

Las Animas Junior High/High School Student Handbook 2020-2021



Mission Statement

We the students, parents, administration, staff, and community members create a safe environment which helps students grow physically, academically, socially and emotionally for future success through resilience and perseverance.

Home of the Trojans
School Colors: Blue & White

300 Grove Avenue
Las Animas, CO 81054
Telephone: 719-456-0211
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Las Animas District Re-1 Mission Statement

At Las Animas School we will ensure that our students are equipped to achieve their future academic goals through healthy, safe, engaged, supported and challenged learning environments that attend to mental, emotional and physical health which leads to positive behaviors and outcomes for a lifetime.

Board of Education

Mr. Steven Gallegos..... President
Mr. Dustin Wallace..... Vice-President
Mr. Bill Deal..... Secretary
Mrs. JoEllen Netherton..... Treasurer
Mrs. Julie Thomas..... Member
Mrs. Jamie Stavely..... Recording Secretary/Non-voting Member

District Administration and Staff

Ms. Elsie Goines..... Superintendent
Mrs. Jamie Stavely..... Administrative Assistant
Mrs. Nichole Eastin..... District Business Manager
Ms. Susan Waring..... District Communications / Data Compliance Officer
Mr. Eric Werick..... District Maintenance
Mr. Kale Reyher..... District Technology
Mr. Greg Bullock..... District Transportation Director
Mrs. Ronda Bucholz..... Wellness Grant Coordinator
Mr. Brian Repola..... Online School Director

Santa Fe Trail BOCES Special Services

Kathleen Paolucci..... School Psychologist
Leigh Parker..... Speech Language Pathologist
Joleen Monarco..... Speech Language Assistant
Sharron Marshall..... Occupational Therapist
Lisa Medina..... Certified Occupational Therapist Assistant
Royce Miller..... Physical Therapist
Aaron Pryor..... Physical Therapist Assistant
Sue Bemiss..... Hearing Teacher
Loel Decker..... Vision Teacher
Karen Gacnek..... Audiologist
Mary Lee Garrett..... Transition Services
Marrilee Baker..... Transition Services

JH/HS Building Accountability

Andrew Huffman..... Parent
Michael Torrez..... Business Owner
Julie Thomas..... School Board Member
Laura LaBarge..... Parent
Michelle Conger..... High School Teacher
James Osborn..... High School Teacher
Joshua Japhet..... Junior High Teacher
Addie Wallace..... Principal

Building Leadership Team

Bob Beebe, Carly Koch, Jenn Pointon, Amanda Vaughn, Tyson Vigil, Addie Wallace,
and Susan Waring

Las Animas JH/HS Staff

Mrs. Addie Wallace JH/HS Principal
Mr. Bob Beebe Dean of Students
Ms. Jenn Pointon School Counselor
Ms. Frances Skiles Administrative Assistant
Mrs. Laura Garcia Administrative Assistant
Mrs. Elisha Garcia Librarian and Attendance Officer

Fine Arts

Ms. Michelle Conger HS Visual Arts
Ms. Jenn Pointon HS Yearbook
Mrs. Amanda Vaughn JH/HS Performing Arts

English Language Arts

Mr. David Armstrong HS English Language Arts
Mrs. Madison Meardon JH English Language Arts
Mrs. Amanda Vaughn HS English Language Arts

Social Sciences

Mrs. Carly Koch HS Social Studies
Mr. Tyson Vigil JH Social Studies

Science

Mr. Joshua Japhet JH Science
Mr. James Osborn HS Science
Ms. Sarah Smith HS Science

Mathematics

Mr. James Osborn HS Math
Ms. Karlee Stuart HS Math
Mrs. Alicia Torrez JH Math

Career and Technical Education

Mr. Ryan Siefkas JH/HS Agriculture
Mr. Andrea Schultz HS Business

Special Education

Mrs. Kathy Cumbie Special Education Coordinator
Mr. Gregg Compton Para-Professional
Mrs. Ann Marfil Para-Professional
Ms. Kylie Miller Para-Professional
Mrs. Deb Myers Para-Professional
Mr. Michael Torrez Para-Professional
Mr. Brian England Para-Professional

Physical Education

Mr. Cody Hines Physical Education/Athletic Director
Mrs. Ashley Armstrong Para-professional

Satellite Education Program/Intervention

Ms. Laura Owen SEP Director

Custodial Team

Mr. Joey Garcia..... Head Custodian
 Mr. Gary TysckaCustodian
 Mr. DJ MaganaCustodian

Food Services

Mrs. Janet Palomino..... Food Services Director
 Ms. Chasity Duran Food Services-Baker
 Mrs. Cece Jaramillo Food Services-Cook
 Mr.

Nurse Office

Mrs. Karen Donkle..... School Nurse
 Mrs. Jane CarterHealth Aide

2020-2021 High School Bell Schedule

Students should not arrive on campus until 7:30 unless prior arrangements have been made.

Opening Bell @ 7:30am w/ Warning Bell @ 7:40	
Period 1	7:45-8:56 (71 minutes w/Breakfast @ 8:44)
Period 2	9:00-9:55 (55)
Period 3	9:59-10:54 (55)
Advisory	10:58-11:28 (30)
Period 4	11:32-12:28 (55)
Lunch	12:28-1:03 (36)
Period 5	1:07-2:02 (55)
Period 6	2:06-3:01 (55)
Period 7	3:05-4:00 (55)

2020-2021 Junior High Bell Schedule

Students should not arrive on campus until 7:30 unless prior arrangements have been made.

Opening Bell @ 7:30am w/ Warning Bell @ 7:40	
Period 1	7:45-9:03 (78 Minutes w/Breakfast)
Period 2	9:06-10:09 (63)
Outdoor Classroom	10:09-10:24 (15)
Period 3	10:27-11:30 (63)
Lunch	11:35-12:12 (37)
Period 4	12:17-1:20 (63)
Advisory	1:23-2:05 (42)
Period 6	2:08-2:58 (50)
Period 7	3:00-4:00 (60)

General Information

Handbook and District Policy

All students and parent/significant adult are responsible for the policies set forth in this handbook and all policies set forth in the Las Animas School District Handbook. This handbook can be found in the JH/HS office, District office or online at www.la-school.net.

Building Hours

The JH/HS buildings are open to student in the morning at 7:30am and is closed at 4:15pm Monday through Thursday. Friday school hours will be 8:00am to 12:00pm. Staff may supervise any student or group outside of these hours.

Community Involvement

The administration and staff of Las Animas Junior High and High School welcome and encourage community involvement on the following committees: MTSS teams at both levels, Building Accountability Committee (BAC), District Accountability Committee (DAC), chaperoning activities and volunteering to tutor or help students.

Lockers (subject to change due to Covid-19)

A locker and lock is assigned to each student when he/she registers. Periodic unannounced locker checks will be conducted, and students are responsible for all items in their assigned lockers. These same rules apply to locks and lockers in the girls' and boys' locker rooms and the Ag Shop. The school does not assume responsibility for the theft of articles from lockers on school campus. Only school issued locks will be allowed on any school locker. Before sign-out sheet is cleared, students will clean out and vacate assigned lockers.

Hall Passes

When out of the classroom, all students must have a teacher authorized hall pass. Passes may be checked by other school staff members.

Student Dismissal Procedures (For full policy description, please refer to *District Policy JLIB and District Policy EEAG*)

Las Animas High School has an Open Campus procedure for all students during lunch. Any other time JH/HS students leave school, permission should be obtained prior to signing out in the office. Permission must be granted by parents/significant adult associated with the student file.

In the case, student has permission to leave campus via the Parent Permission to Leave Campus Form, students must sign in and out in the JH/HS office. Students may ride in school personnel vehicles with prior approval from superintendent.

Student Vehicles (For full policy description, please refer to *District Policy JIHB*)

Students are allowed to bring cars to school and park them in the designated parking spaces in the main parking lot in front of the high school building. Students must present a current driver's license and complete a driver's guidelines form. Student are asked to park in the school parking lot south of the high school main entrance in the second row and row of parking along 3rd street on the north side. Parking on the south side of 3rd street is reserved for guest/families/community members. Students are reminded that there is a 25mph speed limit in the school zone and 5mph speed limit in the parking lot.

