect electronic devices from any student immediately upon request.
- PED use is only allowed during the time that the student is with the staff member(s) granting permission, per District Policy.
- PED use is intended for academic purposes only and may include organizational support, i.e. using the calendar application, taking pictures of homework, etc.
- Electronic devices may be used during morning entry to the first period, in the cafeteria per the lunch supervision staff's discretion, and while exiting the building after the last period.
- Students not feeling well should report to the nurse's office and call parents if needed from there – not from a personal electronic device.
- Parents/guardians needing to communicate with a student should contact the office.

Personal Electronic Devices including earbuds and headphones are NOT permitted:

- If used as a disruption/distraction to the school/learning environment (social media, bullying, sexting, gaming, etc.).
- During testing.
- During socials, field trips, club meetings, and school sponsored activities (on or off campus) unless granted permission by a staff member.
- For personal/recreational purposes during instructional time (texting/phone calls, etc.) including sending/receiving texts/phone calls from parents/guardians/friends/relatives, etc.
- To access inappropriate content on any electronic device (personal or Adams 12 property)
- While in the hallways and stairwells during passing periods.
- For taking pictures or videos, or using social media, etc. without explicit permission of teachers or staff.

Century Middle School is not responsible for any lost, stolen or destroyed personal electronic devices on district property or at a school sponsored activity away from campus. School administration, teachers, or staff will not investigate incidents.

Core Information

A student's schedule contains seven or eight classes, four of which are considered "Core" classes. These classes consist of math, language and literature (language arts), science, and individuals and societies (social studies). The teachers of these four classes work together as a team, called a core, to ensure that student needs are being met. The core teachers meet together regularly to discuss issues and plan together. It is important that if a student or parent/guardian begins to have concerns about any of these classes, the core teachers should be contacted immediately to make the proper interventions. Core Plus classes include: band, choir, art, P.E. (Physical Education), Spanish, German, etc.

Counseling

Your counselors are interested in helping students in any way they can. They will listen to concerns and guide students in making decisions regarding school, classes, home, or relationships involving other students. If a student is having a problem with student(s), the student should come to the office to discuss and seek resolution to the problem. Students must have written permission, signed in advance by the counselor, to be out of class or students need to have completed a counselor contact form. Students reporting to a counselor must check in with the registrar.

Bicycles/Skateboards/Scooters

All bikes ridden to school should be locked in the racks on the south side of the school grounds. Bikes should not be locked to trees on or near school property. Scooters and skateboards may be stored in the main foyer. Rollerblades may be stored in your locker.

Due to safety concerns, bicycle/scooter riding, rollerblading and skateboarding are prohibited on school property. The school does not assume liability for bicycles, skateboards or scooters.

***Students should not be dropped off more than 20 minutes before the official school start time and should leave campus immediately after school unless meeting with a teacher or participating in a school-sponsored club or activity. There is no supervision outside of these times and this is a safety concern.**

Books, Materials and Equipment

All textbooks are provided by the school. The student must pay for lost or damaged books before another book will be issued. If a lost book has been paid for and then found, the student will be given a refund. School equipment damaged by a student because of carelessness will be paid for at the time it occurs.

Communication

An email with our Comet Connections will be sent home on a weekly basis to remind parents of important dates and events. Please make sure to keep your email address updated through Infinite Campus so you receive these important messages.

Students will not be allowed to use the office phone to make after school social arrangements. Students will be allowed to use the phone only in the following situations:

- when requested by their teacher
- when requested by an administrator
- when requested by the health aide, nurse or office staff

School office staff will only deliver emergency messages to students. Please assist us by arranging for after school pick-up prior to your child leaving for school in the morning. Response to parent phone calls/emails will be made within one business day.

Communication with your student's teacher

Although teachers have telephones located in their classrooms, they have been directed to keep their ringers turned off during instructional time. If you want to reach your child's teacher, you may do the following:

- Call the classroom teacher and leave a voicemail. Teachers have been asked to check voicemail before and after school, and over their lunch break.
- You may call the office, and they will deliver messages to your student's teacher at the end of the day.
- You may call the classroom teacher before or after school.

You may also reach your student's teacher via email. Your student's teacher will provide you with the teacher's email address, and you may email them at your convenience. You may expect to hear back from them within one business day.

Displays of Affection

Students are not allowed to express affection through holding hands, kissing, inappropriate embracing or walking in the halls with arms around each other's waist or shoulders.

