

This handbook has been prepared to enable the parents and students to know and understand procedures, policies, and expectations of Webber Junior High.

*Webber staff is honored to serve the student/parent/guardian community
in the southwest part of Fort Collins and those who choose in.
In order for students to obtain the best education possible,
a high degree of cooperation between the student, the school, and the home is necessary.
By working together, communicating frequently and honestly,
and supporting each other, we will all benefit.
We so want to achieve our shared mission and responsibility:
supporting and challenging each student to learn and grow to his or her highest potential.*

It is our sincere hope that this handbook will provide answers to the questions that arise during the school year. Please feel free to contact the school if further information is desired.

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Office Hours: 7:00 a.m. to 3:30 p.m.

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Student-Parent Handbook

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Webber Panthers are ...

 **PROMPT**

(on time or early to class and work done on time)

 **POLITE**

(pleasant, fun to be around)

 **POSITIVE**

(no put downs, encouraging, cooperative, treating others with respect)

 **PRODUCTIVE**

(prepared, directed energy, actively involved in classes and activities)

 **PERSISTENT**

(refusing to give up, continuing in spite of difficulty)

 **PROUD**

(of self, of our school, and quality work)

MISSION STATEMENT

The Webber community will support and challenge each student to learn and grow to his or her highest potential.

VISION

Webber Middle School will prepare all students to succeed in the 21st century world by:

- Focusing on young adolescents' needs
- Utilizing a variety of best practices for teaching and learning
- Achieving continuous student growth
- Demonstrating active engagement of staff and students
- Providing a welcoming, safe, positive, nurturing, healthy, orderly environment
- Enhancing collaborative teamwork with one another, our students and their parents/guardians
- Building genuine, positive, personal relationships with all members of the Webber community
- Adapting to the dynamic challenges in our global society including information literacy and effective use of technology
- Systematically supporting and challenging students to ensure personal and academic excellence
- Recognizing and celebrating progress and accomplishments

COMMITMENTS

- Be aware of and work to meet the needs of 21st century young adolescents
- Identify grades 6-8 essential standards, align grades 5-9 curriculum, and create common authentic formative and summative assessments
- Collaboratively team within the Webber community, Rocky feeder system and PSD to achieve our mission/vision
- Teach for understanding and frequently assess student learning
- Create a comprehensive, systematic intervention system honoring the diverse learning and time needs of all students
- Regularly monitor student learning and progress
- Provide a variety of opportunities for students to demonstrate mastery
- Motivate students to be actively engaged and accountable
- Build genuine, positive personal relationships with all members of the Webber community
- Facilitate effective two way communication with parents/guardians and increase their involvement in their child's education
- Exhibit flexibility and resilience
- Regularly acknowledge incremental progress in addition to milestone achievements
- Maintain a broad liberal arts curriculum reflecting our commitment to the growth and development of the whole child
- Model the characteristics that will lead to high quality work and life long learning
- Punctuate our serious work with humor and levity
- Infuse the Webber community with democratic processes and knowledge of civic responsibility
- Cultivate partnerships within the Fort Collins community that will foster social awareness and responsibility in students and staff

*Education is a social process . . . Education is growth . . .
Education is not preparation for life; Education is life itself.
—John Dewey*

THE NATURE OF MIDDLE LEVEL STUDENTS AND WHAT WE VALUE AT WEBBER JUNIOR HIGH

7th, 8th, and 9th grade students are “caught in the middle,” no longer in elementary school and not yet in high school. They have unique characteristics and needs which we acknowledge at Webber Junior High School, and our programs are designed to provide the best possible learning environment to meet those developmental needs.