Student Withdraw

Students withdrawing from Las Animas JH/HS must obtain a sign-out form from the school administrative assistant. A student is officially withdrawn when the student and parent/significant adult complete the sign out form and return all school property, pay all fines, and return the form to the office. Students must be accompanied by their parent/significant adult to have written verification of permission to withdraw.

Student Fees, Fines and Charges (For full policy description, please refer to *District Policy JQ*)

Fees may be assessed for use of consumable supplies in elective courses. The following is a list of courses and the fees that may be charged. Other courses may also charge fees. It is expected that students shall return textbooks to the school in good condition except for ordinary wear.

Item	Cost
Class Fees	Class Voted Annually
Official Transcript	\$2.00
School Issued Books (lost or damaged)	Replacement Cost
Copied Materials	\$.10 per page/copy
Art	\$10.00 per semester
Photography	\$25.00 per semester
National Honor Society	\$20.00 per year
FFA	See advisor
FBLA	\$20.00 per year
Athletics	As determined by sport
Concurrent Enrollment/College Classes	As determined by cost of tuition
Reserved Parking Spaces	\$10.00 per year
A Plus	\$150.00 per course
Performing Arts	\$10.00 per semester

All fees for textbooks, expendable supplies and materials, and miscellaneous fees shall be waived for students in out-of-home placements, as that term is defined by C.R.S. 22-32-138.1.e. If a student is graduating, the district may deny the privilege of participation in the graduation ceremony if the student has failed to pay fees by the last school day prior to the ceremony. Alternative payment methods, such as installment plans or school service, shall apply to students who are unable to pay with administrative approval prior to the last school day. C.R.S. 2018-22-32-110.jj.

Health and Emergency Illness

Please do not send a sick student to school. If your student becomes ill while at school, you or your emergency contact person will be contacted immediately to pick him/her up. Please notify the office with respect to any chronic illness that your student has or any concerns that you have regarding your student's health, as well as updates on medications that your student takes and immunizations that your student receives. Personnel are present in all schools that are certified in CPR and First Aid. Only qualified personnel shall give emergency care. Medical help will be summoned in case of emergency.

Medication (For full policy description, please refer to *District Policy JLCD*)

Students are not allowed to carry medication of any kind (prescription or over-the-counter) on their person. Any student distributing medication on school grounds is subject to disciplinary actions. Parents/Significant adults may come to the school to administer medications to their student. Any student requiring medication to be taken during school hours must have a permission form on file at the Las Animas JH/HS. This form may be obtained from the school nurse or office and requires both a doctor and parent/significant adult signature annually. Distribution of medicine by school personnel is not allowed without this form on file. Medications not picked up the last day of school will be properly disposed.

School Insurance

Students may purchase insurance to cover injury both during and after school. The school itself does not carry an accident policy on the students. If you are not adequately insured by a family policy, you are encouraged to enroll in a plan. Information/Applications for a plan not sponsored by the school district is available on the school district website. (<http://la-schools.com>)

All students participating in interscholastic sports MUST be adequately covered by accident insurance. If you are injured at school or during athletics, the injury must be reported to responsible staff/sponsor in charge as soon as possible. Responsible staff/sponsor will complete an accident report on all injuries.

Screenings (For full policy description, please refer to *District Policy JLC*)

Seventh and ninth grade students are screened for vision and hearing. If you do not want your student to participate in these screenings, please contact your school nurse/health aide at (719)-456-1862.

Child Abuse Reporting (For full policy description, please refer to *District Policy JLF*)

Any staff/sponsor who has reasonable cause to know or suspect that a student has been subjected to abuse or neglect or who has observed the student being subjected to circumstances or conditions which would reasonably result in abuse or neglect, as defined by statute, shall immediately upon receiving such information report or cause a report to be made.

Social Services and law enforcement have the authority to conduct investigations in the schools and with students. The methods in which such investigations are conducted are within the exclusive authority of law enforcement and social services. Notification to parents/significant adults in such cases will come from law enforcement agencies or social services.

Safe2Tell Reporting

Safe2Tell reporting provides counseling and/or mediation strategies to address problems. Students who feel that they are being harassed, intimidated, or put in a situation that make it a problem for him/her to feel safe at school should report the problem to a staff member as soon as possible. Students may also report concerns anonymously through Safe2Tell at 1-877-542-SAFE.

School Sponsored Extracurricular Activities

Las Animas Jr/Sr High School Sponsor Assignments

Mrs. Amanda Vaughn and Ms. Kathy Cumbie..... Senior Class Sponsors
Ms. Jenn Pointon..... Graduation

Mrs. Michelle Conger and Ms. Sarah Smith..... Mrs. Junior Class Sponsors
Mrs. Laura Garcia Prom

Mrs. Carly Koch and Mr. Michael Torrez Sophomore Class Sponsors
Mr. David Armstrong..... Ranchburger

Mrs. Karlee Stuart and Ms. Kylie Miller Freshman Class Sponsors

8th Grade Class

Mrs. Alicia Torrez and Mr. Tyson Vigil..... 8th Grade Class Sponsors
Mr. Joshua Japhet and Mrs. Madison Meardon 7th Grade Class Sponsors

Student Activities/Clubs and Organizations

With the belief that there is much more to education than attending classes, clubs and organizations are formed to meet the interest of the student body. Listed are the Las Animas JH/HS clubs and organizations that are currently active:

Clubs and Organizations

Mrs. Andrea Shultz	FBLA
Mr. Ryan Siefkas	FFA
Mrs. Amanda Vaughn	JH/HS Knowledge Bowl
Ms. Frances Skiles	Pure Gold
Ms. Susan Waring	SFTD Square Dance Class Coordinator
Mrs. Elisha Garcia	True Blue
Ms. Karlee Stuart	HS Student Council
Mrs. Alicia Torrez.....	JH Student Council
Mrs. Teresa Garcia.....	Santa Fe Trail Day Committee

Future Business Leaders of America (FBLA)

FBLA is an organization for those students who are enrolled in business classes and anyone else who is interested in joining and is one of the most exciting and enthusiastic organizations you can be a part of. It provides a greater learning experience in leadership conferences, community service projects, fundraisers, and other school activities.

FFA

FFA is an organization for those students who are enrolled in agricultural science classes. They are involved in many activities during the year including judging contests, field trips, FFA Week activities, leadership conferences, and conventions. The National FFA Organization is dedicated to making a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. To accomplish its mission, FFA, develops competent and assertive agricultural leadership.

Knowledge Bowl

Knowledge Bowl is a JH/SH High School academic team that participates in competitive matches throughout the year. They practice on a regular basis and travel to sites in southern Colorado for tournaments and single competitions.

Pure Gold & True Blue

True Blue is open to any and all students at LA High School and Pure Gold is open to any and all students at LA Jr High School. The only requirements are the desire to serve others and have fun! Join us as we do crafts with the elderly, read with pre-school students, paint and clean up community facilities, and more. True Blue can help you gain service hours that the college and scholarship applications love to see.

Student Council

Student Council is an organizational activity at LA Junior High and High School. Its purpose is to plan activities to involve the student body, and to provide a communication line between the students and administration. Offices include: Student Body President, Vice-President, Secretary, Treasurer, and Member-At-Large. Class offices include a class president and representatives. LA High School Student Council is the sponsor of the annual Santa Fe Trail Days, the oldest school sponsored community event.

Dances

All dances must be organized by a school-sponsored group and approved (purpose, time and organization) at least 8 school days in advance by both student council and the building administration. Sponsors are responsible for providing chaperones (parents/significant adults and other staff) and contacting the Bent County Sheriff’s Office. School dress code and eligibility rules apply to attending dances. All dances will be over by 11:00pm with the exception of prom. Guest of a current LAHS student may be admitted only if a guest permit has been completed 2 school days before the dance and signed by the building administration. Junior high school students are not allowed to attend high school dances; high school students are not allowed to attend junior high dances. Students considered “homebound” due to disciplinary reasons cannot attend school dances.

Guests must be under 21 years of age unless special circumstances exist as approved by the building administration. Students attending the dance must sign-in and sign-out, which indicates the time of arrival and time of departure. Students and guests not following the HECTOR expectations will be ejected from the dance. Once a student leaves a school dance, he/she cannot return and must leave the campus immediately.

