Student & Family Handbook
# 2018-2019

(Updated 8/6/2018)

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**Students and Parents:** It is your responsibility to have read and know the information within this handbook. As you read the Student Handbook on the following pages please remember that you are required to sign the Holmes Student Handbook Acknowledgment Form that will be kept on file in the front office.

**GENERAL INFORMATION**

**SCHOOL AND OFFICE HOURS**
Teachers and counselors will be at school from 8:30 AM until 4:00 PM. Please call the individual teacher or counselor to make arrangements if you wish to meet with him/her before or after school. The Main Office will be open from 7:30AM to 4:30PM.

**VISITORS**
If an adult guest visits the school, the guest must report to main office and provide ID. We will supply a visitor’s pass. *Parents/Guardians are always welcome. Visitation by other students, including friends and other relatives, is not permitted* without an adult guest. Standards for visitation at Holmes Middle School are for the safety and welfare of all students and staff.

**CHANGE OF PARENT CONTACT INFORMATION**
It is the responsibility of the parent/guardian of a student to notify the School Registrar within 5 school days of any change in address or telephone number. If there is a change in custody or parental rights pertaining to a child, legal documentation will be required.

**STUDENT IDs**
It is District 11 School Board Policy that students must have their school IDs visible at all times. Students are issued 1 free ID at the start of the school year; additional student IDs will be issued to students at the cost of $5.

Students must wear their IDs visibly and above the waist (preferably on a lanyard.) Students who forget their IDs are expected to **report to the office before classes begin to obtain a temporary ID sticker to be worn all day.** As long as the student reports to the office for a temporary ID sticker, he or she may receive 3 “free” temporary ID stickers per quarter. Consequences will start with the 4th incident of not having one’s ID (assessed per quarter.) Once the first class of the day has begun, if a student is not wearing an ID badge or a temporary ID sticker, he or she will receive a consequence beginning with the first occurrence.
CLOSED CAMPUS
Holmes is a closed campus. This means that once students arrive on school grounds, they are required to stay on school grounds until dismissal time, unless signed out by a parent. Students who leave school during the day must be signed out at the attendance window and must sign in upon returning. Students may not leave campus for lunch. Students leaving campus during the school day without permission will be assigned disciplinary consequences.

TELEPHONE USAGE
When possible, students may use the landline phones in each classrooms with teacher permission. Students may use the phones in the main office during passing periods, lunch and before/after school. Cell phones may only be used with prior approval from staff including for contacting parents. (See also, Cell Phones and Other Electronic Devices Policy)

COUNSELING SERVICES
Counseling services are available for each student at Holmes. Our counselors serve as “student advocates”, assisting students with their educational, social, and personal needs. Some of the services provided by the counseling department might include: teaching coping strategies, helping students to identify positive peer relationships and effective social skills, problem solving and conflict resolution skills, decision making skills, goal setting, and career exploration.

Three of the primary goals of our counseling program for each grade level are the following: facilitating academic achievement, developing self-understanding and developing self-direction. Holmes Counseling does not provide therapeutic services.

Counselors meet regularly with their grade-level teaching teams to discuss student behavior and academic progress. Students, at any time, may make appointments to see their grade level counselor.

Counselors are happy to meet with parents at any time, but please schedule an appointment in advance to assure that you will not have to wait for a counselor to become available.

BEFORE SCHOOL EXPECTATIONS
Students dropped off or arriving before 8:00 A.M. are expected to stay inside the main courtyard. Once you are on campus you are not allowed to leave the courtyard or other supervised area.

On inclement weather mornings, students may wait inside the cafeteria. The cafeteria opens at 8:00. Students in the cafeteria must be seated. Students eating breakfast or drinking a beverage must be seated at the row of tables nearest the kitchen. Breakfast will be served starting at 8:10.

Students may enter the main buildings (A and C) beginning at 8:38 A.M. Students entering the building before 8:38 must check in at the front office and may not wander the halls, go to lockers or visit other teachers. Students who’ve made prior arrangements with a teacher to be with them before 8:38 must check in at the front office and verify with the office that the staff member is in his/her room. Restroom use from 8-8:38 is available in the B- building only.
On most days, the Media Center opens at 8:00. Occasionally the Media Center may be unavailable due to a meeting, in which case, a sign will be place on the main entrance door do Building A. Otherwise, the Media Center serves as a warm, quiet place to read or work on an assignment or other academic based activity. Please check in at the front office before going to the Media Center.

Students may not be in a classroom without adult supervision at any time.

AFTER SCHOOL EXPECTATIONS
- After school, students are to leave campus by 4:00 unless in a supervised activity. Holmes Middle School cannot provide general supervision after 4:00pm.
- If students are in a supervised activity, it is expected that they stay with that staff member the entire duration of the activity and be picked up no later than 15 minutes after the activity has ended.
- Students who are participating in activities that begin later in the evening must be with a supervising adult or go home after school and return at the start of the activity.
- Students who are loitering on campus may face disciplinary consequences.

SCHOOL TRANSPORTATION (Bus)
Holmes Middle School students have the privilege of utilizing the bus service of District 11. The following guidelines apply:
1. Place of residence determines a student’s eligibility for bus transportation.
2. Established rules for bus passengers will be given to the student and their parents. Parents are asked to sign the statement, which assures that both parents and students know these rules. Rules are posted on each bus.
3. A student may lose his/her privilege to ride a bus for violation of these rules.

District Transportation Services may be contacted at 719-520-2940 with questions or concerns about bus expectations

OBTAINING A BUS PASS
Parents, please discuss with your student the procedure for obtaining a bus pass (permission to ride a bus other than the one assigned to the student.) Please request bus passes to the office no later than 3:00—we encourage parents to request them by lunchtime when possible. We will need either a phone call, parent-signed note, or email by a parent/guardian. We prefer not to have requests via text message on your student’s phone. Please call 719-328-3810, or email Holmes.Office@d11.org to request a pass. In your request, you will need to provide:
- your student’s first and last name,
- the name of the other student your child will be riding with,
- the route number of the bus you are requesting, the date for them to ride,
- your name, and
- an emergency contact phone number in the event we have a question or concern about your request.

INCLEMENT WEATHER PROCEDURE
Parents and Students are expected to stay current on information of school delays or closures by accessing the internet, listening to or watching the news broadcasts on stormy mornings.

- In the event school-starting time is **DELAYED** for safety reasons, District 11 will:
  - Decide to delay school by **2 HOURS** and announce the decision no later than 5:30 AM
  - Run buses on the same routes as normal but **2 HOURS** later
  - Begin school for all students **2 HOURS** later than each school’s normal time
  - Dismiss schools at the normal dismissal times and run after-school buses on the same routes and at the same times as normal

- In the event schools are **CANCELED** for the day District 11 will:
  - Make the decision to close no later than 5:30 AM and call 14 radio stations, 3 TV stations, City Line (630-1111, ext. 5005) and City Source (444-2567, ext. 198)
  - If school is canceled, all after-school and evening meetings, activities and community classes will also be canceled

**FIELD TRIPS**
Field trips by different groups or classes are conducted at various times during the year. The trips are most often in conjunction with class curriculum and should enrich the student’s study. It may be necessary for the price of some trips to be borne by students. Any field trips offered by our school for social purpose are entirely optional. Students are expected to display appropriate behavior on all field trips, as they are representatives of Holmes Middle School. **Cell phones and hand-held electronic devices (iPods, cameras, tablets, portable speakers, headphones, etc.) are to be handled responsibly and only with advanced permission from a teacher and the school administration. All school rules apply on field trips.** All students must turned in a signed permission form and fees before departure on a field trip.

**MEDICATION AT SCHOOL**
*Meds cannot be administered by any school personnel, including the nurse, except on the written orders of a physician.* No medication, prescription or over-the-counter, may be possessed by students while on school grounds, at school activities, on school buses or at the school bus stop.

**If your student must receive medication while at school, you will need to obtain a Student Medication Form from the office.** This form will need to be filled out by the parent/guardian and the prescribing physician and returned to the office with the medication. Medications must be brought to the school by the parent and in the original, properly labeled container—either the prescription bottle with all information on the label or, for over-the-counter medication, in the original, unopened container. Medications sent in baggies or unlabeled or containers will not be accepted.