Characteristics of Young Adolescents

(Sources: “Caught in the Middle,” by the California State Department of Education and National Forum of Accelerate Middle Grades Reform)

Intellectual

- Are in a transition period from concrete thinking to abstract thinking
- Are intensely curious and have a wide range of intellectual pursuits
- Prefer active over passive learning experiences
- Favor interaction with peers during learning activities
- Respond positively to opportunities to participate in real-life situations
- Are ego-centric and inquisitive
- Often challenge authority, test limits, and argue to convince others
- Consider academic goals as a secondary level of priority
- Personal-social concerns dominate thoughts and activities
- Have a strong need of approval/may be easily discouraged

Social

- Have a strong need to belong to a group
- Exhibit immature behavior because social skills frequently lag behind
- Are in search of self
- Desire recognition for their efforts and achievements
- Like fads and refer to peers or media heroes/heroines as sources for standards and models of behavior and fashion
- Overreact to ridicule, embarrassment and rejection
- Are socially vulnerable; adult values are largely shaped conceptually during adolescence
- Experience traumatic conflicts due to conflicting loyalties to peer groups and family
- May be rebellious towards parents but still strongly dependent upon parental values; want to make own choices, but the authority of the family is a critical factor in decisions
- Are fiercely loyal to peer group values; sometimes cruel or insensitive to those outside the peer group
- Strive to define sex role characteristics; searches to establish positive social relationships with members of the same and opposite sex

Emotional

- Experience mood swings and act out unusual, dramatic or drastic behavior at times; may be aggressive, daring, boisterous, argumentative
- Need to release energy
- Seek to become increasingly independent
- Are increasingly concerned about peer acceptance but also want to know and feel that significant adults, including parents and teachers, love and accept and affirm them
- Tend to be self-conscious
- Believe that personal problems, feelings, and experiences are unique to them
- Exhibit intense concern about physical growth and maturity
- Experience low risk-trust relationships with adults who show lack of sensitivity to adolescent characteristics and needs

Physical

- Experience rapid, irregular growth
- Undergo bodily changes that may cause awkward, uncoordinated movements
- Have varying maturity rates
- Experience restlessness and fatigue
- Need daily physical activity
- Often lack physical fitness
- Have poor eating habits
- Develop sexual awareness

Then What is Webber all About?

- Learning, athletic and social activities specifically designed for the middle level student.
- Student-centered professional staff.
- Rigorous and relevant academic, exploratory and elective classes
- Interdisciplinary units to show students relationships within the curriculum.
- “Basic skills” as a foundation balanced with depth and higher level challenges for all.
- Having a specific staff member for each student who interacts weekly about aspirations, goals, expectations, potential and progress.
- Teachers who care about students and their growth.
- Teachers skilled at teaching this level.
- Teachers who have high expectations and support for each student so he or she can achieve success.
- Students learning to be self-directed, independent, and accepting responsibility.
- A chance for each student to experience **success and excellence**.
- Learning to take risks, test limits, learn from mistakes, and believe in oneself.

It’s a special place for students to learn and grow personally, socially, and academically.

What Does the School Expect From Parents?

(An article by Joan Beck in the “You and Your Child” series, *Chicago Tribune*, date unknown).

As a parent, what can the school expect of you?

- That you send your young person off to school every morning clean, healthy, rested, suitably dressed, adequately nourished, and in a frame of mind to learn.
- That you treat school as important. That you are interested in every phase of what your young person does and let him or her know your interest and concern by listening enthusiastically, lovingly, and often to him/her, and by participating in school activities.
- That you have taught your youngster to respect and cooperate with the teacher, the basic rules of fair play, safety, and personal cleanliness, and skills for getting along with others.
- That your young person is ready to learn in school because you enrich his/her life with suitable experiences, by talking to him/her, by listening to him/her, by reading to him/her, and by loving him/her.
- That you hold your young person to reasonable standards of conduct.
- If misunderstanding occurs about something concerning your young person in school, that you make an honest effort to straighten matters out with the school instead of letting your anger fester or broadcasting your criticisms to your friends.
- That you be informed about current issues in education in general, and the problems of your school in particular.
- If you have concerns, that you contact teachers or the Counseling Office or an administrator.
- That you support the school in its decisions about homework, safety rules, dress code and discipline.
- That you be an interested, informed, and intelligent partner with the school in the education of your young person; the ultimate responsibility for your child is yours.

And Here Are a Few Suggestions . . .