Early Departure/Late Arrival

Students who must leave school during regular school hours must be signed out through the office by a parent or legal guardian. A student may not be dismissed from his or her classroom until someone has signed the student out. Students cannot be released to leave school alone, unless authorized by the principal in accordance with District Policy. Students are involved in instruction until the end of the school day.

We request that you do not pick your students up early unless it is extremely necessary. Students who arrive late to school must check in at the office.

Field Trips

Though limited in number, field trips serve as an extension of the learning going on within the classroom. In order for a student to be eligible to attend a field trip, he/she must be in good standing behaviorally at school. In addition, a parent/guardian permission slip must be signed and returned to school prior to the day of the field trip. It is expected that students attend the entire day, both before and after the field trip, in order to continue with participation. Behavior while on the field trip must meet or exceed the expectations already established at Century. All students must have a school issued student ID to ride district transportation. Any student absent from regular classes will be responsible for **any** assignment or assessment due for the next regularly scheduled class.

Grading

How does MYP grading work? Criteria related grading uses task specific rubrics to guide students. The rubrics set forth the requirements that a student must have to reach each level of proficiency. With this type of guide, the teachers and students of CMS have found a clearer understanding of why a project/assessment/work sample is scored at a particular level

How is criteria related grading different? Traditional grading uses an average of scores to find a student's overall grade. Within these grades are factors that take away from the meaning of the grade. Some of these factors include deduction of points for late work, bringing in supplies, turning in permission slips, extra credit, and on and on. Criteria-related grading uses unit/project specific rubrics, which students are provided, to measure only the curricular components. At Century Middle School, we use criteria-related grading as the International Baccalaureate (IB), which oversees our Middle Years Programme (MYP), prescribes it. The student's grade more accurately represents the progress toward proficiency of the MYP Objectives than traditional grading does.

Why aren't grades just averaged? Because the purpose of criteria-related grading is to report what students know and are able to do, averaging does not represent an accurate picture of where a student is in his/her learning. A student who struggles in a class at the beginning of a grading period and receives poor grades, but who keeps working and by the end of the grading period can clearly demonstrate competence in the subject, should receive a grade that reflects that competence. The average is a fixture in most grading systems, but the average does not always represent the data accurately.

- Consider two students, Stewart and Maria. Stewart earns the following scores: 5, 5, 5, 5, 5, 5, and 5. The average is not difficult to calculate, and Stewart's mark for that criterion is posted as a 5. Maria struggled at the start and turns in this performance on criterion A: 1, 2, 2, 4, 5, 5, and 5. Her average score would be a 3, but it is obvious that Maria now understands criterion A and her trend score would likely be a 5 as well.

How will student progress be measured? The MYP objectives and criteria provide clear and concise information to parents regarding student progress. Teachers collect evidence of student understanding through observations, class work, projects, and test data then evaluate overall performance using the following:

- **7-8 = Exceeds the standard**
- **5-6 = Meets the standard**
- **3-4 = Approaching the standard**
- **1-2 = Does not meet the standard**

So is an 8 like an A? No. While it may feel as though performance scale scores are easy to translate to the traditional A, B, C, D, F, it is actually quite difficult, and should be avoided in Grading. Think of the two grading methods as very different languages. For example, Mandarin Chinese has words and phrases that cannot be translated accurately into English because no English equivalent exists. It is like that with grading. In grading, the lowest bands communicate that the student has made little or no progress toward the standard. The highest bands indicate that not only has the student met the criterion, but has also taken the skills and concepts and transferred them with greater complexity and depth into other areas and disciplines and often in an unfamiliar situation. In traditional grading, letter grades report the number of points earned in a subject, and do not report very much about what the student has learned.

What about students who are English Language Learners? How will their progress be represented through criterion related grading? Grading principles and tenets are equally as

applicable and appropriate for students who are learning English as they are for their native English-speaking peers. English Language Learners may have **modified** grade-level expectations for any oral language and/or communication standard within various content areas. This includes the MYP Language and Literature criteria. The modification within these criteria should be adjusted based on the student’s current placement along the language acquisition continuum. The rubric band that represents the modified oral language or communication standard should be noted on any report card or progress report and parents should be aware that their student is working toward a modified communication criterion, including knowledge about their student’s current language development on the continuum.