1. All medications must be ordered by healthcare providers with prescriptive authority. 2. All medication forms must be renewed each school year. 3. Written permission by parent/guardian and physician in all cases.
4. Medications must be in the original, properly labeled container. Medications sent in baggies or unlabeled containers will not be given.
5. All medications must be kept in the health room, except for students whose doctors require them to carry medications on their person as per school policy (for example, epipen, inhalers, etc).
6. Health care plan must accompany this form as per school policy.

**STUDENT ATTENDANCE**

**ATTENDANCE POLICY**

The Colorado School Attendance Law is compulsory. Students are required by law to be in attendance for a minimum of 1056 hours per school year. Students are expected to be in attendance unless they are ill or have family emergencies. Pre-arranged absences for essential appointments or family concerns are possible, but parents are encouraged to schedule all appointments and trips outside of school hours. Students are responsible for attending and participating in the instructional program. If the parents and/or students fail to follow through on their responsibilities, written notification from the district administrative staff will be given with referral to the juvenile court system for civil action.

Every student is encouraged for academic success to have regular attendance at Holmes Middle School. Attendance is also a high priority at school because it is a life-long requirement for future ambitions and careers. Absence for any reason affects both individual student progress and instruction of the class as a whole. Therefore, absences should be kept to a minimum. As required by the Board of Education, we will follow D11’s policies regarding make-up work for absences.

Absences will affect a student’s Habits of Work HOW scoring.

**ATTENDANCE PROCEDURES**

Parents should call the school at 328-3813 on the day their child is to be absent stating the reason their student is not attending school that day. The school’s answering machine will take calls when the school office is not open. Parents may also send a note with their child when he or she returns. If the school’s attendance secretary has not received a call or a note, either she or the attendance machine will call the parents. It is very important that absences are defined appropriately. If the reason for the absence is not in accordance with state policy, the absence will be defined as unexcused.

**ATTENDANCE TYPES**

Holmes shall keep a record of absences based upon the following classifications:

**Unexcused Absences (A)**... Any unexcused absence shall be considered as “truant.” Truancies will be counted toward a student’s declaration as “habitually truant,” as defined in BOE file JH & JH-R.

**Excused Absences (E)** Any absence that is excused by a parent or guardian within 48 hour of an absence. Some absences may require documentation to be excused.

**Prearranged Absence (P)** any time a student is knowingly going to be absent for 3 days or more parents must contact the Attendance Office and prearrange the absence.
School Related Absences (F) Absences related to school activities (i.e. field trips, athletic and musical events, speech, etc.) may be classified as fully excused or excused with reservation on a case by case basis.

Weather related Absence (W) Absences due to severe weather conditions may be excused on a case by case basis, at the Administrator/Principal's discretion, depending on the students attendance record. Parents/guardians exercising their best judgment may keep their child home from school because severe weather conditions exist.

EXCESSIVE ABSENCES
Students who miss excessive amounts of school will be contacted by one of the assistant principals or other school personnel to ascertain if there is a concern in which the school may be of help. Parents will receive a letter updating them on the number of absences their student has had when the number of absences exceeds four unexcused absences per month, ten per year, or excessive excused absences of 10% or more of a marking period. Students may be deemed as Habitually Truant or Chronically Absent and will be required to provide a doctor’s excuses in order to have additional absences excused. Students may be placed on attendance contracts and/or behavior plans, or be taken to attendance hearings. We know you realize that regular attendance is a very important factor in academic success and that you will encourage your child to attend school regularly.

TRUANCY
Students who choose to not attend school, skip class, or do not get absences excused will be considered truant. Students who are found to be skipping will receive discipline.

Students who accrue 4 days of unexcused absences in a month or 10 days in a year will be identified as Habitually Truant.

GRANTING EXCUSED ABSENCE FROM PHYSICAL EDUCATION
Long-term excused absence from physical education may be granted on written request of a licensed medical practitioner. Such requests must state that participation in the physical education program would be detrimental to the student’s physical health.

LATE ARRIVAL OR EARLY DISMISSAL
If it is essential that a student leave school during school hours, parents must call or send a note with the student, who should present this note to the attendance secretary and obtain a yellow slip to allow the student to leave school. Alternatively, a parent may sign out the student from the attendance office upon picking up their student. Likewise, if a student arrives to school late due to an appointment or family emergency, they need to check in with the attendance secretary to receive a slip to be taken to their class. When possible, the parent/guardian will need to sign students in and out with the attendance office.

ATTENDANCE AND MAKEUP WORK
Classroom attendance is directly related to learning and overall educational success. To reinforce the importance of consistent attendance the following regulations for makeup work are in effect:
A student will be given the opportunity to makeup work missed for full credit, whether the absence is excused, unexcused or due to suspension. It is the responsibility of the student and the parent to initiate requests for makeup work. Makeup work should be requested from the attendance office if the student has been absent from school for three or more days or if it is known in advance that he/she will be out three or more days. When the student returns, makeup work should be turned in and the student should check with their teachers to see if any other work is due. Students have 1 day for every day they are absent to makeup work missed.

**ILLNESS DURING THE DAY**
If a student becomes ill at school, he or she should report immediately to the office. A staff member will contact the parent, if needed. **Students should not call a parent about illness without permission from the office. This way, the office will know whether to expect a parent, should a parent need to come pick up their child due to illness.** A student will be allowed to spend 15 minutes in the infirmary and a parent may be contacted. After this time the student may be sent back to class. The student is NOT ALLOWED TO LEAVE UNTIL THE PARENT OR GUARDIAN COMES TO THE ATTENDANCE OFFICE AND SIGNS THE STUDENT OUT. This is for the student’s protection. Should a student feel too ill to come to the office, they should contact the office to get help. Students will not be excused for illness if they stay in the restroom for an extended period of time or the entire period. It will be considered truancy if this is done.

**TARDINESS TO CLASS**
Tardy is defined as not being in the classroom and prepared for class at the appropriate time. Tardiness is considered a disruption and will not be tolerated by the classroom teacher. * Tardies are tabulated per class and on a quarterly basis

- **1st tardy** - verbal warning and review expectations to avoid future violations
- **2nd tardy** - verbal warning and parent contact by teacher
- **3rd tardy** - the teacher issues a classroom referral and parent contact is made by the teacher
- **4th and subsequent tardies** - the teacher issues an office referral and the office will assign a consequence

Unexcused arrival in class after half the period has elapsed will be an **unexcused absence.**

**ACADEMICS**

**PARENT’S ROLE IN SUPPORTING ACADEMICS**
- Set up a proper study area
- Establish daily homework time
- Check student’s agenda/planner and teacher web sites on a regular basis
- Use Parent Connect to track assignments
- Communicate with teachers if you have concerns
- Make sure you see the completed assignment
- Hold your child accountable for turning in assignments.

During the designated time, the child should first do any assigned homework for that night before doing late work. To maintain good study habits, parents are encouraged to provide a
consistent study atmosphere. A minimum of fifteen minutes a night should be devoted to recreational reading.

Holmes MS Family Learning & Grading Guide
What does it mean to be an educated person truly prepared for higher education or the workforce? As educators attempting to prepare students for a very dynamic and rapidly changing world, we recognize the necessity that students acquire much more than content knowledge. To thrive in the 21st Century, a much more dynamic set of skills and knowledge is required. Technology and scientific advancements continually change the landscape of the immediate future. In order for individuals to be confident, competent and ultimately successful, they must truly become life-long learners who are adaptive problem-solvers capable of working both independently or collaboratively. For more information go to Great Schools Partnership (greatschoolspartnership.org), select “Presentations” and then “Colorado Seminar Series”.

Developing Academic Competency, Habits of Work, and essential Non-academic Skills
It is our belief that Academic Grades should be an accurate representation of a student’s content knowledge and skills as consistently measured against clearly established Scoring Criteria for student performance identified in each course and/or grade level. Academic grades are not to be part of a reward, motivation or behavioral contract system. Non-academic behaviors such as work habits, collaboration, communication, self-direction, and creativity are skills that will be measured and reported separately, and will replace what was formally known in D11 as Citizenship. These non-academic competencies are immensely important as they represent the skills and qualities that employers and colleges look for. By making this delineation between academic and non-academic competencies, we can more strategically support the academic and behavioral needs and skill development for each student as an individual.