- Encourage and support excellent attendance, both physical and mental
- Please call in before 9:00 a.m. on the days your son or daughter is absent from school.
- Be actively involved in your son or daughter's work, progress and growth, encouraging a strong work ethic and that he or she work to his or her highest potential.
- Exercise your parental responsibility by enforcing acceptable standards of dress and grooming. Please read the page on "Personal Appearance" and pay attention to how they are dressed and what's in the backpack before they leave your house.
- In order to schedule a parent conference, please call or e-mail the teacher or counselor. Please understand that calls cannot be returned until the teacher has a planning period.
- Promptly pick up an ill or injured child.
- Talk to us if you have concerns, suggestions, or comments. As businesses say, if you're unhappy with us, tell us; if you're happy with us, tell others.
- Support appropriate time and use of cell phones, personal data assistants, I-pods, MP3 players, etc. Game equipment and toys should stay at home. Students may not bring anything on campus to sell for personal profit. (The sale of items for a non-profit organization must receive prior approval from an administrator).
- Visit the school. Please report to the main office to get a name tag before proceeding to any other part of the building. If you take your son or daughter out to lunch, please have them back on time for class.
- If you see textbooks or library books around the house for several days, do send them back to us. That book might be what's needed by some student to finish a special project.
- Be certain that all necessary information is given to students before they leave home.
- Encourage responsible use of locks and lockers. Many times students lose items such as clothes, books, or P.E. clothes, but immediately feel someone has "stolen" them. These items are usually found in the lost and found in the main office or in the P.E. teacher's office.
- Be open-minded and **listen to all sides** of a story before reaching any conclusions. We're imperfect humans who make mistakes at times. Know that we always have your son or daughter's best interest and success in mind.

GENERAL INFORMATION

Daily Schedule

The school day at Webber begins at 7:45 a.m. and dismisses at 2:35 p.m. The building is open to students at 7:25 a.m. and a five-minute warning bell will ring at 7:40. Students are not to be in the building before 7:25 a.m. unless they have an appointment with a specific teacher (must have a pass) or are in the cafeteria eating breakfast (cereal, fruit, juice milk, etc. available). All students are expected to leave the building by 2:50 in the afternoon, unless they are involved in a school activity or meeting with a teacher or administrator. The office will close at 3:30 p.m.

Personal Appearance

Dress Code Guidelines

Clothing should be appropriate for school and school activities. Webber dress code guidelines are intended to help maintain a focused school work atmosphere with minimal distractions for students and staff. As you do, we want kids to feel good about themselves, their bodies and the way they present themselves. Acknowledging that the fashion industry has blurred the lines on what's appropriate and what's not, we ask you to join us in providing firm, thoughtful guidance about school appropriate clothing.

Yes to the following:

- Cover the entire torso from top of the shoulders through midriff down to mid-thigh (defined as halfway between crotch and knee cap).
- Street shoes or sandals on feet.
- Sweatshirts, hoodies, un-lined jackets on cold weather days.
- Hats and sunglasses outside for PE or at lunch.

No to the following: (students will be required to change clothing should they wear these)

- Words, symbols or mascots that portray alcohol or tobacco companies (or harmful substances).
- Profanity or sexually explicit or implicit words or pictures.
- Pictures, symbols or writing that directly or indirectly demean the ethnicity, race, culture, religion, national origin, gender or handicapping disability of an individual or group.
- Symbols or references to gangs or gang language; uncovered gang tattoos.
- Exposed underwear or private body parts.
- Caps, hats, scarves, sweatbands, bandannas or other types of head coverings.
- Sunglasses or face masks.
- Lined jackets and heavy coats during school hours.
- Halter tops, tank tops, spaghetti straps, half t-shirts, hanky tanks, tube tops, muscle shirts, see-through or netted shirts, swimsuits, or spandex.
- Sagging—the waistline of any pants, shorts, skirts must be at the top of the hip bone or higher and waist bands not rolled down.
- Any jewelry or accessories that could be used as a weapon, such as chains or dog collars.
- Sleep wear or lounge wear, including pajama pants, thin sweats and slippers.

Cell Phones/Electronic Devices

To maintain a focused academic atmosphere during the day, we are expecting students to unplug from electronic devices and plug in to school, friends and staff. We find this necessary due to disruptions to classrooms, text message cheating, inappropriate pictures being taken and sent/received, and or harassment occurring via cell phones. Students may not use cellular phones or other electronic devices such as Blackberries, I-pods or MP3 players *during school hours*. They must be stored in lockers. If used during class, hallways, at lunch or are disruptive in any way, they will be confiscated and only returned to parents/guardians.