How will I know what progress my student is making and if he or she is on track to meeting the MYP criteria? In order to know what progress students are making, parents/guardians should begin with talking to their student’s teachers to understand what assignments, assessments and/or student work products are most important for their student in regard to the criteria in any given subject area. The IC gradebook with the parent portal will have certain assignments, assessments and/or student work products listed in the online gradebook with a numerical score from 0 to 8. Parents/guardians should look at these scores over the course of the semester and pay attention to trends in these scores, knowing that they will not be averaged, but that over time, students should be progressing toward the higher bands by the end of the semester. Teachers will be using assignments, assessments and student work products as a body of evidence to make a final mark at semester.

How Do Criteria Marks Become a Final Mark out of 7? This process of determining criterion levels of achievement is done for all criteria in every subject. In each subject these criterion levels of achievement are then added together to give a Criterion Levels Total. This total is then compared to the grade boundary tables published by the IB to give the student a Mark out of 7. It is important to remember that the “Final” Mark on the report card in December is not truly final. Students will continue to be instructed and assessed for the remainder of the school year. When looking at the Final Mark in December, parents and students should look at this in the context of the trajectory the student will be heading in toward the end of the year. Below are the IB general grade descriptors for each grade. A mark on this 1-7 scale will appear under “Final Mark” in the Infinite Campus portal.

Assessment Policy:

- Grade level content groups and/or Core may set deadlines for Summative and Formative assessments.
- Student growth must be shown in order to reassess. Grade level content groups and/or Core will determine the requirements for growth.
- If project or performance based assessments are not submitted on time, grade level content groups and/or Core discretion may be used to give the students an alternative assessment of equal or greater rigor.
- Reassessment must be done within one week of the original assessment
- Teachers may choose to not allow a reassessment if at least two or more opportunities will be offered for the skills to be demonstrated in future assessments, or two or more opportunities have already occurred.

| Add the Four Criterion Marks Together | Final Mark for Class | Description of the Final Mark and What it Means for Each Class |
|---------------------------------------|----------------------|--|
|---------------------------------------|----------------------|--|

| | | |
|-------|---|---|
| 1-5 | 1 | Produces work of very limited quality . <i>Student is not passing the class.</i> |
| 6-9 | 2 | Produces work of limited quality . <i>Student is not passing the class.</i> |
| 10-14 | 3 | Produces work of a basic quality . <i>Student is barely passing the class.</i> |
| 15-18 | 4 | Produces good-quality work. <i>Student is passing the class, but not meeting all grade level standards.</i> |
| 19-23 | 5 | Produces generally high-quality work. <i>Student is meeting all grade level standards.</i> |
| 24-27 | 6 | Produces high-quality, occasionally innovative work. <i>Student is exceeding grade level standards.</i> |
| 28-32 | 7 | Produces high-quality, frequently innovative work. <i>Student is exceeding grade level standards.</i> |

So what about homework? I have heard it does not “count” in criterion based grading. How do I make sure my student understands the importance of homework if it is not part of the final grade? Homework is practice. Therefore, let us rethink the question to be, "Does practice count?" To use a sports analogy, or a knitting analogy, or a painting analogy, or an accounting analogy or any other analogy you can think of ... Practice is *extremely* important and valuable as it prepares you to perform. Let us take Peyton Manning as an example. Manning is known for his dedication to practice and study. He is one of the first ones at practice and he's one of the last to leave. He works incredibly hard while practicing, but his work on the practice field or during preseason games does not "count" at the end of the season. What "counts" is his performance in actual games - in our case, the assignments, assessments and/or student work products.

Here are some examples:

- Law School is practice. The Bar Exam counts as performance against the standards of practicing law. There are examples of people passing the Bar Exam with very little formal law study, and there are lots of examples of people who attended numerous law school classes and may have even earned a law degree, but they never passed a bar exam.
- Driver's Ed is practice. The driving exam “counts.”
- Cosmetology school is practice. The cosmetology state board exam “counts” – serving satisfied clients as a cosmetologist “counts.”
- Studying accounting is practice. The CPA exam "counts" - performing your accounting job well once you have landed a job "counts."

Homework assignments need to be aligned to the assignment rubrics in order for students to utilize homework as practice toward proficient performance on the MYP criteria. Students should be able to articulate how a homework assignment helps them practice toward performance. Teachers should NOT use homework completion as an indicator of student proficiency on a rubric or criteria and instead should use student assignments, assessments and/or student work products from class to determine proficiency. However, teachers should use

homework completion as an indicator of a student's progress toward the **Learner Profile Traits** (Inquirer, Knowledgeable, Thinker, Communicator, Principled, Open-Minded, Caring, Risk-Taker, Balanced, Reflective). Learner Profile Traits will be reported to parents/guardians through IC, online portfolios, or other methods each semester.