Fund Raising Activities

Fund Raising Request Forms are available from the HS Student Council sponsor or the JH/HS office. All forms must be filled out and submitted prior to any fund raising activity. Fund raising activities without prior approval will be discontinued immediately, and all funds will be returned to the community (buyers). Fund raising requests that are not approved may be appealed to the building administration for final decision. No further appeals will be heard. All food related fund raising activities must abide by food-services and school regulations.

Student Expression Rights (For full policy description, please refer to *District Policy JICEA and JICEC*)

Students do not shed their constitutional rights when they enter the school or engage in school-related activities. Students shall not turn in, present, publish or distribute expression that is disruptive to the classroom environment or to the maintenance of a safe and orderly school. Student expression includes expression in any media, including but not limited to written, oral, visual, audio, and electronic media in all classroom and other school-related activities, assignments, and projects.

Athletics

Athletic teams offered at Las Animas Junior High are: football, volleyball, basketball, wrestling, track and field and baseball

Athletic teams offered at Las Animas High School are: football, volleyball, basketball, wrestling, track and field and baseball.

Extracurricular Activity Eligibility (For full policy description, please refer to *District Policy JJJ*)

Eligibility requirements in the bylaws of the Colorado High School Activities Association (CHSAA) shall be observed by students at the high school level. Eligibility for extracurricular activities governed by CHSAA begin May 1st of a student's 8th grade year and will carry through the 12th grade.

Additional eligibility requirements may be imposed by the district for both junior high and high school students. Such eligibility requirements may include, but not be limited to, good citizenship, acceptable academic standing, parental permission and good health.

To participate in activities at a school of attendance, a student shall meet all of the requirements imposed by the school of attendance.

To participate in activities at a school of participation students must comply with:

1. All eligibility requirements imposed by the school of participation.
2. The same responsibilities and standards of behavior, including related classroom and practice requirements that apply to enrolled students.

Specific Eligibility Requirements for All Extracurricular Activities

Students are ineligible if they have 2 or more Fs. A list of students failing for the 2-week grading period will be determined on Monday at 7:00am and a grade check will be distributed to coaches and sponsors on the off weeks. The start date will be 4 weeks after school begins and two weeks after Christmas Break.

For CHSAA purposes, eligibility is determined by semester. Students must regain eligibility after the first quarter of the next semester by having fewer than 2 Fs.

Drug and Alcohol Procedure—Effective August 19, 2013

If a student, who participates in extracurricular activities, is caught by a school official, coach, sponsor, his or her parent, and/or law enforcement personnel using/or possessing illegal drugs or alcohol, to include drug paraphernalia, the student will be ineligible to compete for:

First Offense: A disciplinary period of 365 days from extracurricular activities; during that time a student may request to be reinstated to compete in extracurricular activities. Attendance at practice will be left up to the discretion of the coach. Reinstatement during the disciplinary period would require satisfactory completion of the reinstatement process items listed below at the parent/student's expense.

1. Student must produce clean UA through approved school provider. Students will be allowed to test after four weeks of the disciplinary period. Note: A failed UA would not be considered a 2nd offense until 1 clean UA is produced.
2. Student must complete three additional clean UAs throughout the suspension period. The approved school provider will establish random dates for the additional UAs. Note: A failed UA during this step would be considered a 2nd offense.
3. Enroll and complete drug and alcohol counseling services through a school-approved provider.

Second Offense: A suspension of 365 days without the possibility of reinstatement.

Third Offense: Loss of eligibility for secondary career extracurricular activities.

Off season or Summer Infractions: Students will be accountable for infractions that occur during the off-season and/or summer break.

Tobacco Procedure—Effective December 2019

If a student, who participates in extracurricular activities, is caught by a school official, coach, sponsor, his or her parent, and/or law enforcement personnel using/or possessing tobacco, to include paraphernalia, the student will be ineligible to compete for:

First Offense: Building administration confiscates tobacco product and notifies the parent/significant adult via telephone call of tobacco violation in the presence of the student to set up a meeting regarding student violation. The consequences for the first violation are as follows:

1. The student will be suspended from 10% or a minimum of 1 activity (FFA, FBLA, KB, and field trips) or games (athletics) in which the student is involved. This does not include practices.
2. Three days of In-School-Suspension
3. Mandatory enrollment in and completion of Second Chance – online tobacco education program for youth (Must complete before returning to activities)

Second Offense: Building administration confiscates tobacco product and notifies the parent/significant adult via telephone call of tobacco violation in the presence of the student and in writing to be returned to the school. A referral will be made to the school counselor/nurse for a nicotine use assessment (i.e. mental health, current coping tools, tobacco use behaviors), including offering tobacco prevention education and “voluntary enrollment in cessation program in student is ready to quit. The consequences for the first violation are as follows:

1. Suspension for the rest of the season from activities or games (semester for yearlong activities)
2. Five days of In-School-Suspension
3. Mandatory enrollment in 3rd Millennium Classroom <https://web.3rdmil.com> (paid for by the student and must complete before returning to activities)
4. Four hours community service pre-approved by administration

Third Offense: Building administration confiscates tobacco product and notifies the parent/significant adult via telephone call of tobacco violation in the presence of the student and in writing to be returned to the school. A referral will be made to the school counselor/nurse for a nicotine use assessment (i.e. mental health, current

coping tools, tobacco use behaviors), including offering tobacco prevention education and “voluntary enrollment in cessation program in student is ready to quit. The consequences for the first violation are as follows:

1. Suspension from extra-curricular activities for the rest of the school year
2. Five days of In-School-Suspension
3. Eight hours community service pre-approved by administration
4. Written assignment using guided questions regarding the underlying reasons they use tobacco, personalized support for addressing underlying causes, and motivations to quit

If suspension is deemed absolutely necessary, such as in the case of a repeat offender who refuses to participate in other options, then alternative forms of suspension such as in-school suspension are preferable to out-of-school suspension.

Off season or Summer Infractions: Students will be accountable for infractions that occur during the off-season and/or summer break.

Academic Achievement

Grading System (For full policy description, please refer to *District Policy IKA*)

A fair composition of student mastery will be determined using a variety of evaluation tools including, but not limited to daily classroom assignments, state and district assignments, classroom assessments, and student participation in, and completion of, assigned projects. In grades seven through twelve, the A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F code is used.

Grades will be computed on the following basis:

A	90-100	4 Points
B	80-89	3 Points
C	70-79	2 Points
D	69-60	1 Point
F	<60	0 Points

College & AP courses will be computed on the following basis:

A	90-100	5 Points
B	80-89	4 Points
C	70-79	3 Points
D	69-60	2 Points
F	<60	0 Points

LAHS Graduation Requirements (For full policy description, please refer to *District Policy IKF*)

In pursuit of its mission to ensure that all students are equipped to reach their future academic goals, the Board of Education has established the following graduation requirements:

- Meet or exceed the district's academic standards
- Successfully complete one or more of the statewide graduation recommendations.

Units of Credit Needed

A total of 24 credits earned during grades nine through twelve are required for graduation. A credit is defined as the amount of credit given for the successful completion of a course which meets four days per week for a minimum of 55 minutes daily for at least 36 weeks or the equivalent. Successful completion means that the student obtained a passing grade for the course.

Diploma

4-English
3-Mathematics-must pass Alg. 1
3-Science
3-Social Studies
1-Fine Arts
1-Physical Education
1-Business
1-Career and Technical
7-Electives

Total: 24 credits

College Prep Diploma

4-English
4-Mathematics-Alg. 1 or higher
3-Science
3-Social Studies
1-Fine Arts
1-Physical Education
1-Business
1-Career and Technical
2-Foreign Language (same language)
6-Electives

Total: 26 credits

Statewide Graduation Recommendations

ACCUPLACER-Next Gen		Concurrent Enrollment	
English	Math	English	Math
241 on reading Comprehension 236 Writing	255 on Arithmetic 230 QAS	80% and higher	80% and higher
ACCUPLACER is 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.		Concurrent enrollment provides students the opportunity to enroll in postsecondary courses, simultaneously earning high school and college credit. School districts and institutions of higher education each determine passing grades for credit. An eligible concurrent enrollment course is 1) the pre-requisite directly prior to a credit bearing course or 2) a credit-bearing course	
ACT		Capstone Project	
English	Math	English	Math
18 on ACT English	19 on ACT Math	Individualized	Individualized
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.		A capstone is the culminating exhibition of a student's project or experience that demonstrates academic and intellectual learning. Capstone project will include a portfolio and presentation to a community panel with a minimum rubric requirement.	
Advanced Placement		SAT	
English	Math	English	Math
2	2	470	500
AP exams test students' ability to perform at a college level. Districts choose which AP exams will fulfill this menu option. Scores range from 1 to 5		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 current SAT includes sections on reading, writing and math. The highest possible score for each section is 800.	
ASVAB		Resource/IEP	
English	Math	English	Math
31 AFQT	31 AFQT	Individualized	Individualized
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.		LASD has the authority to adapt the college and career demonstrations necessary to earn a high school diploma to accommodate for students with the following exceptions: English learners, gifted students and students with disabilities. Reference areas will include, but not be limited to: modified capstone projects, industry certification, and ACT WorkKeys: reading and math with minimum score of Bronze..	