Please help us by not calling or text messaging your son or daughter during school hours. We ask you to join us with vigilant supervision and setting of clear boundaries regarding electronic items' use. Our suggestions include the following: limit the total amount of time your kids have access, collect cell phones at night, review what images are on the cell phones that have picture or video capability, review who and what your kids are on line with the same as you do with television, find out the actual words to the music they listen to; keep computer and phone use "open" so it can be monitored in some way. We cannot change the ever evolving world of technology, but we can affect the way it is used and minimize the unintended consequences.

Buses

Bus transportation is provided for all students who live over 1.5 miles from the school or where there is a safety concern about crossing main streets. For information regarding the route, pick-up time, and bus number, you may call the Transportation Department at 490-3577.

In order for a student to ride a bus other than that which he/she is scheduled to ride, a **written** request from the parents must be taken to the office by noon and the student will be issued a special pass for one day only.

Bus Regulations (Board Policy)

Students are responsible for compliance with established school bus regulations. **The bus driver, director of transportation or principal (or designee) may suspend riding privileges or take such other appropriate action as is deemed necessary to insure safety and maintain discipline while students are boarding, riding, or leaving the school buses. If a bus suspension is for behavior that would fall into level three or four on the discipline ladder, it will be recorded as an incident as defined under the category of habitually disruptive student and there may also be suspension/expulsion from school.**

Generally, the following steps will be followed:

1. After engaging normal corrective actions, the driver will log a verbal warning and follow up with a call to the parents involved
2. The next incident will result in a written misconduct report followed with a call to parents
3. Another incident will result in a misconduct report and suspension from the bus from one to three days. Drivers will provide notification to parents by phone one day prior to the start of the suspension
4. Subsequent incidents will result in longer appropriate suspension which must be approved by the Director of Transportation
5. Serious violations may result in immediate consequence without verbal or written warnings.

Rides From School

Students may be picked up from school ONLY by parents/guardians or other family members unless specific *written permission* is provided by the parent/guardian.

Withdrawing/Moving

If you are moving to another district or state, we request that you notify the office and the counseling office at least three days in advance of withdrawal. Students will receive a withdrawal form from the counselor, which must be turned in prior to leaving, indicating that all books and materials have been turned in and that there are no outstanding fines against them.

Student Records

It is essential to have up-to-date family records. If any of the following items change during the year, please notify the school office of the change.

1. Change of person to contact in an emergency
2. Change of doctor
3. Change of address
4. Change of telephone (home or work or cell phone)
5. Change of custody or guardianship

Emergency Dismissal

Announcements about closing school for bad weather or emergencies will be broadcast over the local radio stations:

KCOL—107.9 FM or 1420 AM
KIIIX—600 AM

Please do not call the school.

In the event a decision is made to close school during any part of the day, we will take steps to ensure that every student has an appropriate place to go, do an automated calling to families, and we will keep a record of that information if you wish to call the school office to confirm your child's whereabouts.

Emergency Drills/Security

Fire drills and lock down drills are practiced at school. Tornado and evacuation procedures are verbally explained by staff who have practiced them. Students will be shown where to go and instructed regarding what to do in case of any emergency.

Statistically schools are one of the safest places to be. We also know there are no guarantees, so we take many precautions to ensure safety on a daily basis.

- Only three outside entry doors are open for students to enter in the morning. After that only the main far right front door is open during the school day.
- A buzzer alerts office staff to look at the video camera monitor to view who is coming or going.