Learner Profile As stated above, homework completion is one indicator of a student's progress toward the Learner Profile attributes. These attributes are part of the way that, as an MYP school, we try to develop our students into internationally minded people who will work to create a better, more peaceful world. **These are scored on a four-point scale with four being the highest score awarded (4 = always, 3 = sometimes, 2 = rarely, 1 = never).** There are ten Learner Profile Traits (listed above), but only five are marked each semester.

Teacher Support - Students needing extra help and support need to arrange to meet with their teacher(s). Teachers are available, on a limited basis, before and after school. Teachers are eager to give extra assistance to students who want to succeed. To meet with your teachers before school please make sure you obtain a pass to enter into the building in the morning. Comet Café is available for students before school.

Hall Passes

If a teacher feels that it is necessary for a student to leave class, the student must have a hall pass. Students in the halls during class time without a pass will be sent back to the classroom. Students must make visits to the restrooms and drinking fountains during the passing periods and not expect to use class time for these purposes.

Health Services

A health aide staffs the School Health Office and is responsible for providing minor first aid to those students who become sick or injured while at school, administering prescribed medications, and maintaining health records. Other designated staff provide coverage in the health office when the health aide is not on duty.

Illness or Injury at School

You will be seen in the health office if ill or injured at school. Students should not call or text a parent to come to school to pick them up without going to the health office first. The health aide, or office staff, will determine if you need to go home for illness or injury. If you need to go home, you will be contacted as soon as possible. The school has no facility to keep ill children for long periods. Therefore, **it is essential that parents/guardians keep the school informed of any change in address and/or telephone numbers.**

For questions and information about immunizations, administration of medications, food allergies, or other health-related issues, please contact the Health Aide or visit the [District Health Services website](#).

Homework

Homework should be used for practicing skills learned in class or preparing for the next class, not for teaching new material or as motivation. Therefore, while homework is not calculated in the final grade, it is critical in helping teachers drive their instruction and identify student weaknesses. This could be compared to sports in that practice (homework) prepares the athlete for the game, but does not count toward the outcome of the game. Homework is any assignment given by the teacher that is required to be completed outside of class. Homework is not an assignment that is done in the classroom. Homework is in addition to class work. Although homework may not be assigned in every subject each day, students should expect to have

homework on a regular basis, especially in Mathematics and Language and Literature. Sixth grade students should expect 60 minutes of homework per night on the average. Seventh grade should expect 70 minutes, while eighth grade would have 80 minutes. The following are the guidelines for the CMS class/homework policy:

Types of homework:

- Practice – The goal is to master a skill, not to acquire new information;
- Preparation – The goal is to access prior knowledge about a new topic;
- Elaboration – The goal is to require students to engage in activities that extend their knowledge.

International Baccalaureate Middle Years Program (IBMYP)

The MYP part of the International Baccalaureate Programme is an international curriculum designed to prepare students for a future involving global careers and interest. The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. The Middle Years Program starts in the 6th grade and continues through 8th grade at Century. Students are immersed in an interactive curriculum that includes the study of individuals and societies, mathematics, sciences, language and literature, language acquisition (Spanish, German, or English), arts (visual or performing), physical and health education, and design technology. Not only do students study within these subject areas, but also their coursework ties the various curriculum areas together, demonstrating that all learning involves all disciplines in one way or another.

An IBMYP Learner strives to be:

- **Inquirers** - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- **Knowledgeable** - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- **Thinkers** - We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **Communicators** - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **Principled** - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **Open-minded** - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- **Caring** - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- **Risk-takers** - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- **Balanced** - We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for others and ourselves. We recognize our interdependence with other people and with the world in which we live.

- **Reflective** - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help people become responsible members of local, national and global communities.

Inclement Weather/School Closure

Information on emergency school closures due to severe overnight storms or other emergencies is available on local television stations. Please listen for announcements concerning Adams 12 Five Star Schools. Information on closures may also be obtained by calling the District information number at 720-972-4000, then press 7 for school closure information or check the District website: www.adams12.org. Please note that school is rarely canceled.

The best way to receive information about late starts or closures is to sign up for the district text alerts.