Graduation Honors:

GPA calculation for Valedictorian and Salutatorian will be completed at the end of the first semester of their senior year. In order to be eligible a student must complete their junior and senior year at Las Animas High School. Gold cords will be given to the students in the top 10% of the graduating class.

Years of Attendance

The Board of Education believes that most students benefit from four years of high school experience and are encouraged not to graduate early. However, in some cases, students need the challenge provided by postsecondary education or other opportunities at an earlier age. Therefore, the principal may grant permission to students wishing to graduate early, provided the student has met all district graduation requirements.

Concurrent Enrollment (For full policy description, please refer to *District Policy IHCDA*)

The Board of Education believes that students who wish to pursue postsecondary level work while in high school should be permitted to do so. In accordance with this policy and accompanying regulation, high school students may receive course credit toward the fulfillment of high school graduation requirements for successful completion of approved postsecondary courses offered by institutions of higher education.

Academic credit granted for postsecondary courses successfully completed by a qualified student shall count as high school credit toward the Board's graduation requirements, unless such credit is denied. The district shall pay the tuition for up to 6 credit hours of postsecondary courses successfully completed by a qualified student and for which the qualified student receives high school credit. A qualified student may enroll in up to 15 credit hours of postsecondary courses per academic term.

Student Course Load

The course load of freshman, sophomores, juniors and seniors shall be a minimum of 6 credits per school year. Students who wish to take fewer credits in any given school year must obtain advanced permission from the building administration.

Schedule Change Procedure

The counseling office will conduct schedule changes. Deadlines for change are set each year with a firm date. Students will have to complete a schedule change form that requires the signatures from both teachers affected by the change and the parent/significant adult before meeting with the school counselor. Schedule change forms can be found at registration, the high school office and the school counselor's office.

On-the-Job Training and Internships

On-the-Job Training (OJT) and Internships approved by the counselor or principal can be taken for high school credit. Students must have met the pre-requisites as defined by the school counselor. Students are responsible for their own placement and must adhere to the guidelines set by the school counselor.

Teacher Aides (TA)/Library Aides(LA)

Students wishing to be teacher's/library aides must meet the qualifications set by the building administration and school counselor. Requirements include being a junior or senior, GPA of 2.5 or higher, and does not have any courses to retake due to failing grades. A student may only have 2 TA/LA periods in a school year and a teacher may only have 2 TAs. The course will have a pass/fail grade and does not count as a carnage unit.

Tutor

Students will be expected to assist in the daily instruction and completion of assignments in the classroom environment. Requirements include being a junior or senior, GPA of 3.0 or higher, and does not have any courses to retake due to failing grades. Students in this course will be given a letter grade and does count as a carnage unit.

Semester Test

Students will be celebrated for their efforts in the classroom as well as attendance. A schedule will be created for the week of semester tests. If the student meets the qualifications, they will not need to take the semester final. They may be asked to take a unit assessment or end of year assessment.

National Honor Society

NHS is an organization that honors and promotes academic excellence. Students who meet the requirements listed below may apply to join NHS but then must be selected by a committee. Requirements include:

- 1) Minimum grade point average of 3.0
- 2) Outstanding characteristics of leadership, service, scholarship, and character
- 3) Junior or Senior class status

Junior High Continuation Requirements

All students must complete, with a grade of no less than D, the required academic classes for 7th and 8th grade to be eligible for the continuation activities: field trip, parent luncheon, dance, ceremony, etc. Students who fail one or more core classes may pass to the next grade but will be required to retake the failed class through the A+ credit recovery program during Friday school or during their own time.

7th Grade

English Language Arts (Core)
Mathematics (Core)
Science (Core)
Social Studies (Core)
Physical Education
2-Electives
Total: 6 Credits

8th Grade

English Language Arts (Core)
Mathematics (Core)
Science (Core)
Social Studies (Core)
Physical Education
2-Electives
Total: 6 Credits

Progress Reports

Progress reports will be distributed during Student Led Conferences around the 9th week of both the Fall and Spring semesters. Teachers will contact parent/significant adult by phone or in writing as needed.

Parents/Significant adults are encouraged to contact teachers on a regular basis to monitor student progress.

Grades can be monitored using this website: https://goedustar.harriscomputer.com/pol/pol_sign_in.htm.

Student Led Parent/Teacher Conferences

The conferences at Las Animas JH/HS are student led with the parent. Student advisors will contact parents to set a time and date with the expectation that students and parents/significant adult attend the conference together. This will occur 2 times a year (fall and spring). Information from each course as well as information from the district and school will be distributed at the conferences.

Alternative Education or Summer School Credit

Credit may be earned through satisfactory completion of courses offered through the schools SEP program using the A+ system. Students must have prior approval through the counselor and building administration. The courses must satisfy the graduation requirements by Las Animas School District. Students must agree to the terms set in the SEP program before classes will be assigned.

Credit from other Institutions or Home-based Programs

All students entering from outside the district must meet the district graduation requirements. The administration shall determine whether credit toward graduation requirements shall be granted for courses taken outside the district. Students, who are currently enrolled in the district and wish to obtain credit from outside institutions, or through “on-line” programs, must have prior approval from the administration.

The district shall accept the transcripts from a home-based educational program. In order to determine whether the courses and grades earned are consistent with district requirements and district academic standards, the district shall require submission of the student’s work or other proof of academic performance for each course for which credit toward graduation is sought. In addition, the district may administer testing to the student to verify the accuracy of the student’s transcripts. The district may reject any transcripts that cannot be verified through such testing.

Student Attendance & Off Campus

The parent/significant adult are asked to contact the school via phone prior to 8:00am on the morning of their student's absence at (719)-456-0211. Parents/significant adults need not notify the school of a student's absence when the student is suspended or is absent due to a school sponsored activity

The Las Animas JH/HS shall enforce the compulsory attendance law, counsel with students and parents/significant adult, and investigate the cause of nonattendance.

Attendance Counts System

As a school district, we believe in attendance of students each day in order to receive the information and skills needed to be successful in life after high school. The following have been put into place in each building including the junior high and high school. Students with perfect attendance will be acknowledged each month in a celebration assembly. A display of daily attendance for each grade and staff can be found near the entrance of the JH/HS.

- Individual Student Level—Students will be recognized month at the end of the month for perfect attendance during that month.
- Class Level—Each day that a class has perfect attendance, the teacher will track using a visual in the classroom (or whatever designated area) to spell the term ATTENDANCE COUNTS. Once the class has spelled ATTENDANCE COUNTS, there will be a class reward similar to the ideas for the individual layer.
- Grade Level—A district wide traveling trophy will be awarded to the class with the highest attendance rate at the end of each month.
- School Level—Any day there is school wide perfect attendance, everyone will get a long lunch.

Student Absences and Excuses (For full policy description, please refer to *District Policy JH*)

One criteria of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment and scholastic achievement. No single factor may interfere with a student's progress more quickly than frequent tardiness or absence.

According to state law, it is the obligation of every parent/significant adult to ensure that every child under their care and supervision receives adequate education and training and, if of compulsory attendance age, attends school.

Continuity in the learning process and social adaptation is seriously disrupted by excessive absences. In most situations, the work missed cannot be made up adequately. Students who have good attendance generally achieve higher grades, enjoy school more and are more employable after leaving school. For at least these reasons, the Board of Education believes that a student must satisfy two basic requirements in order to earn full class credit: (1) satisfy all academic requirements and (2) exhibit good attendance habits as stated in this policy.