- Signage asks visitors to check in at the office.
- We ask all visitors to wear an identifying name badge and we ask students to notify staff if they see someone without a name badge.
- All PSD staff wear identification badges.
- We have a School Resource Officer on duty.
- Administrators, front office staff, School Resource Officer, Head Custodian and lunch duty staff have communication devices.
- Staff members actively serve daily hall supervision duties and rotate responsibilities for bus, bike, hall and other duty areas before and after school.
- All after school and evening activities are supervised by staff members.
- Students are required to have passes to leave class rooms.
- All classroom doors have locks and teachers are expected to keep them locked.
- Teachers are trained to check class rooms daily and are alert for suspicious items or people.
- Students are asked to be alert “eyes and ears” and to report anything they believe is suspicious.
- Students are reminded regularly to be respectful to others: avoid horseplay, bullying or any behavior that could be dangerous or harassment.
- 16 video cameras are placed in strategic locations both inside and outside the building.
- Lightning detectors are in the office area and with coaches during practice and game time.
- A weather alert radio is monitored in the front office area.
- Random use of drug dogs is utilized as deemed necessary.
- We have a security alarm system for after hours and weekends.
- Custodians do a nightly building security check to ensure all doors and windows are shut and locked.
- PSD security team members regularly drive through school parking lots and check on buildings after hours.

We work to balance idealism with realism so we’re proactive but not paranoid.

Athletics

Athletic programs available to Webber Junior High students include the following:

Female:	7th grade	Softball, basketball, volleyball, track
	8th grade	Softball, basketball, volleyball, track
Male:	7th grade	Football, wrestling, basketball, track
	8th grade	Football, wrestling, basketball, track

Club sports include cross country and tennis in the fall and golf in the spring.

Ninth graders may participate in all sports available at the high school: softball, field hockey, cross country, track, football, volleyball, golf, gymnastics, tennis, lacrosse, swimming, soccer, basketball, wrestling, and baseball. Eighth graders who plan to attend a high school other than their neighborhood school must declare their intentions for 9th grade and meet CHSAA requirements.

Required Physical Examinations

If a student plans to participate in any interscholastic athletic activity, he/she is required to have an athletic physical. The physical card must be filled out by a medical doctor and returned to school before the first day of practice. The physical is good for one calendar year.

Athletic Eligibility Policy

In accordance with district policy, it is important that all school athletes achieve in the classroom as well as on the playing field, court, mat, or track. A student will be ineligible to compete in an athletic contest for the next contest if truant, has been suspended out of school or repeated in-school suspension for disciplinary reasons, is doing unacceptable work (more than one D or any F's) in any classes, or has a formal removal from class. If, at the end of that week, the student has improved the grade and/or citizenship standing, he or she will be allowed to compete in the next athletic contest. A student must be at school more than half the day in order to participate in an activity unless *previous* arrangements have been made.

Field Trips/School Activities

As designated by staff, some field trips and school activities are viewed as privileges to be earned since additional time and money is spent on them. Eligibility lists will be distributed, with attendance (at least 85%, no truancies or excessive tardies), citizenship (no out of school suspensions, repeat in-school suspensions or formal removals), and grades (no "F's" and no more than one D) being factors that will earn each student the privilege to participate. This will be done on a quarterly basis, so each student starts fresh each quarter. A student must be at school **more than half the day** in order to participate in a school activity.

ATTENDANCE

Students are required by State Law to attend school every day unless excused. Regular school attendance not only helps build good work and study habits, but also greatly benefits the student in relationship to the learning process. A student can never make up a day missed even though she or he may go over the assignments that were presented. The discussions and experiences that take place in the classroom are often more valuable than the written material. We have been pleased that our students average 95% daily attendance, the state attendance goal.

Please, if possible, do not schedule family vacations during the school year, as your son or daughter will be missing valuable instructional time that, once lost, cannot be regained. We also recognize that sometimes families do not have choices in vacation time, so we will certainly work with you if that is your situation.

Excused Absences

An excused absence is one deemed *by the school* to be legitimate. Make-up work will be allowed for an excused absence and credit will be given. Normally, absences shall be excused under the following conditions if (from District Policy):

1. The student is ill or injured and may be expected to return to school within a reasonable length of time, as determined by the building principal, or for medical or dental appointments.
2. The student receives approval from the principal or his/her designee in advance of the absence for good cause, or receives approval after the absence in the case of emergencies such as sudden illness or death within the family.
3. The student is participating in religious observances as described in “Guidelines for Religious Observances”, published and approved by the school district.
4. The student is temporarily in the custody of the court or law enforcement authorities or is required to appear in court.
5. The student has been suspended from school.