- Text “YES” to 68453*
*Your cell phone number must be up-to-date in the Infinite Campus System
- With this free service, you will receive text messages notifying you of safety alerts, or other important information affecting the Adams 12 Five Star Schools system.
** Message and/or data rates may apply.
- You can opt-out from alerts at any time.
- Reply with HELP if you need assistance

Major television and radio stations will also broadcast closures and late start information.

Infinite Campus

Parents and students have up-to-date access to class marks, attendance and fees through the Infinite Campus Parent Portal. You may access the log-on by going to the school’s website, select “Useful Links”, then select “Infinite Campus Student and Parent Portal.” Please contact the school registrar with any questions or concerns.

Intramurals, Clubs and Co-Curricular Information

The school is proud to offer a variety of student activities outside the regular school program. Students are encouraged to become involved in such activities. Involvement fosters school pride, a stronger sense of belonging at school and better appreciation of the total school program. Because of this, we encourage every student to participate in at least one activity outside of the regular classroom. These activities are held before or after school and may require parents to sign permission forms or provide transportation to and from the activity. For safety and supervision reasons, it is important that students arrive and be picked up promptly at prescribed times. To contact club sponsors, visit our school website at <https://century.adams12.org/activities>.

School-sponsored clubs are designed based upon student interest. A student must attend at least four full classes during the school day to take part in student activities. Any student with an unexcused absence will not be permitted to appear at or in a school activity of any type. A suspended student may not attend or participate in any student activities during the period of suspension.

Late/Missing Work/Retakes

Whenever possible/practical, students should be given multiple opportunities to demonstrate their current level of understanding and mastery of standards. Multiple opportunities may mean the retaking of a summative assessment on which the student has not demonstrated proficiency. However, it may also mean that a particular concept can be reassessed later in the unit or another unit as part of a spiraling learning process without the actual retaking of an assessment.

Retakes

Students are eligible for a retake on most assessments*, provided they meet the following:

1. The student participates in a form of relearning decided upon by the teacher. Additional learning may be required of the student, as well as possible additional instruction from the teacher.
2. The student has completed all required and associated formative coursework.
3. The student has not demonstrated understanding at a proficient level (3 or higher).

*Students will not be allowed to “redo” or “retake” a summative assessment such as products, projects, extended writing assessments, etc. that have periodic formative checkpoints leading to the summative assessment.

Students must complete retakes no later than two weeks following the receipt of summative assessment results and/or within two weeks of unit completion. The score on a retake will not replace the original score; however, it will be used as another piece of data when analyzing the body of evidence before assigning an overall mark on the report card.

Make-up Work and Tests: It is the student’s responsibility to contact the teacher to receive missed work.

During an excused absence:

- Students shall be allowed to make-up work missed during excused absences for full credit.
- Students will be given the same number of days they were absent plus one additional day to make up assignments, which were assigned on the day of the absence. The make-up period begins on the next school day following an absence. Individual teachers may grant extra time for make-up in hardship cases and will plan with students to set up appropriate due dates for work.
- Projects that are assigned prior to a student’s absence are to be turned-in on the due date or upon the student’s return date to school. Students can work with individual teachers to receive an extension if needed.

During a truancy (unexcused absence):

- Students with unexcused absences shall **NOT** receive credit for class work missed. However, they will be held responsible for the content and the completion of class work covered during their unexcused absence.

During an out-of school suspension:

- Students will be allowed to make-up work during an out-of-school suspension in order that they may reintegrate into the educational program.

Library Media Center Services

- The primary objective of the Library Media Center (LMC) is to provide information, literacy instruction and integrate appropriate materials with the curriculum. The LMC

collection at CMS provides a wide variety of materials, which present different points of view that are appropriate for a broad range of ability and maturity levels.

- Students are allowed to have three items checked out at any one time. If a student has, overdue books attached to her/his record for one thirty (30) days or more, the electronic circulation system will bill the student for the item(s).
- Replacement cost is charged for lost items and must be paid before yearbooks are issued. Students will not be able to attend special end-of-year activities if they have a book fine.
- All students must have a pass from classroom teachers to use the LMC, except when scheduled with a class.
- Students are encouraged to share any reading materials they would like to have added to the collection.
- The LMC is a great place for students to find and use a variety of materials when they are working on a research project. The librarian can assist students in helping find information that will be needed to create a successful product.