Excused absences

The following will 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 will be approved for appointments or circumstances of a serious nature only which cannot be taken care of outside of school hours.
2. A student who is absent for an extended period due to 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.

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

If a student is in out-of-home placement (as that term is as defined by C.R.S. 22-32-138(1)(h)), absences due to court appearances and participation in court-ordered activities will be excused. The student's assigned social worker must verify the student's absence was for a court appearance or court-ordered activity.

Unexcused Absences

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

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

The administration will develop procedures to implement appropriate penalties. The school administration will consider the correlation between course failure, truancy and a student dropping out of school in developing these procedures and will implement research-based strategies to re-engage students with a high number of unexcused absences.

Students and parents/guardians may petition the Board of Education for exceptions to this policy or the accompanying regulations provided that no exception will be sustained if the student fails to abide by all requirements imposed by the Board as conditions for granting any such exception.

The maximum number of unexcused absences a student may incur before judicial proceedings are initiated to enforce compulsory attendance is 10 days during any calendar year or school year.

Chronic Absenteeism

When a student has an excessive number of absences, these absences negatively impact the student's academic success. For this reason, a student who has 6 total absences in a school year, whether the absences are excused or unexcused, may be identified as "chronically absent" by the principal or designee. Absences due to suspension or expulsion will not be counted in the total number of absences considered for purposes of identifying a student as "chronically absent."

If a student is identified as "chronically absent," the principal or designee will develop a plan to improve the student's attendance. The plan will include best practices and research-based strategies to address the reasons for the student's chronic absenteeism, including but not limited to multi-tiered systems of support.

When practicable, the student's parent/guardian shall participate in the development of the plan. Nothing herein will require the principal or designee to identify a student as "chronically absent" prior to declaring the student as a "habitual truant" and pursuing court proceedings against the student and his or her parents/guardians to compel the student's attendance in accordance with state law.

Make-up Work

Make-up work will be provided for any class in which a student has an excused absence unless otherwise determined by the building administrator or unless the absence is due to the student's expulsion from school. It is the responsibility of the student to pick up any make-up assignments permitted on the day returning to class. There will be 2 days allowed for make-up work for each day of absence.

Make-up work will be allowed following an unexcused absence or following a student's suspension from school with the goal of providing the student an opportunity to keep up with the class and an incentive to attend

school. This work may receive full or partial credit to the extent possible as determined by the building administrator.

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

Tardiness

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

Parents/guardians will be notified of all penalties regarding tardiness.

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

Consequences for Tardies

Tardies will be addressed by the teacher where the tardy takes place. Six tardies equals one absence and will be required one hour of make-up time. Excessive tardiness can lead to loss of privilege and a behavior RTI plan.

Use of Video Cameras to Monitor Student Behavior

For the safety and well-being of students and staff, video cameras are used by Las Animas JH/HS. Video recordings may be viewed for discipline and safety purposes by the building administration as deemed appropriate.

Student Code of Conduct

School-wide Positive Behavior Instruction and Supports (PBIS) is a prevention model. It is based on the premise that all students can benefit from well implemented, evidence-based practices for improving student behaviors. The implementation of PBIS can:

- help to create a positive school climate,
- address the behavioral needs of all students with proven, easy to implement strategies,
- allow the school to create the "right fit" for them, so the practices are appropriate to the context and sustainable over time,
- results in increased time for instruction and fewer disciplinary incidents,
- is viable and does not have to overwhelm staff given the limited time and resources schools are experiencing, and
- is affordable.

Las Animas JH/HS has implemented Positive Behavior Instruction and Support (PBIS) Program in our schools. The main focus of PBIS is to provide a clear system of all expected behaviors. While many members of our school community have assumptions of what is expected behavior, we cannot assume that everyone's beliefs are similar. Through PBIS, we will work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understanding of their roles in the educational process.

Our school-wide recognition and acknowledgement system benefits ALL students who follow our school-wide expectations. PBIS focuses on positive behavior. Students are taught and acknowledged for following the expectations in all areas of the school. Students must be problem solvers, act responsibly, work hard and show respect in and out of the classroom.

Schools that implement PBIS focuses on taking a team-based, systematic approach, and teaching appropriate behaviors to all students in the school.

The MTSS Team: Mr. Bob Beebe, Mr. Cody Hines, Mr. Joshua Japhet, Mrs. Carly Koch, Ms. Jenn Pointon, Mrs. Alicia Torrez, Mrs. Amanda Vaughn, Mr. Tyson Vigil, Ms. Susan Waring.

Expectations of Behavior

The following matrices outline the expectation in the areas of both the junior high and high school. Classroom matrices are created with the help of the students and are posted in each classroom.

Las Animas High School: We Are HECTOR!

	Office	Library	Cafeteria	Assemblies Guest Speakers	Hallways	Extracurricular Activities	Rec. Area
Honest	<ul style="list-style-type: none"> Take responsibility for your actions Be truthful 	<ul style="list-style-type: none"> Have a pass Be truthful Use your own materials Have a pass 	<ul style="list-style-type: none"> Begin at the end of the line and stay in line 	<ul style="list-style-type: none"> Sit in appropriate areas 	<ul style="list-style-type: none"> Take responsibility for your actions Have a pass 	<ul style="list-style-type: none"> Take responsibility for your actions 	<ul style="list-style-type: none"> Take responsibility for your actions Acknowledge a "stop" request on the big swing
Excellent	<ul style="list-style-type: none"> Be on time 	<ul style="list-style-type: none"> Actively participate Friendly attitude Log out of computer Push in chair when finished 	<ul style="list-style-type: none"> Pick up trash or other items Push chair in when finished Walk to, in, and out 	<ul style="list-style-type: none"> Remain seated Actively participate 	<ul style="list-style-type: none"> Pick up trash or other items Positively greet and acknowledge others 	<ul style="list-style-type: none"> Enter and exit at appropriate times Accept winning and losing graciously 	<ul style="list-style-type: none"> Pick up trash or other items Positively greet and acknowledge others
Coachable	<ul style="list-style-type: none"> Accept suggestions and feedback Follow adult requests 	<ul style="list-style-type: none"> Apply feedback Follow adult requests 	<ul style="list-style-type: none"> Say student number clearly Repeat if needed Follow adult requests 	<ul style="list-style-type: none"> Follow adult requests Enter and exit in a quiet and orderly fashion 	<ul style="list-style-type: none"> Follow adult requests 	<ul style="list-style-type: none"> Actively participate Follow adult requests 	<ul style="list-style-type: none"> Follow adult requests
Tolerant	<ul style="list-style-type: none"> Be open to differences Accept people who are not like you 	<ul style="list-style-type: none"> Accept people who are not like you Understand and accept different ideas 	<ul style="list-style-type: none"> Practice healthy eating habits 	<ul style="list-style-type: none"> Limit side conversations and movement when asked to participate via the speaker 	<ul style="list-style-type: none"> Smile and be courteous 	<ul style="list-style-type: none"> Be open to differences Accept people who are not like you: participants, coach/advisors, judges/officials, and spectators 	<ul style="list-style-type: none"> Smile and be courteous
Optimistic	<ul style="list-style-type: none"> Attitude is everything Say you can 	<ul style="list-style-type: none"> Be positive Take responsibility for your own happiness Be confident about your future 	<ul style="list-style-type: none"> Be positive Music at a zero level when receiving a tray and giving your number 	<ul style="list-style-type: none"> Show proper enthusiasm Keep remarks positive and polite 	<ul style="list-style-type: none"> Have productive conversations You can get to class in 3 minutes 	<ul style="list-style-type: none"> Show appropriate enthusiasm to all teams Use positive and polite remarks and gestures 	<ul style="list-style-type: none"> Have productive conversations Allow enough time to get to class
Respectful	<ul style="list-style-type: none"> Say "Please" and "Thank you" Walk around people having a conversation 	<ul style="list-style-type: none"> Say "Please" and "Thank you" Follow rules Stay on task 	<ul style="list-style-type: none"> Say "Please," "Thank you," "Yes, please" and "No, thank you" Return trays Use manners 	<ul style="list-style-type: none"> Keep cell phones away Give speaker full attention (eyes) 	<ul style="list-style-type: none"> Use appropriate language and voice level Remove head covering in the building 	<ul style="list-style-type: none"> Treat others with kindness Use appropriate language and voice level 	<ul style="list-style-type: none"> Use appropriate language and voice level

Reinforcement and Acknowledgement System

A school-wide reinforcement and acknowledgement system provides immediate, intermittent, and long-term reinforcements given by an adult in the building to any students displaying desired school-wide expectations, behaviors, or associated rules.