Unexcused Absences/Truancy

Unexcused absences are subject to academic and other penalties. An unexcused absence, which may be from a single class or multiple classes, is one that the school does not approve but the parent/guardian knows about. Examples of absences which are unexcused include, but are not limited to such reasons as babysitting, oversleeping, working, or missing the bus or ride. An absence not properly reported by the parent or guardian is unexcused unless circumstances warrant otherwise. Truancy is when neither school nor parents/guardians know of the absence, such as cutting class, leaving school to go to the mall, or even hanging out in the bathroom without teacher knowledge/permission. At any time that a student is absent for a day, or part of a school day, without prior knowledge/permission of the school and/or parents, the student will be required to **make up all time missed either after school or on Saturdays**. For truancy, work will be provided but it’s up to teachers whether credit will be given. Since academic credit hours are based on seat time and passing grades, students with excessive unexcused absences may lose credit hours at the rate of one credit hour per ten percent absence.

Absences, Tardies, and Excuses

When a student is absent from school for illness or for other reasons, a parent or guardian should inform the school by 9:00 a.m. on the morning of the absence. We have a recorder to handle your calls. You may call the school attendance number (490-3089) 24/7. If we do not receive a call by 9:00 a.m., the school will be calling the parent/guardian to check on the reason for the absence. In addition, a **written** note excusing the absence may be requested.

Tardy Policy

Punctuality is a valuable life skill, and Webber students are expected to be on time. For tardies 1-8, teachers will monitor, assign consequences, and notify parents. For accumulated tardies beyond that, administrators will assign consequences and notify parents. Consequences could include but will not be limited to the following: lunch time or after school detentions; community service with a staff member or supervised by a parent; work packets; phoning businesses regarding policies; loss of independent passing time; change of locker assignment; loss of next scheduled dance privilege; behavior contract; intelligibility for field trips and/or athletics; a morning of Saturday school; and assignment of in-school or out-of-school suspension. Tardies accumulate by semester.

Leaving School During the Day

It is hoped that every effort will be made to schedule dentist, doctor, and other appointments outside of the school day, if at all possible. If class must be missed, please send **advance written** notice to the attendance office. The student must have written permission from a parent or guardian **and** from the school before leaving school grounds, including leaving for lunch. Upon returning from the appointment, the student must report to the attendance clerk for an admittance slip.

Make-up Work

Though the state only requires one day, because of our modified block schedule, students shall have **two** school days for every day of excused absence, generally not to exceed ten school days to make up any missed assignments. It is the student's responsibility to obtain make-up work.

Pre-Arranged Absences

Prior to a prearranged absence, a student must obtain a prearranged absence form from the Attendance Office and initiate a request for assignments from each teacher. Students shall have a choice of completing assignments prior to the prearranged absence, or have **one day for each day absent** to make up the work, generally not to exceed ten school days. We ask that you please make arrangements with specific teachers, especially if a long term project has been assigned to be worked on during the absence. If the reason for an absence is a school-sponsored trip, work is expected to be turned in **before** the student leaves for the trip.

Homework Requests

For students who have been absent one or two days, teachers will provide makeup work upon the students' return. For absences of three or more days, our preferred method for obtaining assignments is to first check the Black Board posting for teachers who utilize it, and e-mail those who don't. Teachers will be checking e-mail daily. For those without internet/e-mail access, homework may be requested in written form from teachers. When requesting it in written form, please give 24 hours advance notice to the office to allow adequate time to gather assignments.

ACADEMIC INFORMATION

Basics? You Bet!

“Basic skills” are of primary importance at Webber Junior High. Those that we emphasize include these listed below. Check them against the skills that you use in your daily life.

- reading with understanding
- communicating with others through speaking and writing
- spelling and grammar
- observing nature and people
- data skills: locating, manipulating, and interpreting data
- organizing, manipulating, and interpreting opinions, information, observations, etc.
- problem-solving, problem identification, and analytical thinking
- choosing from alternatives to make good decisions
- computational skills
- respecting self and others
- thinking critically and creatively
- accepting responsibility in a democratic society
- caring for health and safety
- personal management skills: self-esteem, motivation/goal setting, employability/career development
- group effectiveness skills: interpersonal, teamwork, negotiation, collaboration
- influence skills: organizational effectiveness and leadership skills
- computer usage

Homework

Homework is an important part of life at Webber Junior High. We believe it is a valuable learning tool when it meets a clearly understood purpose that is *meaningful* to students.