Simply stated: Student learning and development will be targeted and assessed in three basic areas: 1. Academic Competencies (content knowledge and skills), 2. Habits of Work (HOW – task completion, meeting due dates, attendance, and participation), and 3. Essential Non Academic Skill Sets (self-direction, collaboration, communication, and creativity). Each will be described in greater detail below.

Grading Language and Scale
Course Standards: Holmes Middle School course standards are derived from the Colorado Academic Standards set by the Colorado Department of Education. A course standard is a description of concepts or skills that can be achieved during a particular course; they represent the essential things students must know or be able to do in that course. Report cards communicate a student’s achievement level of assessed course standards.

Learning Targets: Projects and daily lessons are built around learning targets, which are stepping-stones towards meeting course standards. Learning targets are discussed with students, so they have a clear picture of what they are learning through doing the work.

Traditional Grades: The grading system that is historically most common in public education in the United States. Often generated by averaging the percentage correct on multiple pieces of work over a period of time.
\( A = 90-100\%; \ B = 80-89\%; \ C = 70-79\%; \ D = 60-69\%; \ F = 0-59\% \)
Competency-based: Students are assessed against specific Scoring Criteria on a 4-Pt. Scale that is built from specific grade-level performance expectations for that course. At Holmes Middle School, these detailed student knowledge and skill expectations will be developed and housed in the Learning Management System called Schoology. This competency-based grading language and scale is comparable to the 4.0 scale which is used in many schools and colleges.

0 = No Evidence. Does not meet the standard.
1 = Beginning. Does not meet the standard.
2 = Approaching the Standard
3 = Meets the Standard
4 = Exceeds the Standards

Competency-based Scoring Descriptions
For each major assessment, teachers will develop Scoring Criteria or rubrics that make clear the criteria that a student will have to meet in order to receive a 2, 3 or 4. The chart on the next page describes the grading scale in more detail.

Possible Variations: On many assessments, especially those that are less complex (e.g.: a quiz), only the grades 1, 2, 3 or 4 are possible. (On occasion, on assessments of crucial factual knowledge (e.g.: science lab safety), only grades 1, 2 or 3 may be possible.) On more complex assessments that include rubrics with multiple criteria for a standard, a grade between 3 and 4 is possible. The indicators within the rubric define the qualities a student's work must have in order to earn a score between 3 and 4.

On an assessment of a course standard, this means in addition to meeting the criteria for a 3…
3.25: A student’s work meets about 25% of the Exceeds criteria.
3.5: A student’s work meets about 50% of the Exceeds criteria.
3.75: A student’s work meets about 75% of the Exceeds criteria.

For overall grades, students may receive grades between 3 and 4, which means…
3.25: Consistently or lately, the student’s work has met about 25% of the “Exceeds” criteria.
3.5: Consistently or lately, the student’s work met about 50% of the “Exceeds” criteria.
3.75: Consistently or lately, the student’s work has met about 75% of the “Exceeds” criteria.

<table>
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<th>Score</th>
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<th>For an overall course grade on a report card this means…</th>
<th>On a classroom assignment this means…</th>
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<tr>
<td>0</td>
<td>No Evidence. Has not yet begun to demonstrate any aspect of the standard.</td>
<td>A student’s body of work has not yet begun to demonstrate any level of mastery of the standards assessed. <em>This is not a passing grade.</em></td>
<td>The student has not submitted the assignment, or the student’s work does not demonstrate any understanding of even beginning to accomplish the standard. <em>This is not a passing grade.</em></td>
</tr>
<tr>
<td>1</td>
<td>Just Beginning. Does Not Meet the Standard</td>
<td>A student’s body of work has not met the majority of the standards assessed. <em>This is not a passing grade.</em></td>
<td>A student’s work does not demonstrate substantive progress towards meeting the standard or criteria of a given assessment by an established deadline. This may mean that a student has not met the majority of performance indicators or criteria for that assessment, or student has not made an attempt to meet criteria.</td>
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This is not a passing grade.

2: Approaching the Standard

A student’s body of work has met a majority of the standards assessed, but has just partially met one or more of them.

*This is the lowest passing grade.*

A student’s work demonstrates a substantive attempt to meet the standards of a given assessment by the established deadline, but needs more time to achieve competency and meet all the criteria for the assessment.

*This is the lowest passing grade.*

3: Meets the Standard

The student has met (earned a 3) on each and every one of the course standards assessed during the quarter. This does not mean that a student has to pass each and every assessment, but his/her body of work demonstrates competency in each of the assessed standards.

*This is a soundly passing grade.*

A student’s work fundamentally and competently meets the standard being assessed. *All* of the criteria for Meets the Standard (e.g., in the Scoring Criteria rubric) are demonstrated in the work.

*This is a soundly passing grade.*

4: Exceeds the Standard

A student’s work has consistently and/or lately Exceeded the Standard in each and every course standard assessed up to that point.

*This is the highest grade possible, demonstrating significant skill beyond the standard.*

The student’s work goes substantially above and beyond the course standards in quality and rigor. Sometimes, a student will have to opt to complete a particular task(s) or prompt(s), not required of all, in order to be eligible for an Exceeds. *All* of the criteria for Exceeds the Standard (e.g. in the Scoring Criteria rubric) are demonstrated in the work.

*This is the highest grade possible, demonstrating significant skill beyond the standard.*

**Scoring Criteria:** A scoring matrix for each Course Standard that describes the specific student performance outcomes that must be demonstrated to earn a 1, 2, 3, or 4 for that specific academic skill or set of skills. An example of scoring criteria is provided below. The performance indicator on the left comes directly from the Colorado Academic Standards. The subsequent descriptors define the student performance necessary to earn a 1, 2, 3, or 4.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Compare the major regions of the Earth and their major physical features and political</strong></td>
<td>I cannot yet locate the major regions of the Earth and their major physical features and</td>
<td>I can locate the major regions of the Earth and their major physical features</td>
<td>I can describe the major regions of the Earth and their major physical features and political</td>
<td>I can compare the major regions of the Earth and their major physical features and political</td>
<td>I can analyze and evaluate connections among the major physical features and</td>
</tr>
</tbody>
</table>
During our transition from traditional grading practices to a more competency-based system, you will encounter both methods of reporting. Because competency-based requires a significant amount of work and time to develop, some assignments, units and standards will continue to be measured and assessed with traditional practices.

**Homework and Practice**

The staff at Holmes still adheres to the Board of Education policy that recognizes the importance of encouraging homework as part of the learning activities initiated in the classroom. Homework serves a valid purpose because it provides practice in needed skills, enriches and extends the school experience, develops responsibility, and brings students in contact with out-of-school learning resources. In addition, “homework and practice” has a strong correlation with student achievement. It is important to note that not all pieces of student work and practice will receive a grade. Often, during the process of learning, a student will be provided only feedback that is intended to guide his/her academic and skill development before receiving a more accurate final/summative grade.

**Late Work**

If a student misses a due date, it is still expected that the work is completed to the best of his/her ability and turned in to the teacher as timely as possible. Late work still receives full credit for purposes of an academic grade that provides accurate documentation of student learning and the development of academic competency. However, it must be realized that missing due dates will have a significantly negative impact on the student’s grade for Habits of Work.

**Attendance and Make-up Work**

Every student is encouraged to have regular attendance at Holmes Middle School. Attendance is a high priority at school because it is a life-long requirement for future ambitions and careers. Absence for any reason affects both individual student progress and instruction of the class as a whole. Therefore, absences should be kept to a minimum. Whenever a student is absent from school, the student will be given the opportunity to make up work. For “Pre-arranged Absences” or work assigned before the absence is due upon return. When the student returns, he/she should take responsibility to clarify with the teacher what work needs to be made up. Likewise, during absences, students and parents can access Schoology for assignments, lessons, and resources.

**Habits of Work (HOW)**

Quality habits of work as outlined below are an essential part of students’ future successes in high school, college, and/or career. Students receive a separate HOW grade in each course. There is a clear correlation between quality Habits of Work, academic achievement and learning. The better one’s Habits of Work, the more he/she will achieve and learn.