A school-wide reinforcement and acknowledgement system is developed to:

- Increase the likelihood that desired behaviors will be repeated,
- Focus staff and student attention on desired behaviors,
- Foster a positive school climate, and
- Reduce the need for engaging in time-consuming disciplinary measures.

Components of school-wide reinforcement and acknowledgement system include:

- Immediate reinforcements and acknowledgements
- Intermittent/unexpected reinforcements and acknowledgements and
- Long-term celebrations.

Discipline Procedures (For full policy description, please refer to *District Policy JIC*)

It is intention of the Board of Education that the district's schools help students achieve maximum development of individual knowledge, skills and competence and that they learn behavior patterns which will enable them to be responsible, contributing members of society.

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

A flowchart is used to determine the consequence of unexpected behaviors managed by teachers and the office. Each behavior is also defined.

Dress Code (For full policy description, please refer to *District Policy JICA*)

District-wide standards on student attire are intended to help students concentrate on schoolwork, reduce discipline problems, and improve school order and safety. The Board of Education recognizes that students have a right to express themselves through dress and personal appearance; however, students shall not wear apparel that is deemed disruptive or potentially disruptive to the classroom environment or to the maintenance of a safe and orderly school.

Any student deemed in violation of the dress code shall be required to change into appropriate clothing or make arrangements to have appropriate clothing brought to school immediately. In this case, there shall be no further penalty.

If the student cannot promptly obtain appropriate clothing, on the first offense, the student shall be given a written warning and the building administrator shall notify the student's parents/significant adult. On the second offense, the student shall remain in the administrative office for the day and do schoolwork and a conference with parents/significant adult shall be held. On the third offense, the student may be subject to suspension or other disciplinary action in accordance with Board of Education policy concerning student suspensions, expulsions and other disciplinary interventions.

Dress must be clean, in good repair, and appropriate for the occasion. Judgments regarding appropriateness will be determined by the building administration. Clothes, including masks, matching these descriptions will warrant a change in clothing:

- tank tops or other similar clothing with straps narrower than 1.5 inches in width (3 fingers on the shoulder). No bra straps can show.

- Body adornments and garments that include or insinuate profanity, sex, alcohol, drugs, gangs, violence, or otherwise offensive material.
- Inappropriately sheer, tight, or low-cut clothing (e.g., midriffs, halter tops, backless clothing, tube tops, garments made of fishnet, mesh, or similar material, muscle tops, etc.) that bare or expose traditionally private parts of the body including, but not limited to, the stomach, buttocks, back, and breasts.
- Sagging pants: Waist of pants must cover all undergarments (to include boxers).
- Shorts, dresses, skirts, or other similar clothing including holes in pants need to be longer than mid-thigh (the point at which a student's longest finger reaches when the student's arms and hands are resting at the sides of their body).
- Sleepwear (including slippers and blankets) may only be worn on days specified during spirit weeks.
- Footwear must be worn at all times.
- Sunglasses, hats, bandanas, hoods, gloves, hanging belts, and chains are prohibited in the building.
- Full face masks.

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.

Electronic Devices (For full policy description, please refer to *District Policy JICJ*)

The Board of Education recognizes that electronic communication devices can play a vital communication role during emergency situations. However, ordinary use of electronic communication devices in school situations disrupts and interferes with the educational process and is not acceptable. For purposes of this policy, "electronic communications devices" include cell phones, beepers, pagers, walkie-talkies, and any other telecommunications device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor (e.g., Blackberry, Palm Pilot, etc.).

Students may carry electronic communication devices but these devices must be turned off inside school buildings, on school buses, at school-sponsored activities and on field trips. In these locations, electronic communication devices may be used only during emergencies. For purposes of this policy, "emergency" shall mean an actual or imminent threat to public health or safety, which may result in loss of life, injury or property damage.

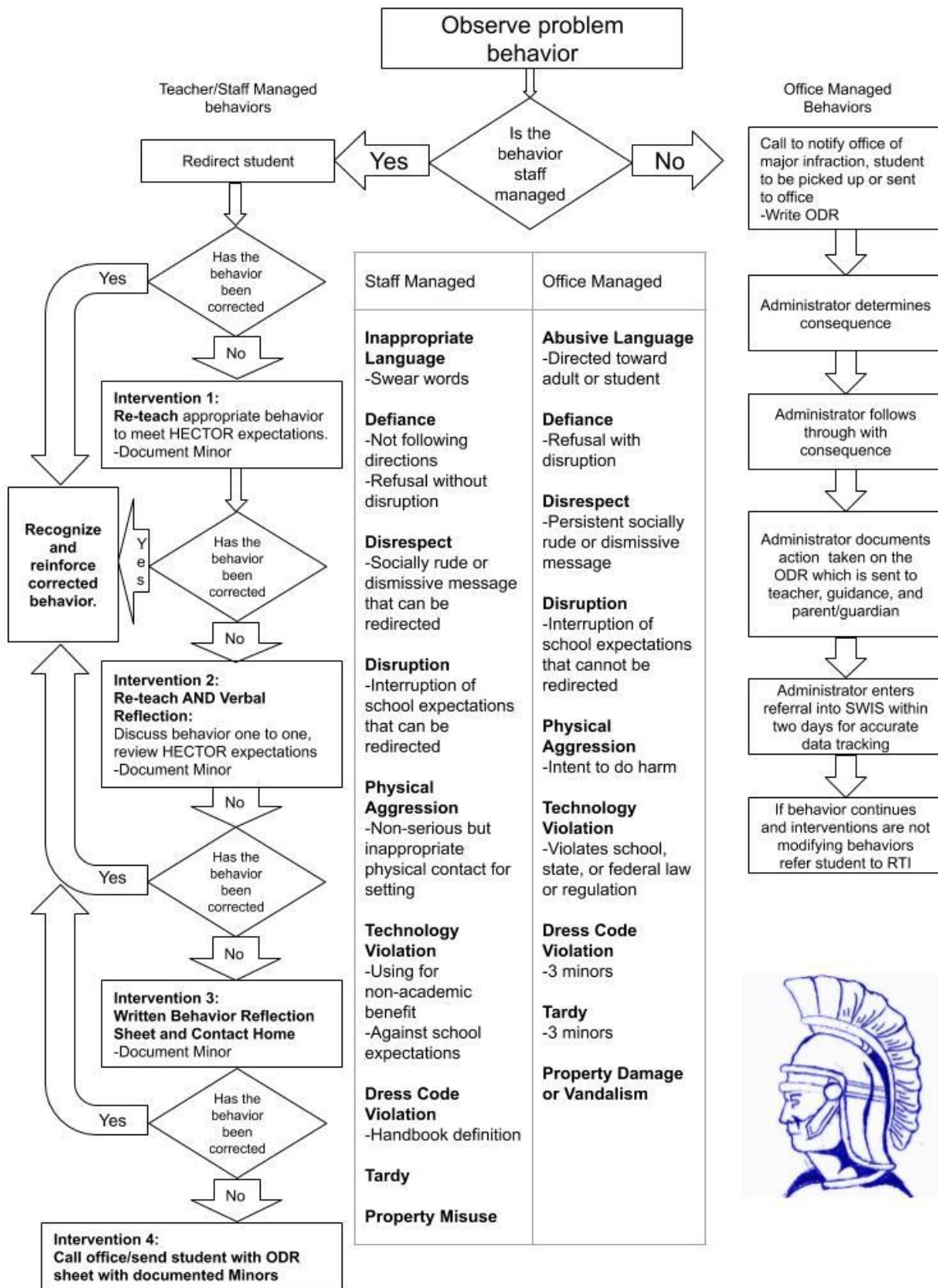
Electronic communication devices with cameras are prohibited in locker rooms, bathrooms, or other locations where such operation may violate the privacy rights of another person.