Lunch

Students may purchase lunch or bring lunch from home. Milk and water is available for purchase for students who prefer to bring their own lunch. If you would like to apply for free or reduced priced meals, visit the school's [website](#) for the application process and information.

Money can be deposited into lunch accounts in the cafeteria or lunches may be purchased via the Internet at www.payforit.net. Assorted ala carte items are also available during lunch time.

- Students must have an ID to enter the lunchroom or go to the office to get a temporary ID.
- Line up appropriately, keep hands to self, and have a reasonable amount of people per table
- No running or wandering from table-to-table,
- When a student is done eating, he or she should make sure to have removed all of his/her trash (including anything under the table), wiped down his/her table area with the provided cloth, and raised his/her hand to be dismissed by an adult.
 - Students caught leaving without cleaning are assigned one lunch detention
 - Any students refusing to go outside will be assigned cleaning duty
- No more than 5 students will be dismissed to restroom at one time
- No students should be allowed to go to their lockers, under any circumstances
- No food or drinks are to be taken outside
- Follow the directions given by Supervisors in the cafeteria and outside
- Do not go past the 50 yard line when outside
- When the whistle blows, line up to return into the building. Limit talking and voice levels as you go to your next class.

Parent Involvement and Engagement

Parent and family involvement are critical to the success of our students and our school. Families can be involved and engaged by reviewing their child's work and assignments, talking with their child about their day and learning, volunteering, attending school events and functions, belonging to PTA, etc. If you are looking for ways to become more involved and engaged, please visit the school's website.

Parent Cafe is a platform for parents and school personnel to aid in communication. Parent Cafe will be held twice a month, one during school hours and one in the evening. Both meetings will

have the same agenda. These meetings will be held via Zoom or Google Meets unless otherwise stated.

Pets on School Property

In an effort to keep our school feeling safe for all students and families and in accordance with District Policy, only service animals are permitted on school property. We ask that all other pets remain off school grounds during school hours. We appreciate your cooperation with this request.

Reporting Student Progress

Your student's progress will be reported at individual parent conferences at least twice a year. Report cards are sent home at the end of each grading period. Academic progress can also be found via the Infinite Campus Parent Portal.

School and Personal Property

We are proud of our school and show our pride by taking care of our building. You can add to our pride by keeping classrooms, lockers, halls and restrooms clean. You can help make the school a pleasant place to be by respecting student and staff's personal property.

Large amounts of money, expensive jewelry or watches and other valuable possessions should not be brought to school. At no time will the school assume responsibility for valuables. All lost and found items (other than clothing) are to be turned in to the school office. Clothing items should be placed in the box in the cafeteria and any unclaimed items will be donated to a local charity.

Lockers

Lockers are the property of the District. The school may search student lockers on a periodic basis to protect the health, safety, and welfare of all students. Lockers are supplied to students free of charge to store books, coats, backpacks/bags, school supplies and school related items.

Students may decorate their lockers with appropriate pictures, mirrors, shelves, magnets, etc., as long as such items can be easily removed without permanent damage to the locker. Writing in or on the locker is not permitted. All pictures and posters hung in lockers must meet District standards. Students having troubles with lockers should report problems to the school registrar before or after school.

It is suggested that you do not keep valuable items in your locker. **Your combination should not be shared and should remain private.** Moving to another locker without permission of the registrar is prohibited and will result in assignment of consequences. Private locks are prohibited, unless approval is given by school administration, and will be cut off the locker. The school is not responsible for items contained in lockers. Items found in lockers not assigned to students will be discarded.

A student will lose his or her locker privilege if he or she:

- Fixes (jams) a locker so that a combination is not needed to open it.
- Uses a locker not officially assigned to him or her.
- Damages a locker by applying stickers that will not come off, writing on or scratching the locker, etc.
- Damages or interferes with someone else's locker.
- ***Allows others to use his or her locker.*** Students do not share your locker combination or locker with anyone.

Lost and Found

Every year, CMS students lose thousands of dollars' worth of personal items. There are several ways to avoid losing your things:

- Put your name on *all* personal belongings (coats, hoodies, P.E. clothes, school supplies, musical instruments, etc.)
- Do not bring unnecessary or very valuable items to school
- If you lose something, immediately retrace your steps
- Check the lost and found by the student store/outside the cafeteria for lost items.
- Do NOT store items in the lost and found when you are in the gym or cafeteria
- Check with the main office for lost valuables.

Unclaimed items are periodically donated to a charitable organization.