Habits of Work are regularly assessed in each course and each marking period, using the same grading scale (1-4). It is important to note that the HOW score for any course is determined by the most limiting factor. For example, if a student receives a 4 in Work Completion, a 2 in
Meeting Due Dates, and a 4 in Participation, the final quarterly HOW grade for that course is “2” (the most limiting factor). This clearly identifies the Habit of Work that requires the greatest amount of improvement. (Note: There is a HOW Excellent Picnic for all students who earn a 3 or higher for a HOW grade in every class during first, second, and third quarters; as well as on their quarter four mid-term progress report.)

**Due Dates versus Deadlines**

**Due Dates:** Each assignment will have a specific date when it is expected to be turned in to the teacher and considered to be “on time.” The ability to meet such Due Dates is an important skill for continuing education, college, and career. Even though late work is accepted, each student’s ability to meet due dates is tracked and used as an important factor to determine a student’s HOW grade (See below).

**Deadlines:** Deadlines are the end of the grading period ultimately determined by the end of each quarter. Once the end-of-quarter deadline has passed, incomplete work for the quarter can no longer be made up. The only exceptions are two-week extensions for those students who have earned an extension at the deadline by receiving a HOW grade of 3 or 4 in that specific course for that quarter, or due to extenuating circumstances that are reviewed on a case-by-case basis.

**Redo’s and Retake’s:** Individual students have the opportunity to “redo” or “retake” any graded assignment or summative assessment only if his/her HOW grade in that course demonstrates he/she is working hard indicated by a HOW grade of 3 or 4.

**Incomplete:** A grade of “incomplete” may be granted at the end of a quarter in the event of an extended excused absence, or a HOW grade of 3 or higher. Barring exceptional circumstances, students who have not met the standard of performance indicated by a grade of 0, 1 or 2, will have an additional two weeks to attempt to meet the remaining standards. However, if a student has a HOW grade lower than 3 and is not meeting academic standards, the student will not be granted two additional weeks and must receive a 0, 1 or 2 in that particular academic area on his/her report card. (Important Note: The communication of extenuating circumstances that interfere with meeting the attendance and due-dates requirements may provide allowances and will be reviewed on a case-by-case basis.)

(Refer to Table on Next Page)

**Habits of Work (HOW)**

<table>
<thead>
<tr>
<th>HOW:</th>
<th>0</th>
<th>1 Beginning</th>
<th>2 Approaching</th>
<th>3 Meets</th>
<th>4 Exceeds</th>
</tr>
</thead>
</table>

(Refer to Table on Next Page)
<table>
<thead>
<tr>
<th><strong>Completing Assigned Tasks</strong></th>
<th><strong>Insufficient Evidence</strong></th>
<th><strong>The student has completed 25 – 69% of all assigned work and tasks including homework, class-work, and group work (graded and non-graded).</strong></th>
<th><strong>The student has completed 70% or more of all assigned work and tasks including homework, class-work, and group work (graded and non-graded).</strong></th>
<th><strong>The student has completed 85% or more of all assigned work and tasks including homework, class-work, and group work (graded and non-graded).</strong></th>
<th><strong>The student has completed 100% of assigned work and tasks including homework, class-work, and group work (graded and non-graded).</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meeting Due Dates</strong></td>
<td><strong>The student has met less than 25% of the assigned due dates.</strong></td>
<td><strong>Turns in satisfactorily completed tasks and assignments on time 25 - 69% of the time.</strong></td>
<td><strong>Turns in satisfactorily completed tasks and assignments on time at least 70% of the time.</strong></td>
<td><strong>Turns in satisfactorily completed tasks and assignments on time at least 85% of the time.</strong></td>
<td><strong>Turns in satisfactorily completed tasks and assignments on time 100% of the time.</strong></td>
</tr>
<tr>
<td><strong>Effective Participation</strong></td>
<td><strong>The student has effectively engaged less than 25% of the time.</strong></td>
<td><strong>Effectively engages (on task, good behavior) in all class activities 25 - 69% of the time. This requires bringing essential materials for the class and a positive attitude.</strong></td>
<td><strong>Effectively engages (on task, good behavior) in all class activities 70-84% of the time or more. This requires bringing essential materials for the class and a positive attitude.</strong></td>
<td><strong>Effectively engages (on task, good behavior) in all class activities 85-94% of the time or more. This requires bringing essential materials for the class and a positive attitude.</strong></td>
<td><strong>Effectively engages (on task, good behavior) in all class activities 95% of the time or more. This requires bringing essential materials for the class and a positive attitude.</strong></td>
</tr>
</tbody>
</table>
The primary purpose of evaluation and grading student performance, work and behavior is to communicate to students and parents how well students are doing with their school responsibilities. Core teachers will give mid-quarter reports to students after the fourth week of each quarter. These reports will include the grade to date, attendance and comments. It is very important that parents keep track of the dates that these slips are to be brought home. The purpose of the reports is to keep parents informed of their student’s progress.

REPORT CARDS
At the end of the 1st, 2nd and 3rd quarter, as well as at mid-quarter students are given their report cards to take home. The 4th quarter report cards are mailed home.

Q - Parent Connect
Parents will be able to access student information via the internet, they will have access to student; assignments that are updated weekly, attendance, discipline. Parents will need to provide a valid ID at the Media Center to obtain a pin number.

STUDENT PERFORMANCE AND ACADEMIC RECOGNITION
Holmes will be revamping the recognition of Student Performance and Academic Recognition during the 2018-2019 school year. Your input can be provided through our School Accountability Committee.

QUARTERLY INCENTIVES
At the end of each quarter students may earn admission to a Quarterly Incentive. Each Core and Grade Level determines their own qualifications for the Quarterly Incentive.

END-OF-THE-YEAR EVENTS
The end of a school year is a culminating time to recognize and celebrate student successes and contributions throughout the school year. In order to be eligible to participate in these events, students must meet the following minimum requirements:

- Have no outstanding library books or fees
- Return all athletic uniforms and equipment (for sports)

Please note that any classroom or core incentives, celebrations or parties may have additional requirements that will be determined and communicated by staff members. Staff will communicate these at the start of the qualification period.

Events

- 8th Grade Breakfast (*see additional qualifications below)
- 8th Grade Celebration (*see additional qualifications below)
- Year Book Distribution/Signing Parties
- Excellence Picnic (*see additional qualifications below)
- 4th quarter Incentives/Celebrations

* 8th Grade Breakfast and Continuation Additional Qualifications

To qualify for the 8th Grade Continuation, 8th grade students must receive a passing grade of a D or above in 75% (18 out of 24) of their classes based on quarter marks. They must also not
have more than one failing mark for any one class based on quarter marks for the school year (i.e. if you receive an F in Math 1st quarter and an F in Math 4th quarter you will not qualify.)

*Excellence Picnic Additional Qualifications*

To attain eligibility for the Excellence Picnic students must maintain for the first three quarters and on the fourth quarter progress report: citizenship scores of 5’s and 4’s with no more than one 3, Academic grades at A’s and B’s with no more than one C.

Students will have the opportunity to appeal to the Administration if they did not qualify based on the given parameters.

**STUDENT ASSESSMENTS**

Galileo Assessment

These tests are given in the fall and spring of each year to determine each student’s instructional level and measure academic growth throughout the school year, and from year to year in the areas of mathematics, reading and language usage. They are aligned with the district curriculum for the three content areas.

State Assessments

Colorado’s state assessments are changing in order to accurately assess student mastery of the updated Colorado Academic Standards. With the standards being more focused, coherent and rigorous, assessments must adapt to align with the standards. Colorado’s new assessment system is called the Colorado Measures of Academic Success (CMAS). It incorporates new science and social studies assessments developed by Colorado and new English language arts and mathematics assessments developed by the Partnership for Assessment of Readiness for College and Careers (PARCC).

**STUDENT BEHAVIOR AND EXPECTATIONS**

**POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)**

We promote and endorse a safe and secure learning environment for all students through the implementation of Positive Behavioral Interventions and Supports (PBIS). PBIS is a proactive approach to discipline that creates the climate where students are encouraged and recognized for doing things the right way. Students may receive SOAR tickets (from all staff members) that can be used in the Hawk Shop or traded in for various classroom incentives. PBIS integrates the teaching of valued outcomes and social skills, re-teaching and practicing these skills, and reinforcing the demonstrated use of these skills and outcomes through positive student recognition.