It is the student's responsibility to ensure that the device is turned off and out of sight during unauthorized times. Violation of this policy and/or use that violates any other district policy shall result in disciplinary measures and confiscation of the electronic communication device. Confiscated devices shall be returned to the student only after a conference with the parent/significant adult, student and school personnel.

The building administration may also refer the matter to law enforcement, as appropriate. The district shall not be responsible for loss, theft or destruction of electronic communication devices brought onto school property.

The following offenses are considered high level offenses and the consequence will be ISS or OSS. Suspension can lead to expulsion for habitual or serious offenses. These behaviors are outlined in the District Code of Conduct and Behavior policies.

Behavior Flowchart



Las Animas JH/HS Office Referral Behavior Definitions

Minor Problem Behaviors

Minor Problem Behavior	Definition
Defiance (M-Defiance)	Student engages in brief failure to follow directions. Leaving class and not returning within 15 minutes. Refusal without disruption.
Disrespect (M-Disrespect)	Student delivers low-intensity, socially rude or dismissive messages (put-downs) to adults or students, but are redirected.
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language. Said but not directed at adults or students.
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact for setting.
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.
Tardy (M-Tardy)	Student arrives at class after the bell (or signal that class has started).
Technology Violation (M-Tech)	Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

Major Problem Behaviors

Major Problem Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way toward adults and students.
Arson (Arson)	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm (Bomb)	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Bullying (Bullying)	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
Defiance/ Insubordination/ Non-Compliance (Defiance)	Student engages in refusal with disruption.
Disrespect (Disrespect)	Student delivers socially rude or dismissive messages to adults or students.
Disruption (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.

Major Problem Behavior	Definition
Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.
Forgery/ Theft/Plagiarism (Theft)	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.
Gang Affiliation Display (Gang Display)	Student uses gesture, dress, and/or speech to display affiliation with a gang.
Harassment (Harass)	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
Inappropriate Display of Affection (Inapp affection)	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.
Inappropriate Location/ Out of Bounds Area (Out Bounds)	Student is in an area that is outside of school boundaries (as defined by school).
Lying/Cheating (Lying)	Student delivers message that is untrue and/or deliberately violates rules.
Other Behavior (Other)	Student engages in problem behavior not listed.
Physical Aggression (PAgg)	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property.
Skip class (Skip)	Student leaves or misses class without permission.
Tardy (Tardy)	Student is late (as defined by the school) to class or the start of the school day (and Tardy is not considered a minor problem behavior in the school).
Technology Violation (Tech)	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Truancy (Truan)	Student receives an 'unexcused absence' for ½ day or more.
Use/Possession of Alcohol (Alcohol)	Student is in possession of or is using alcohol.
Use/Possession of Combustibles (Combust)	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline and lighter fluid).
Use/Possession of Drugs (Drugs)	Student is in possession of or is using illegal drugs/substances or imitations.
Use/Possession of Tobacco (Tobacco)	Student is in possession of or is using tobacco.
Use/Possession of Weapons (Weapons)	Student is in possession of knives (> 6 in., < 6 in.) and guns (real or look alike), or other objects readily capable of causing bodily harm.


RtI Process

Action will be taken when the following criteria is met or the student is referred to MTSS team by a teacher or parent/significant adult. Progress monitoring will occur 1 time a month. ALL staff will be a part of the RtI process for each student including the meeting to decide he best plan.

- Attendance: 5 or more absences
- Behavior: 3 Majors and 5 Minors
- Eligibility: More than 3 Fs or less than 50% in class

For Crisis situation, please seek immediate help through Ms. Pointon or Mr. Beebe.

Standard Response Protocol



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

SRP
Our school is expanding the safety program to include the Standard Response Protocol - Extended (SRPx). The SRPx is based on these five actions. Lockout, Lockdown, Evacuate, Shelter and Hold. In the event of an emergency, the action and appropriate direction will be called on the PA.

LOCKOUT - "Get Inside, Lock Outside Doors"
LOCKDOWN - "Locks, Lights, Out of Sight"
EVACUATE - "To the Announced Location"
SHELTER - "For a Hazard Using a Safety Strategy"

TRAINING
Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year. More information can be found at <http://iloveguys.org>

**LOCKOUT
GET INSIDE. LOCK OUTSIDE DOORS**
Lockout is called when there is a threat or hazard outside of the school building.

STUDENTS:

- Return to inside of building
- Do business as usual

TEACHERS

- Recover students and staff from outside building
- Increased situational awareness
- Do business as usual
- Take roll, account for students

**LOCKDOWN
LOCKS, LIGHTS, OUT OF SIGHT**
Lockdown is called when there is a threat or hazard inside the school building.

STUDENTS:

- Move away from sight
- Maintain silence

TEACHERS:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students

**EVACUATE
TO A LOCATION**
Evacuate is called to move students and staff from one location to another.

STUDENTS:

- Bring your phone
- Leave your stuff behind
- Form a single file line
- Show your hands
- Be prepared for alternatives during response.

TEACHERS:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students

**SHELTER
FOR A HAZARD USING SAFETY STRATEGY**
Shelter is called when the need for personal protection is necessary.

SAMPLE HAZARDS:

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

STUDENTS:

- Appropriate hazards and safety strategies

TEACHERS:

- Appropriate hazards and safety strategies
- Take roll, account for students

**HOLD
IN YOUR CLASSROOM**
Hold is called when the hallways need to be kept clear, even during class changes.

STUDENTS:

- Remain in your classroom
- Do business as usual.

TEACHERS:

- Recover students and staff from hallways
- Close and lock classroom door
- Take roll, account for students



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Required District Policies not Noted in the 2019-20 LAJH/LAHS Student Handbook

AC	Nondiscrimination/Equal Opportunity
AC-E-1	Nondiscrimination/Equal Opportunity Sample Notice
AC-E-2	Nondiscrimination/Equal Opportunity Complaint Form
AC-R	Nondiscrimination/Equal Opportunity Process
EFC	Free and Reduced-Price Food Services
IC/ICA	School Year/School Calendar/Instruction Time
IKE	Ensuring All Students Meet Standards
IMB	Teaching about Controversial/Sensitive Issues
IMBB	Exemptions from Required Instruction
JB	Equal Educational Opportunities
JEA	Compulsory Attendance Ages
JFBA	Intra-District Choice/Open Enrollment
JFC	Student Withdrawal from School/Dropouts
JHB	Truancy
JIC	Student Conduct
JICA	Student Dress Code
JICC	Student Conduct in School Vehicles
JICDA	Code of Conduct
JICDD	Violent and Aggressive Behavior
JICDE	Bully Prevention and Education
JICF	Secret Societies/Gang Activity
JICH	Drug and Alcohol Involvement by Students
JICI	Weapons in School
JIH	Student Interrogations, Searches and Arrests
JII	Student Concerns, Complaints and Grievances
JK	Student Discipline
JKA	Use of Physical Intervention and Restraint
JKBA*	Disciplinary Removal from Classroom
JKBA*-R	Disciplinary Removal from Classroom
JKD/JKE	Suspension/Expulsion of Students
JLCDB*	Administration of Medical Marijuana to Qualified Students
JLCG*	Medicaid Reimbursement
JLDAC	Screening/Testing of Students
JLFF*	Sex Offender Information
JRA/JRC	Student Records/Release of Information on Students
JRA/JRC-E	Student Records/Release of Information on Students
JRCA*	Sharing of Student Records/Information between School District and State Agencies
KBBA	Custodial and Noncustodial Parent Rights and Responsibilities
KE	Public Concerns and Complaints
KEC	Reconsideration of Instructional Materials for Classrooms and District Media Centers

Appendix A: Covid-19 and Remote Learning

School Operation Levels

Plans are being developed that are realistic and sustainable for the entire school year if necessary. Our planning is framed by administrative commitments to the staff, students, families and community and long term plans that align with our building level SCAP goals. We hope to maintain the same schedule across the district as much as possible; we do not plan to stagger arrival or dismissal times because we feel it would be too much of a burden on our families and could potentially decrease enrollment and/or attendance. It is not our intention for staff to be teaching remotely and face-to-face simultaneously.