Safety Information

Student Safety

Please help us keep students safe:

- Remind your child to use sidewalks and crosswalks.
- Drop off and pick up of students is along the curb only, so they do not have to cross traffic other than at the crosswalk. Hug and Go lanes are located on the southwest side of the school.
- Avoid picking up or dropping off student in the parking lots.
- Avoid parking within 15 feet of school crosswalks.
- Parents should encourage children to adhere to all safety rules established for pedestrians. This emphasis on safety is also a concern of the school's staff, and is an important part of the instructional program.
- Students are expected to go directly to and from school. They are to respect the rights and property of all people in the neighborhood.

Reminders for Parents

Please keep the following traffic safety information in mind as you are driving near our school:

<https://www.youtube.com/watch?v=tqqPuANPRYo>

- Refer to the map of our school for designated drop-off locations.
- Watch for children running into the street, particularly from between parked cars.
- Be alert for children at designated school crossings and other crosswalk locations.
- Obey speed limits, especially school zone speed limits during school hours. Take your time!
- Do not stop or park on or near crosswalks or other designated "NO PARKING" zones.
- Do not block school bus loading zones, crosswalks, intersections, or traffic lanes while waiting to pick up your child.
- Respect the "NO PARKING" and "NO STOPPING OR STANDING" signs. They are there to ensure the safety of your children.
- Do not make U-turns in school zones or within crosswalks.
- Consider carpooling to reduce the amount of congestion around the school

Safety Concerns

In any event, where you have safety concerns for yourself or others, you can:

- Contact school Administration
- Contact a member of the school's Social Emotional Learning Team
- Contact a trusted adult
- Submit a Safe2Tell report

School Security System

In our ongoing efforts to provide the safest and most secure environment for our students, an additional security measure has been installed, which requires the following safety measures.

- ALL exterior doors will be locked at all times.
- Please do not open the door or hold the door open for others.
- In order to enter the building, you will need to press the button located inside the main foyer next to the doors on the left hand side.
- An office member will release the doors, allowing access to the building.
- Once entering the building, ALL visitors must check in at the office, show ID, and obtain a visitor pass.
- If you would like to wait with your child before school or wait for your child after school, you will need to wait outside.

Safe2Tell:

[Safe2Tell.org](https://www.safe2tell.org), 1-877-542-7233 (SAFE), Reports also may be made using the anonymous Safe2Tell Colorado mobile app available on the [Apple Store](#) and [Google Play](#).

Safe2Tell is an anonymous reporting system designed to allow students to report bullying, self-harm, or threats to others that a student has been made aware of. The system sends a report to both the school and the appropriate law enforcement agency and should be used for serious situations.

Safe2Tell CO is for serious reports only. False reports and blatant misuse of the Safe2Tell CO resource will be investigated.

Socials

School socials are open to all Century Middle School students and their parents/guardians. Unless otherwise specified, they are not open to the public. Normal school dress is appropriate for socials. Formal attire, such as a tuxedo, is not allowed. Students are expected to follow the District Dress Code. Adult chaperones are present at all socials. Students must wear their IDs to attend school socials.

Substitute/Student Teachers

Substitute teachers and/or student teachers are guests in the building and are to be given the same respect as regular teachers. Students need to make sure they continue to follow classroom and core rules. Students who mistreat substitute teachers or have inappropriate behaviors will receive appropriate consequences from administration.

Suicide Prevention

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

Adams 12 will treat all threats or attempted suicides as serious regardless of the degree of lethality involved. When a student threatens or attempts suicide, the Adams 12 personnel will follow District Policy and respond accordingly.

The following steps have been taken to help protect all students:

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends.
2. When a student is identified as being at risk, he or she will be assessed by a District mental health professional that will work with the student and help connect the student to appropriate local resources.
3. Students will have access to national resources which they can contact for additional support, such as:
 - **The National Suicide Prevention Lifeline 1.800.273.8255 (TALK)**
 - **www.suicidepreventionlifeline.org**
 - **The Trevor Lifeline – 1.866.488.7386 - www.thetrevorproject.org**
4. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need have help.
5. Students should also know that because of the health and safety impacts of these matters, the confidentiality and privacy rights of individuals will be respected but concerns are secondary to seeking help for students in crisis.
6. For a more detailed review of District processes, please see the District's full suicide prevention guidelines document.

Student IDs

Students are required to have their school-issued ID with them at all times while on school property.