<table>
<thead>
<tr>
<th>Hawks SOAR</th>
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<tbody>
<tr>
<td><strong>Safety</strong></td>
<td>Behavior that keeps you and everyone else physically and emotionally safe</td>
</tr>
<tr>
<td><strong>Ownership</strong></td>
<td>Being accountable for your own choices regarding academic success and behavior contributing to a positive school climate</td>
</tr>
<tr>
<td><strong>Achievement</strong></td>
<td>Knowing the school expectations and doing your personal best academically</td>
</tr>
</tbody>
</table>
Respect—Showing respect for all staff, peers and community members

VOICE LEVELS
Students may be asked to follow voice level expectations during the school day.

0 - Silent (with attention on the adult)
1 - Small Group (voice should not carry beyond the group)
2 - Large group (voice should be loud enough that the entire class can hear)

HALLWAY CONDUCT
- Cell phone use is NOT permitted.
- There will be no games played while in the halls. (Tag, chase, trip, hit, touch, etc.)
- There will be no loitering or congregating at others’ lockers during passing periods.
- Walking is the only acceptable mode of movement (this includes between buildings).
- Please walk on the right side of the hall and use the right door when entering or exiting a building.
- Please keep the halls clear and moving, do not stand and converse in the middle of the hall or in large groups.
- If you are going between buildings you should be using the main access doors. If a door is locked, do not pound on the door.
- Hall passes are required if you are in the hall during class time.

LUNCH CONDUCT
- Get to the cafeteria as soon as possible; do not loiter in the halls.
- You must have a pass from a teacher before lunch in order to leave the cafeteria during lunch.
- Students who choose to eat lunch in a class with a teacher may only do so if the teacher is present and must have prior approval. Students must not wander halls or go to any other classroom than the one on their pass. *Students who eat in a classroom will need to check with a peer for any announcements they may have missed from the courtyard line up time.*
- Keep voice levels at a 1 or below while in the cafeteria.
- Cell phone or other electronic device use is NOT permitted
- Go directly to a table if lunch is brought from home.
- Join the end of a line if getting a hot lunch. No standing in line or changing lines to socialize.
- Have ID ready to swipe when approaching the cashier.
- Once seated, remain at one location (no socializing from table to table) and raise hand to
get up for any reason (bathroom, trash, napkin, utensils, condiments) and raise hand to be excused.

- Students will be excused (raise your hand) to go outside individually; please do not leave until you have been excused. This will not be permitted until at least 15 minutes of the lunch period has elapsed.

- Clean the area including crumbs and put trash in the trash and recyclables in the recycling can. (Empty plastic [1-7] and aluminum)

- Students may not go to their lockers during lunch/courtyard time without permission.

COURTYARD CONDUCT
- Stay within the designated areas and in plain sight.
- Cell phone use is NOT permitted in accordance with school policy.
- No open food or drinks outside.
- Physical activity must be kept safe and respectful.
- Keep off the trees, off the fences, and out of the bushes.
- When the whistle blows, return any school equipment to its proper location, walk to line up in your assigned location—single file, facing front and bring your voice level to a zero. Students are to line up quickly.
- When announcements are made, give your full attention to the person talking.
- When released keep your volume at a voice level 1 or below as you enter the building.

LOCKER USE CONDUCT
Students are expected to keep lockers clean at all times. If Security or Administration notices a disorderly locker they may have you clean it and take away your locker privileges if the disorder continues.

The following expectations are:
- Never kick or slam lockers in an attempt to shut a locker.
- No stickers or tape may be used on the inside of the locker to decorate—use magnets only.
- Decorating the outside of lockers is not permitted.
- Only notices placed by a staff member may be on the outside of the locker (WEB, FCCLA, etc.).
- It is the responsibility of the locker owner to keep the outside of their locker clean of any tape or pencil/pen marks (ask for help if needed).
- Spin your lock each time you close your locker to reset your lock.
- Never share your combination with another student.
- There will be no changing of locker combinations. (So do not share yours)
- No changing or sharing lockers without Administrations approval.
Opening another student’s locker or attempting to open another student’s locker for any reason is absolutely forbidden and will result in a referral.

GUEST INSTRUCTOR CONDUCT

- Students will show respect to and follow directions from guest instructors. Disrespect or class disruptions will not be tolerated.
- Students are expected to behave as well, or better than, they do for their normal teacher.
- **Cell phone use while there is a guest teacher is strictly prohibited.** If a parent must be contacted by a student during class, the student may ask to use the classroom landline phone or come to the office to use their cell phone (especially for all those students who do not know their parent’s number without using their cell phone).
- Students who are causing a disruption to the learning environment may be sent to the office or reported to the teacher or administration for disciplinary action.

CELL PHONES and OTHER ELECTRONIC DEVICES

Students must abide by the following guidelines during school hours (8:38 a.m. — 3:45 p.m.). Students are NOT allowed to use cell phones during the school day except under the following conditions:

1. Teachers direct students to use a personal device or cell phone for an educational purpose as part of the intended lesson plan.
2. Cell phone usage for non-educational purposes, such as contacting a parent, is only allowed with expressed prior permission and under the supervision of a staff member.

*Cell phone use is not permitted in a classroom with a Guest Instructor*

**All Personal Devices and Tablets** are subject to the same regulations as cell phones.

**Violations** of the Cell Phone and Personal Electronic Educational Support Device guidelines will result in the following if student cooperates with staff:

**First Offense:**
- The phone or other electronic device will be confiscated and held in the Main Office until the end of the day. A verbal warning is given and documented in Q as an Office Referral.

**Second Offense:**
- The phone or other electronic device will be confiscated and held in the Main Office until the end of the day. A lunch detention will be assigned, documented in Q as an Office Referral, and parent contact made.

**Third Offense:**
- The phone or other electronic device will be confiscated and held in the Main Office, and will only be returned to a parent. A “Check-in/Check-out” routine will be implemented with the Main Office. The parent is contacted and the infraction is documented in Q as Repeated Defiance.

**Beyond Third Offense:**
The student will no longer be allowed to bring his/her device to school.

*Students who refuse cooperate with confiscation may face an additional referral for insubordination.

**Holmes Middle School and the District are not liable** for lost, damaged or stolen personal electronic devices. Students and parents assume all responsibility for phone charges and the cost of a lost or stolen phone. It is advised that insurance be purchased for these items. Please talk with your student about responsible phone and device management to help prevent theft and/or damage.

A student’s cell phone may be searched by administration for a specific item related to an ongoing investigation if they become suspect. It is expected that the student cooperate with administration in looking for the desired information.

*Holmes Administration reserves the right to adjust the policy on electronic devices as needed.*

**Holmes Middle School Dress Code**

*We at Holmes believe that the way students dress affects their behavior and the quality of their schoolwork, and serves as a reflection of the Holmes community. We strongly encourage professional dress that supports a serious attitude and level of respect towards education.*

Students are expected to dress in a manner that fosters a respectful, positive and academically focused environment. Students should exercise good judgment and be appropriately attired for the classroom. Any clothing accessories or body adornments that may interfere with or disrupt the educational environment are unacceptable. Clothing should fit, be neat and clean, and conform to standards of safety, good taste, and decency.

**D11 Board of Education Policy JICA:**

1. Clothing should be worn as designed and should cover private parts of the body. Clothing that inappropriately bares or exposes private parts of a body, including but not limited to the stomach, areas above mid-thigh, buttocks, back and breasts is unacceptable school attire.

2. Clothes, paraphernalia, jewelry, or body adornment that contain advertisements, symbols, words, slogans, patches, or pictures that are sexually suggestive: gang-, drug-, or alcohol related; obscene, profane, promote hate, or are disruptive or potentially disruptive to the learning environment are unacceptable school attire.

3. Ill-fitting clothing (i.e. clothing that is too tight or too loose) is unacceptable school attire. (based on the discretion of school staff)

4. Clothing must cover undergarments. Clothing that is worn in such a manner as to expose undergarments (i.e. boxer shorts, bras, underwear, etc.) is unacceptable for school.