Homework is an extension of in-class work completed outside of class and not under the direct supervision of the teacher. We know that practice is necessary for learning knowledge or skills of any type. To reach 80% competency level requires practice of up to 24 times for most students.

Purpose: Homework is a valuable asset to student learning in that it:

- Provides practice to reinforce skills and concepts already learned in class, and provides time for preparation or elaboration
- Develops planning and organization skills
- Promotes student interaction with other students, family members, and community
- Provides the opportunity to apply concepts learned to real-life situations

Time: Time needed for homework will vary with the individual subject, teacher and student ability. In addition, each grade level will make an effort not to assign major projects, assignments, or tests on the same day. Our practice is in line with the most recent research on homework which indicates that a practical amount of time for homework is 10 minutes times the grade level of the student, so up to 70 minutes for seventh graders, 80 minutes for eighth graders, and 90 minutes for ninth graders. Beyond that,

the research indicates that it could well be counterproductive, acting as a disincentive for students. One interesting finding in recent years is that for every 30 minutes of “additional” study a student **chooses** to do per night, his or her overall grade point average increases about half a point. Homework time, will, of course, vary from night to night and week to week depending on the nature of the work being done, and classes scheduled each day. Students who choose to take accelerated or Pre-AP coursework can expect additional homework for those courses.

Homework is graded and recorded and makes up a small part of the grade. Parents may help by:

- setting up a consistent organized place for homework to be done
- helping your young person establish a consistent schedule for completing homework
- encouraging, motivating and prompting your young person, but not doing the homework with or for them
- if a skill is being practiced, ask questions such as which steps are easy or difficult or how he or she is going to improve
- if a project is being worked on, ask what knowledge or concepts are being applied
- if your young person is consistently not able to do the homework or is unable to talk about the knowledge he or she is practicing or using, please contact the teacher
- most importantly, follow up by looking at the quiz, test, project or other assessment to see if the homework practice resulted in mastery learning

Textbooks

Basic textbooks and supplementary textbooks are furnished to each student at the beginning of the school year in each of the classes in which the student is enrolled. Each student is held responsible for all books checked out to him/her at the beginning of the school year or during periods within the year. Every effort should be made to see that the books are not lost or damaged. We ask that students cover each textbook they have. (They are currently estimated to be valued at approximately \$250 for core classes alone.) A student may be subject to a book fine or penalty at the end of the year for a book which is returned showing damage beyond normal wear and tear or for a book which is lost. For lost books, the student will be charged the price of current replacement cost, and damaged books will be assessed at a \$2-\$10 fee. Rebinding is \$7.

Progress Reports

Progress reports are issued once each quarter (eight weeks) to inform parents/guardians of student progress and any concerns. If parents/guardians have questions regarding a progress report, please contact the appropriate teacher or counselor. Progress reports will come out within a week following the end of each grading period. See the current year’s calendar for those dates.

Grades

A traditional A, B, C, D, F grading scale is used, with a ‘D’ or ‘F’ indicating “unacceptable” work. If a student receives a ‘D’ or ‘F’ for a grading period, his/her parents/guardians will be asked to talk with the teacher and/or counselor to discuss how they may be able to work *together* to provide the support needed

to assist the student in achieving at an acceptable level. Except for single quarter classes, 1st and 3rd quarter grades are “in progress” grades since we average the quarter grades for the semester grade, with no other mid-term reporting required. **Semester and end-of-the year grades are the only grades that are recorded on the student's permanent record.** It is our belief that **all** students are **capable** of succeeding at a 'C' level or above, given the proper motivation, support, and guidance from parents and teachers and that this can best be achieved through a *partnership* between the school and the home. Students and parents/guardians can access teachers' electronic grade books at any time with the use of Parent Internet Viewer. This has become a widely and regularly used tool to access information about completed assignments, homework, quiz and test and project grades, etc. Use of the internet viewer allows us to **share responsibility** for communication regarding progress and grades.