Transportation

Waiting at the Bus Stop:

- Arrive on time, but not too early (five minutes before scheduled time).
- Stay off private property. Nearby homes and yards are not part of the bus stop. Please do not throw trash or papers on the nearby lawns. Impress the neighbors with good behavior!
- Do not roughhouse near or stand in the street.
- Remember, no matter how late the bus is, all stops will be made. Sometimes, buses are late because of mechanical failure or weather, but the bus will complete its route.

Getting on the Bus

- When crossing the street to or from a stopped bus, cross at least ten feet in front of the bus. (NEVER rush behind the bus.)
- Wait in line for an approaching bus at least six feet from where the school bus is to come to a complete stop. NEVER *rush toward a moving vehicle or crowd and push to board the vehicle*. If you are not going to cross the street after leaving the bus, move back from the curb to allow the bus to continue on its route without danger to you. Bus stops are scheduled and students assigned to that particular stop based on the number of students expected to ride the bus from that neighborhood, therefore **STUDENTS MAY LOAD AND UNLOAD THE BUS ONLY AT THE LOCATION TO WHICH THEY HAVE BEEN ASSIGNED**. Otherwise, our buses could become overcrowded.
- A student ID is required of every middle school student for every ride in order to identify students who are eligible to ride on that bus route, both for protection of the student and for capacity control on the bus. Each ID is coded to indicate which route the student is eligible to ride. Failure to show a student ID consistently can result in the loss of riding privileges. Temporary bus passes may be obtained in the school office or from your bus driver.

Riding on the Bus

- Obey the directions of the driver.
- Did you know it is a state regulation, when crossing railroad tracks, and upon signal from the driver, all passengers are to be quiet and remain quiet until all railroad tracks are crossed?
- Students need to remember not to damage district vehicles. Students and their parents are financially responsible for the damages they cause on the district vehicles, so writing on, damaging seats or walls of the bus is unacceptable, and it could be expensive.
- No exiting through windows, emergency hatches or emergency doors without permission.
- Flame or spark-producing devices are not allowed on the school bus.
- Due to limited bus capacity, a student may not ride another bus to and/or from school without prior permission. A written notice from a parent/guardian of both parties is required 24 hours prior to the change and approved by an Administrator.
- ***The following items may NOT be transported on the bus:***
 - Animal/pets, living or otherwise.
 - LARGE ITEMS (i.e., band instruments, science projects. “Rule of Thumb”—items that protrude into the aisle, extend above the seat back, or occupy the space of another student cannot be transported.
 - NO SKATEBOARDS, SCOOTERS, OR ROLLER BLADES may be transported at any time.

Additional information is available in the *Resource Guide for Parents & Students* booklet available at your school. **Transportation Office Hours: 4:45 am-6:00 pm - 720-972-4299**

Visitor/Parent Check-In

District Policy requires that all parents and visitors must present a driver’s license/I.D. at the front desk and sign in at the office upon entering the building. Your license will be scanned through our Raptor system and a visitor’s badge/sticker will be provided. You will be asked to wear a visitor’s badge/sticker at all times.

INFORMATION AVAILABLE ON DISTRICT WEBSITE

STUDENT CODE OF CONDUCT

A summary of the Student Code of Conduct for Adams 12 Five Star Schools (the District) is available on the District’s [website](#). For complete information, please refer to the latest version of each District policy, available [here](#).

This summary includes information such as:

- student conduct
- student attendance
- cell phones and personal electronics
- District technology and Internet usage
- student dress code
- bullying and harassment

COMMONLY REQUESTED INFORMATION

A summary of commonly requested information is available on the District’s [website](#). For the most complete information, please refer to the latest version of each District policy (if applicable), available [here](#).

“Commonly requested” information includes topics such as:

- complaints or grievances
- consolidated billing
- service animals on District property
- student transportation
- video and audio monitoring
- visitors to schools

STUDENT HEALTH INFORMATION

Information about student health and wellness, including immunizations, health screenings, COVID-19, and when to keep your child home from school, is available on the District’s [website](#).

LEGAL NOTIFICATIONS

The District’s legal notifications/annual notices are available on the District’s [website](#).

These notices include information concerning:

- non-discrimination (including Title IX)
- rights under the Family Educational Rights and Privacy Act (FERPA)
- directory information under FERPA
- rights under the Protection of Pupil Rights Amendment (PPRA)
- other opt-out provisions