5. Cut-off t-shirts, half shirts, midriffs, tops with spaghetti straps, tube tops, see through or revealing tops are unacceptable school attire.
6. Pants or shorts that are in the mid-thigh range or longer where the waistband rises to at least the hips are acceptable school attire.

7. Skirts or dresses that are mid-thigh or longer where the waistband rises to at least the hips are acceptable school attire.

8. Acceptable footwear is required to be worn at all times. Bedroom slippers are considered unacceptable school attire.

9. Items considered sleepwear or lounge pants are considered unacceptable school attire.

10. Sunglasses and hats are unacceptable school attire, unless being worn for protection from sun and approved by a teacher or administrator to be worn during and outside school activity.

The administration may establish additional guidelines and reserves the right to exclude other types of clothing or accessories during the school year if deemed necessary.

A student who is not following the dress code will be given the opportunity to solve the violation (change, borrow, call home) before continuing on their day.

Students who are uncooperative or have repeated violations will receive a documented referral.

**THINGS TO KNOW** (to avoid disciplinary situations)

1. Students must remain in supervised or assigned areas on campus at all times.

2. Gum, candy, food, or drinks other than water are permitted in the hallway provided students are responsible (Do not share with others. Clean or report any messes made.)

3. In the classroom, gum, candy, food and drinks other than water are only permitted at the teachers’ discretion.

4. **Energy drinks are prohibited on campus.**

5. Students should leave items not used for school purposes at home. The administration reserves the right to ban any item at school, which may be a distraction to the learning environment.

6. Skateboards and scooters shall not be ridden on campus and must be stored in students’ lockers.

7. Students are required to keep heavy jackets and other outdoor wear in their lockers throughout the academic day except when going to lunch.

8. Large bags and backpacks cannot be brought to class and should remain in lockers. Students may carry a string backpack to and from classes.

9. Students shall not be a disruption to teaching or learning.
10. Students are expected to act in a manner that supports learning and teaching in classrooms, halls or during any school sponsored activities.

11. Students will use speech and written communication free of abusive, derogatory, or profane language.

12. Students will refrain from any “games” disruptive to the environment during the school day particularly touching, hitting, or “roasting” games.

13. Students are expected to refrain from fighting or instigating, promoting, or recording a fight anywhere on or off school grounds, school buses, at the bus stop or with another D11 student. Report any fights or rumors of fights immediately.

14. Students will refrain from any situation that could be considered disorderly conduct, harassment, assault, knowingly false allegation of child abuse, or alleged criminal offense directed toward a teacher or school employee.

15. Students are expected to refrain from throwing any objects during the day unless it is part of a lesson or structured activity.

16. Playing with snow or ice in any manner before, during or after school, or at the bus stop is not permitted. Throwing snowballs is never allowed.

17. **Laser pointers are classified as “standard weapons.”** Per BOE policy, they will be confiscated and result in disciplinary action.

18. Students will not use or posses tobacco, cigarettes, e-cigarettes, vape devices, nicotine delivery devices, cigarette lighters, or alcohol while on school grounds, school buses or at the school bus stops.

19. Students will not possess, use, sell or buy marijuana products, drug paraphernalia, Schedule 1-3 drugs, or **any substance represented as a drug** on school grounds, school buses or at the school bus stop.

20. Students will not tamper with the fire alarms or fire alarm covers unless there is an actual fire.

21. Defacing of school property, graffiti or writing on the building or any other school property is not allowed and must be reported if it is seen.

22. Students will refrain from public displays of affection (PDA) including holding hands, hugging, kissing, etc.

**WEAPONS IN SCHOOL**

School District 11 and Holmes Middle School will not tolerate weapons of any kind at school, on school grounds or at any school event. Any student with a weapon in school, on school grounds or at any school event will be immediately suspended and may be referred to the Office of Student Discipline for consideration for expulsion. Weapons include but are not limited to any pistols, revolvers, rifles or shotguns any facsimile thereof; brass knuckles or any facsimile
thereof; any knife any facsimile thereof or sharpened instrument; Mace, sprays, or other
dangerous chemicals or substances; firecrackers or fireworks; any instrument or item altered or
modified to represent any of the aforementioned weapons. Laser pointers are classified as
standard weapons per BOE policy.

STUDENT SEARCH
At times it may become necessary for Administration to search a student or their belongings. A
search will be done if there is suspicion of a discipline infraction that has occurred and the
student or their belongings has become suspect.

Procedures for a search will follow the School District 11 Student Conduct, Discipline,
Searches, BOE Policy JIH, JIH-R:
School lockers, desks and other storage areas are school property and remain at all times
under the control of the school. School property provided for the use of students is subject to
inspection, clean-outs, access for maintenance and search pursuant to this policy.

Students shall assume full responsibility for the security of their lockers and/or other storage
areas in the manner approved by the administration.

Students shall be responsible for whatever is contained in desks, computers, and lockers
assigned to them by the school.

A student’s cell phone may be searched for a specific item related to an ongoing investigation if
they become suspect. It is expected that the student cooperate with administration in looking for
the desired information.

OFF-CAMPUS BEHAVIOR
According to H.B. 93-1093, behavior, which takes place off school grounds, may properly be
subject to suspension or expulsion where the behavior is detrimental to the safety or welfare of
persons at the school. This may also include electronic communications. If your interactions
online, through text, through social media, is illegal, etc. or causes a substantial disruption to the
learning environment the school will become involved. Discipline may be issued and the school
and may involve CSPD or other necessary agency.

CONFLICT RESOLUTION
Students are strongly encouraged to request an appointment with their counselor or
administrator for a “Problem Solving Meeting” if experiencing conflict with others. Appointment
requests may be filled out with the counseling secretary or main office secretary. These staff
members are available to listen, suggest ideas, support during a mediation, or arrange another
resolution. Appointments for conflict resolution may be kept confidential upon request. Students
utilize the “Problem Solving Meeting” before the conflict escalates will have a greater likelihood
of preventing the necessity of discipline.

BULLYING AND HARASSMENT
Holmes Middle School does not condone or tolerate bullying or harassment of any kind. We
encourage students to be an upstander to bullying and harassment rather than just being a bystander. To promote a positive culture, Holmes Middle School uses a variety of mediums to develop and maintain a caring community. Through media rich lessons and activities, our students improve social skills such as considering another’s perspective, being an ally and/or upstander for another, using calming techniques, action steps for solving problems and resisting peer pressure.

Bullying is defined in (BOE Policy JICDE) as any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student.

As defined by PacerTeensAgainstBullying.org:
“Bullying is a behavior with the intention to hurt, harm, or humiliate; and the person targeted is not able to make it stop.”

Bullying is not...
- single episodes of social rejection or dislike
- single episode acts of meanness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights

“Playing around” or “just messing around” does not excuse bullying or harassing behavior.

**How can you help make Holmes bully-free/mean-free?**
Holmes Middle School wants to be Bully-Free/ Mean-free. It takes your involvement to notify staff and Administration for us to be able to address the issue. If we do not know about the bullying/harassment, it is difficult for us to address.

**How can YOU help?**

**Students**— if you see bullying or mean behavior occur take ACTION and be an UPSTANDER. Go to an adult to get support for yourself or others. If you talked to an adult and the problem has continued, tell that adult and/or other adults.

**Parents**— If it comes to your attention and you don’t think the school knows about it please notify the school to look into the situation.

**Staff**— If a student brings it to your attention, address it with documentation and/or pass the information on to a counselor or an administrator. If you see bullying or mean behavior occur be an upstander.

**Be an Upstander**
What behaviors would make someone an upstander? Examples of upstander behavior include: stepping in, standing next to a victim, telling the bully to stop, empathizing with the victim, not passing rumors along, walking the victim away from the situation, taking the victim them to an adult, getting help from an adult, and reporting the situation.

**SEXUAL HARASSMENT (BOE Policy JBB)**
This policy applies to individuals and activities on 1) all district property, including but not limited to school buses and electronic communication and access resources; 2) any non-district
property on which a district- or school-sponsored activity or event occurs; and 3) any other non-district property or location where the behavior engaged in may have a direct impact on school discipline or be detrimental to the welfare or safety of students or staff.