Bent County Public Health has strongly encouraged the district to have the ability to contact trace students in the event of a Covid-19 outbreak. The following levels include the predicted number of contacts a student will have during the regular 7:30-4:00 school day and do not include extracurricular activities or transportation. The range of contacts are our best estimated average PreK-12th grade.

- **Level One**-Regular operations without restrictions. At this level, we predict students would come in contact with 100-150 students/staff throughout the school day.
 - **Level Two**-Regular operations with restrictions. At this level, we predict students would come in contact with 50-75 students/staff throughout the school day. Classrooms will be provided kits that include typical items requested in the office to limit hallway/office traffic. Restrictions may include:
 - using outside areas for instruction when possible
 - masks required in common areas and optional in classrooms
 - daily health screenings and data tracking
 - meals in the classroom
 - increased spatial awareness
 - modified hallway traffic
 - restricted locker use
 - equipment sets for grade levels to use in PE and at recess
 - water bottles for all students
 - increased sanitation throughout the school day collaboratively by students/staff
 - frequent hand sanitization
 - limited visitors
 - leaving internal doors open to increase air flow and decrease common surfaces contact
- Common areas include:
- bathrooms
 - cafeterias
 - hallways
 - main offices
 - locker rooms
 - libraries
- **Level Three**-Same as level 2 with shortened school day. At this level, we predict students would come in contact with 20-25 students/staff throughout the school day.
 - Release time would be between 2:00-2:30. No extracurricular activities. Face-to-face interaction would be limited to elementary homerooms and JH/HS advisory classes. At the JH/HS, some direct instruction would become virtual.
 - After school childcare will be activated to allow staff with young children time to complete their contract time daily.
- **Level Four**-Remote learning with the possibility of small groups attending school face-to-face.
 - This level would only be implemented if ordered by Bent County Public Health.

Guidance for Phase 2 and 3 Environment and Activities:

- 6-foot between-student spacing reduces disease transmission risk and should be preferred; 3-foot distancing still provides substantial benefits and is acceptable in the context of a comprehensive disease control strategy.
- Teachers and other adult staff should make the greatest effort to adhere to 6-foot distancing, as their risk and disease transmission potential is higher than students.
- Create a seating chart and maintain children in assigned seats throughout the day as possible.
- Consider staggered arrival and pickup times to reduce crowding in entrances and hallways.
- Cohorts reduce the number of exposed students/staff from a confirmed COVID-19 case and will result in fewer students/staff required to quarantine.
- Special service providers need not be included in the teacher-to-classroom ratios. These providers should minimize contact with non-client students and other adults in classrooms.
- Use physical barriers as appropriate to decrease risk of viral transmission.
- Refer symptomatic employees and students to a health care professional for evaluation and potential testing. Identify a dedicated room or space to isolate symptomatic individuals until they can return home or to a health facility, cleaning and disinfecting appropriately between use.
- Regularly clean and disinfect all high-touch surfaces and shared objects.
- Maximize ventilation and increase circulation of outdoor air.
- Keep hand sinks stocked with soap and paper towels. Use signage to encourage frequent hand washing.

Mask/Face Covering: Comply with applicable state and local mask orders, in addition to below.

- Comply with applicable state and local mask orders, in addition to below.
- Encourage cloth face coverings over the nose and mouth for students up to age 10 years except during outdoor recess and exercise activities.
- Require cloth face coverings over the nose and mouth for students ages 11 and older except during outdoor recess and exercise activities where appropriate distancing can be maintained, unless the student has a health or education reason for not wearing a mask.
- Masks should be:
 - Be clean and in good repair.
 - Fit snugly, but comfortably against the side of the face.
 - Be secure.
 - Include multiple layers of fabric.
 - Allow for breathing without restriction.
 - Be able to be laundered and machine dried.
 - Be on the wearer's face.
 - Be laundered on a daily basis.
- Masks should NOT:
 - Have anything hanging off the covering that would create a food safety hazard.
 - Have holes or tears.
 - Masks should not be shared with others.

Health Screenings:

- Students will undergo home temperature and symptom screening or self-screening.
- Remain home if experiencing symptoms of COVID-19 or if a family member or other close contact has been diagnosed with COVID-19 or is experiencing symptoms.
- Students will undergo screening on site. Maximize privacy and minimize exposure to others during onsite screenings.

Transportation:

- Reduce the risk of transmission by limiting capacity of school buses, having household and classroom units sit together, and establishing more frequent and shorter trips.
- Bus services should follow guidelines developed for public transportation, with the exception that household groups may sit closely together with appropriate distancing between household groups.
- If physical distancing is not feasible on a bus, all students must wear cloth face coverings over the nose and mouth, unless the student has a health reason for not wearing a mask or if a child is unable to wear a mask safely without supervision.
- If physical distancing is feasible, encourage cloth face coverings over the nose and mouth for students up to age 10 years, and require cloth face coverings over the nose and mouth for students age 11 years and older, unless the student has a health reason for not wearing a mask or if a child is unable to wear a mask safely without supervision.

Level 4-Remote Learning

All student work will be given by the teacher via Google Classroom and can be accessed using the student's school email.

Teacher Expectations:

- Post lesson materials in the classroom by 12pm Monday.
- Provide paper versions of assignments and activities when appropriate.
- Provide feedback on activities/assignments by Friday to ensure Continuous Learning.
- Interact with each student either face-to-face or by voice one time per week per class.
- Office Hours: Set 2 blocks of time for 2 hours each.
- Paras will contact students two times per week.

Student and Family Expectations:

- Review my communication from teachers/advisor and complete tasks on a daily basis.
- Follow set HECTOR expectations for remote learning.
- Establish a daily routine/schedule to ensure Continuous Learning and completion of tasks.
- Contact teacher/advisor if I need help or have questions about tasks.
- If social/emotional support is needed, I will contact my advisor, Ms. Pointon or Mr. Beebe.
 - All staff may be reached at the school, 719-456-0211 or their email address, which are their firstname.lastname@la-schools.net

Attendance Tracking: The Colorado Department of Education requires attendance to be tracked while students are learning remotely. Acceptable attendance verification includes, but is not limited to

- In-class assignments
- Quizzes and tests
- educational assessments
- student sign-in sheets
- submitted meal claims
- other documentation evidencing students were present and/or participating in the educational process
- For students who are only participating in off-site programs (e.g., work study, a specialized transition program, etc.), the district must be prepared to provide attendance verification for those students obtained from the off-site program. •Non-student contact days or optional contact days will be considered non-attendance days.

Cases and Outbreaks in School

Las Animas School District will follow guidance from Bent County Public Health and Colorado Department of Education for cases and outbreaks in schools. In the event, a student or staff member has been diagnosed with COVID 19 the following procedures will be followed:

- Students, parents and staff within that cohort will be notified of the positive case. This will be completed with the collaboration of Bent County Public Health. As a part of the public health investigation:
 - The person diagnosed is being kept home from school until they are no longer infectious.
 - The person's activities when they could have spread the COVID-19 will be assessed.
 - The people who were in close contacts of the person with COVID-19 will be instructed to stay home for 14 days after the exposure. This is called quarantine.
 - Students and/or staff can return to school after 14 days after the last day the person with COVID 19 was in the cohort. BCPH may recommend or parents may choose to have children tested a week after they were around the person with COVID 19, even without symptoms.

COVID 19 Symptoms- People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- Fever or chills
- Cough/Shortness of breath or difficulty breathing
- Fatigue/Muscle or body aches/Headache/New loss of taste or smell/Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea
 - If a parent recognizes that their child has developed symptoms consistent with COVID-19:
 - Isolate and have your child tested
 - Continue to keep your child home from school and avoid other activities around other people
 - Notify the school
 - Seek medical care and testing for COVID-19, call your doctor before going to their office

Quarantine and Self-Quarantine and/or Self Isolation directions:

- Separate people and restrict their movement if they were exposed to a contagious disease to see if they become sick. This could include exposure to a person who has tested positive for COVID-19 or a person with the symptoms of COVID-19.
- People who are not sick, but who may have been exposed to someone (in close contact with someone) who is sick would need to isolate. This could include members of your household, co-workers, or others you spend a great deal of time with (and are within six feet of for 15 minutes or more).
- Can be voluntary, but Colorado has legal authority to issue quarantine orders to people who were exposed to a contagious disease.