The following are examples of conduct and communication that, regardless of the manner or means by which they occur, may constitute sexual harassment:

1. Sexually oriented "kidding" or inappropriate references to sexual matters
2. Continued or repeated offensive sexual flirtations, advances or proposals
3. Continued or repeated verbal remarks about a person's body
4. Making sexual or lewd gestures
5. Displaying sexual material, such as cartoons, photos of nudes or pornography, or placing such material in someone's locker or desk
6. Pressure to engage in sexual activity
7. Unwelcome sexual touching, such as offensive brushing against a person, patting or pinching in a sexual manner
8. "Rating" students on the basis of physical characteristics
9. Conduct or communications, which, while not overtly sexual, would not have occurred except for the student's gender (e.g., vandalizing the property of a female student)
10. Verbal abuse of a sexual nature or using sexually degrading words to describe a person;
11. Sending sexual material, such as cartoons, photos of nudes or pornography
12. Sexually violent behavior involving a physical act perpetrated against a person’s will or where a person is incapable of giving consent

Whether or not conduct constitutes sexual harassment will be determined on a case by case basis, depending on the totality of the circumstances.

Sexual Harassment is an office referral with a 5-day suspension minimum.

**STUDENT DISCIPLINE**

**DUE PROCESS**
No student shall be suspended, expelled, or otherwise disciplined without an appropriate level of due process.

**Classroom Referrals** are those infractions that are to be addressed by any staff member or guest teacher present when the infraction occurs and are handled by that staff member. Documentation will be entered in Q.

**Office Referrals** are those infractions that are to be addressed by the Principal or Assistant Principals and for which documentation in Q shall occur and disciplinary action may follow; suspension may be an option in the event of an office referral.

**Material and Substantial** Infractions are those infractions that are to be addressed by the Principal or Assistant Principal and for which suspension shall be mandatory and further disciplinary action, including a hearing with Student Discipline services may be necessary.

**LEVELS OF DISCIPLINARY ACTIONS**

**Classroom Referrals:** May include but need not be limited to one or more of the following:
Verbal warning and re-teaching by a staff member or an administrator
Parental contact
Lunch detention with the teacher
Teacher detention before and/or after school with parent contact to arrange transportation.

**Office Referrals:** May include but need not be limited to one or more of the following:

- Parental contact
- Lunch detention, after-school detention/ community service
- In-school detention
- Saturday School
- Development of a Student Behavior Contract
- Suspension

**Material and Substantial:** Shall include a suspension and may include but need not be limited to the following:

- Five-day suspension from school
- Charges filed with civil authorities
- Administrator/parent/student conference
- Development of a Remedial Discipline Plan
- Referral to the Office of Student Discipline for Student Discipline Hearing
- Expulsion, transfer of schools, or other alternative placement
- If three or more Material and Substantial infractions occur during a school year, the student can be recommended for expulsion.

**Disruptive Behavior in School**
State measures provide that students who cause a disruption in the classroom, on school grounds, on school vehicles, or at school activities or events will be subject to disciplinary action.

**Habitually Disruptive**
A Habitually Disruptive Student is defined as a student who repeatedly causes disruption in the classroom, on school grounds, on school vehicles, or at school activities and events during the school year because of behavior that is initiated, willful and overt, and which requires the attention of school personnel to deal with the disruption. Students whom are Habitually Disruptive will receive (Material and Substantial) discipline.
Alternative to Suspension
As an alternative to suspension for some Office Referral infractions, the Principal (or designee) may permit the student to remain in class with the consent of teachers if the parent attends class with the student for a period of time specified by the Principal. If the Principal or designee determines that the student’s presence in school, even if accompanied by a parent, would be disruptive to the operations of the school or be detrimental to the learning environment then this alternative to suspension shall not apply.

If parents are visiting under an alternative to suspension, they must meet with an administrator and sign an agreement prior to visitation.


ATHLETIC PROGRAMS
GENERAL INFORMATION
*Each athlete must have a current physical/yellow card and emergency blue card on file before the season begins in order to try out or participate.

*To compete, each athlete must pay the sports fee and must meet the school eligibility requirements.

*Athletic Eligibility- Eligibility will be achieved by meeting the teachers’ expectations in work completion, classroom behavior and individual academic performance. (see chart on next page)

<table>
<thead>
<tr>
<th>Eligibility</th>
<th>1 Beginning</th>
<th>2 Approaching</th>
<th>3 Meets</th>
<th>4 Exceeds</th>
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<tbody>
<tr>
<td>Completing Assigned Tasks</td>
<td>The student has completed 25 – 69% of all assigned work and tasks including homework, class-work, and group work (graded and non-graded).</td>
<td>The student has completed 70% or more of all assigned work and tasks including homework, class-work, and group work (graded and non-graded).</td>
<td>The student has completed 85% or more of all assigned work and tasks including homework, class-work, and group work (graded and non-graded).</td>
<td>The student has completed 100% of assigned work and tasks including homework, class-work, and group work (graded and non-graded).</td>
</tr>
<tr>
<td>Classroom Behavior</td>
<td>Behaves in a manner that requires frequent redirections of minor infractions.</td>
<td>Behaves in a manner that requires frequent redirections of minor infractions.</td>
<td>Behaves in a positive manner most of the time with very few infractions.</td>
<td>Behaves in a manner that promotes a positive teaching and learning environment.</td>
</tr>
<tr>
<td>Individual Academic Performance</td>
<td>infractions and/or office referrals.</td>
<td>redirections of minor infractions.</td>
<td>learning environment 100% of the time.</td>
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<tr>
<td>Does not have a passing grade, is working well below their academic ability and/or putting forth little to no effort towards their learning.</td>
<td>Does not have a passing grade, is working below their academic ability and/or putting forth little effort towards their learning.</td>
<td>Has a passing grade, is challenging their academic ability and putting forth effort towards their learning.</td>
<td>Has a passing grade, is performing at the upper limit of their academic ability and putting forth a maximum effort towards their learning.</td>
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</table>

- Eligibility will occur on Wednesday of each week during the sport’s season and must be turned in to the front office by the end of the day.
- Eligibility requires scores of 3 or above with no more than one 2 each week.
- If a student is suspended the day of an event, they may not participate in that event. If they are suspended on Friday, they may not participate in the weekend events.
- If there is a Substitute, the student will write “substitute” on the teacher signature line.
- If a student is absent on Wednesday, they will complete a form on Thursday.
- If an athlete is deemed ineligible, they will be ineligible for the following week (Friday to Friday). In the case of two games/meets in a week, if the athlete can improve their score and provide proof to Mr. Ulrich by the first game/meet then they may be granted permission to participate in the second game/meet of the week.
- If an athlete is ineligible, they are still expected to practice with the team and to support the team at games/meets while out of uniform. Students must be at school 4 of the 7 periods on the day of an event.
- Basketball and Volleyball are cut sports and there will be only 14 players for A –squad and 14 for B-squad. Tryouts will be held and teams will be selected using a rubric. Students will be evaluated on skill, game sense, coachability, and academic performance.

**ATHLETIC AND CLUB SCHEDULE**

1st Quarter: 7th & 8th Grade Football
   - Girls’ Track (Boys’ Club Golf)
   - Wrestling

2nd Quarter: Girls’ Basketball

3rd Quarter: Boys’ Basketball

4th Quarter: Girls’ Volleyball (Club Volleyball) (Girls’ Club softball)
WALL OF CHAMPIONS
To be eligible for the Wall of Champions, a student must complete all interscholastic sports offered for all three years at Holmes. (Boys: football 7/8, wrestling 6-8, basketball 6-8, track 6-8; Girls: track 6-8, basketball 6-8, volleyball 6-8). Cross Country and Golf can be substituted based on level of participation.

Spectator Expectations
Students, parents and guests are expected to display appropriate behavior while attending any sport associated with Holmes Middle School. All school rules and expectations apply at sporting activities. The following are expected by all who attend a Holmes athletic event.

- Middle School Sports is a learning experience which encourages participation by all players in a positive atmosphere.
- Your actions, words, or behavior should not have a negative impact on players, coaches, officials or fellow spectators.
- If you do not abide by the expectations, you may be asked to leave and possibly barred from future events.
- Clean up any trash in the athletic area.
- Concerns about an event should be brought to the attention of an administrator on duty.
- Concerns can also be addressed with the coaches or Athletic Director the following day.

INTRAMURAL PROGRAMS
This program is an extension of the instructional program. The intramural program will offer a broad range of activities to supplement and complement those offered in the regular academic and physical education program. Many different activities will be offered and every student will play regardless of skill level.

Personally Owned Electronic Devices Agreement

Colorado Springs School District 11 and Holmes Middle School recognize and appreciate that students and staff are willing to bring in electronic devices that are personally owned to be used for schoolwork and to enhance educational opportunities. Users are expected to use the District 11 network and Internet access through the district system to further educational and personal goals consistent with the mission of the District 11 and the district policies. Accessing the District
11 wired and wireless network and access including the use of the Internet is a privilege, not a right. Responsibilities come with this privilege:

A privately owned electronic device can be connected to the District 11 wireless and wired network, including to the Internet, under the following conditions:

- Users of the electronic device must adhere to the D11’s Acceptable Use Agreement (AUA).
- Privately owned computers must have updated virus detection software prior to accessing the network or internet. The device will not be allowed to connect without virus detection software.
- Access passwords are changed frequently so see your teacher or library technology staff for current password.

Hardware Expectations

- Each User must supply all necessary hardware, software and cabling for use of their electronic device.

Uses of Electronic Devices

- Staff and students may use personally owned electronic devices on the District network, wired and wireless, for professional or career development, classroom activities and other defined educational purposes.
- Staff and student may use the District’s educational technology resources primarily for educational purposes, however, personal incidental use is allowed on a limited basis except for, but not limited to, the downloading or streaming or digital content such as videos and music for entertainment purposes.
- Some uses or access to information may not be acceptable when utilizing the District network that are considered acceptable on a user’s private account at home or on another system. Users should be cognizant of educational uses on the District network.

Virus Protection Software

- Antivirus software must be installed and up-to-date on personally owned electronic devices.
- When logging into the network, wired and wireless, the personally owned electronic device will be scanned for virus protection software. If this software is not apparent, the device will not be allowed to connect.
- User will be prompted to go home, purchase virus protection software, return the next day and log in again.

Copyright and Pirating

- Software residing on privately owned devices must be personally owned, including but not limited to programs, applications (apps) and music.

Misuse

- Students and staff will conduct themselves within the guidelines of the Acceptable User Agreement (AUA).
Violations of the Acceptable User Agreement on personally owned electronic devices when using the District network, wired and wireless, may also result in disciplinary action in coordination with policies set forth by School District 11’s Board of Education and/or by the individual school; this may include but is not limited to removal of all access rights to School District 11’s network or the confiscation of the electronic device.

If a student is suspected of inappropriate use with their personally owned electronic device, the student will be asked to power down the device and hand it to the person of authority (i.e. teacher or principal). The parent or designee will be notified, and it is the responsibility of the parent or designee to pick up the student’s electronic device from the school.

If deemed necessary, the Colorado Springs Police Department will become involved with the investigation of the violation.

Security
- Personally owned electronic devices that are accessing the D11 network, wired and wireless are expected to follow all policies in line with the Acceptable User Agreement (AUA).
- The student / staff person is responsible for the security of personal equipment when it is not being used.
- District 11 does not guarantee the privacy or security of any item stored on or transmitted by any privately owned devices.

Network Stability As it relates to privately owned computers being used in the School District 11 facilities or on School District 11 networks wired or wireless, School District 11 schools reserves to the right to:
- Monitor activity, either Internet access or intranet access, through the school district’s proxy server or intranet access on the school’s file servers.
- Make determination on whether specific uses of the device are consistent with the District’s Acceptable User Agreement.
- Log network use and monitor storage disk space utilized by users of personal devices on the School District 11 network. Deem what is appropriate for use of personal computers on District property or on the School District 11 network.
- Remove the user’s access to the network and suspend the right to use the personally owned devices in District facilities at any time it is determined that the user is engaged in unauthorized activity or is violating the Acceptable User Agreement.
- Violation of the Acceptable User Agreement on personal electronic devices may also result in disciplinary action in coordination with policies set forth by District’s Board of Education or by the individual school; this may include but is not limited to removal of all access rights to District network.
- Any damage to personal devices caused by use on the District network is the responsibility of the owner.

Liability for Personal Property
- A student or staff person who brings their personally owned electronic device to school is solely responsible for the equipment.
- Any damage to the equipment is the responsibility of the individual.
• The procedure with any theft in the District is to inform the front office of the school, who will call District 11 Security Department at 719-520-2287. A security officer will be dispatched to the location to take a District 11 case report. The victim of the theft must then contact the Colorado Springs Police Department to file a criminal theft report. If the theft occurs at a high school or middle school, the victim can contact the school campus security officer and the police school resource officer to assist them.

• Any user accessing the District’s educational technology via a personally owned device releases the District from liability for any damage, loss or injury caused or indirectly caused to the personally owned device by the use of the educational technology (i.e. a virus).

Repairs and Upgrades
• Responsibility for the maintenance and repair of the equipment rests solely with the student/staff person.

Student and parent signature are required on the Holmes Student Handbook Acknowledgment form.
APPROPRIATE USE OF DISTRICT TECHNOLOGY RESOURCES AND INTERNET SAFETY
RESPONSIBLE USE BY STUDENTS

Student access to the internet in the District as an educational resource is automatic unless a parent or guardian notifies the school in writing as required by Board Policy IMBB, Exemptions from Required Instruction. User accounts are to be used mainly for identified educational purposes. Limited personal use is permitted if the use imposes no tangible cost on the District, does not unduly burden the District’s computer or network resources, and has no adverse effect on a student’s academic performance. Users will be held responsible at all times for the proper use of accounts, and may not record or post instruction or interactions or any other situations with students and/or staff without consent of the person or persons being recorded.

The District adopts the approach of helping students become responsible users of digital media. All users of District computers and networks are expected to abide by the generally accepted rules of network etiquette (netiquette) and adhere to the following provisions listed below. Inappropriate use includes:

1. Disabling or attempting to disable or circumvent any internet filtering device that restricts access to harmful material.

2. Borrowing someone’s account or accessing another individual’s materials without authorized permission, including hacking and other unlawful activities.

3. Unauthorized disclosure, use, and dissemination of personal information including posting personal information such as addresses and phone numbers.

4. Vandalizing, damaging, or disabling the system by physical force or by introducing any computer code designed to hinder the performance of a computer’s memory, file system, or software.

5. Downloading or using copyrighted information without permission from the copyright holder (including installation of unlicensed software).

6. Posting, sending, accessing, or displaying electronic mail, chat rooms and other forms of direct electronic communication that are abusive, obscene, sexually oriented, threatening, harassing, cyber bullying, or other illegal activity.

7. Without consent of the person or persons being recorded, recording instruction or interactions or any other situation with students and/or staff. Students may not post any sort of recordings without consent to social media or anywhere else, as such an action may subject the student to disciplinary action by the District and/or criminal action by law enforcement.

8. Wasting school resources through the improper use of the computer system, such as downloading, distributing, or executing files not specifically related to classroom assignments.

9. Gaining or attempting to gain unauthorized access to restricted information or resources.

10. Tampering with equipment except as directed by the person in charge.

11. Removing equipment from the site without written permission from a teacher or administrator.

12. Unauthorized wireless network technologies may NOT be installed or utilized while on District property.
Holmes Middle School
Student & Family Handbook Acknowledgement

Parents and students, please make sure that you have read the Holmes Middle School Student & Family Handbook on the Holmes web site or ask to read a hard copy before completing this form. All students and parents are required to sign this form acknowledging that they have read and understand the contents of the Holmes Middle School Student & Family Handbook and items within. Signing this form does not imply that you agree with the expectations, simply that you have read them and understand.

Please initial next to each section that you have read.

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<td>Things to Know &amp; Conflict Resolution</td>
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<td>Acceptable Use Agreement for Students</td>
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</table>

Signing this form indicates that you are aware of all the items that are located in the Holmes Student & Family Handbook.

Student’s Name Printed: __________________________________________

Student’s Signature: ________________________________ Date:_______________

Parent (Guardian) Name Printed: ________________________________
Parent (Guardian) Signature: ________________________________ Date: ____________

Please return it to the office staff or designated core teacher.