SPECIAL SERVICES

Health Services

Illness or Emergency

Students who get sick during the school day are required to check into the health clinic through the receptionist/health technician. At that time, parents will be contacted by telephone to excuse the student's absence from class and/or to take the student home. Because of illness at school and because accidents will happen, it is important that we have the name and phone number of someone to contact in case you are away at the time. This information should be on the registration form and is the parent/guardian's responsibility to ensure the information is correct.

Ambulance Expense

Any expenses incurred by emergency use of an ambulance will have to be covered by the parents or guardians of those students involved. Parents or guardians of the injured student will be notified before an ambulance is called unless the injury requires immediate emergency transportation of the injured student.

Medication Given at School

State statute and school district policy requires that **no** medication -- whether it is prescription or over-the-counter drugs -- shall be given to a student by any school personnel, including the nurse, except on the written orders of a physician or dentist. All medication must be in a pharmacy-labeled container having the student's name, name of drug, dosage of drug, name of physician, and the current date printed on it.

Immunization

In order to be in compliance with the state law, all children in Colorado schools **must** have a complete and up-to-date immunization record on file in the school office, or a signed exemption form on file. This includes proper shots for measles, rubella, diphtheria-tetanus-pertussis (DPT), T-dap, polio immunizations and the hepatitis immunization.

Risk Management

Asbestos

The Asbestos Hazard Emergency Response Act (AHERA), 40 CFR Part 763.84 (c) requires that workers and building occupants, or their legal guardians, are notified annually of asbestos activities in their schools. Buildings built in Poudre School District R-1 after 1988 do not contain asbestos containing materials. Webber Junior High School does not have asbestos containing materials.

Advisory

Webber staff is implementing a student advisory program in 08-09 called WebCon (Webber Connections). While we believe we've done a good job challenging our students in the past, we know we haven't had a systematic way to support and advocate for every single student in our building. We want to ensure that each student feels connected to, cared for and well-known by at least one staff member at Webber, that someone knows each student's aspirations, strengths, weaknesses, and individual potential to then motivate and encourage maximum learning and growth. The WebCon staff member will be a personal adult advocate for their small group of students. They'll be able to more easily communicate with you as well.

Our goals for WebCon:

- Support and advocate for students in setting and achieving academic and personal goals
- Chart present and past academic and behavioral performance
- Build positive relationships between students and staff
- Facilitate positive transitions into and out of the building
- Introduce and reinforce healthy study habits and skills including reading
- Provide time to investigate the world of work and career choices for the future

WebCon will meet for 28 minutes at the end of each day Tuesday thru Friday. This will be the only class time students will be asked to have their backpacks with them so staff can help with organization of materials and assignments before students leave for home.

The use of time will include the following:

- Checking planners, notebook and backpack organization and occasional locker organization
- Checking homework completion and grades
- Charting progress on CSAP, Level testing and grades
- Homework and studying
- Silent reading and oral reading
- Computer lab time on the career exploration program Bridges
- Teaching/learning school handbook and use of planners as a resource and tool
- Character traits and bullyproofing discussions
- Celebrations such as birthdays and personal accomplishments and celebrations
- Current events
- Teambuilding, especially as students transition into and out of Webber

We will not be doing outside of class games or competitions. After each quarter we will assess the level of success and make adjustments as needed. We encourage you to give feedback to us and assist us with WebCon in any way you can.

Guidance/Counseling

Webber Junior High School counselors provide many services for students, parents, and school staff. These services include academic guidance, personal and social counseling, student assessment, career guidance, and referrals to outside resources. The counselor is one of the liaisons between the school and the community, as well as a support system for students, parents, and school staff. If you have questions or concerns about academic planning, parent conferences, student rules, peer problems, student schedules, community resources or need other general information regarding school programs, activities or policies, the Counseling Office is offered to you as a resource.

Parents are encouraged to contact their student's counselor by personally visiting the school and/or by telephoning the counseling office at 488-7812. Mrs. Barbara Lemmon, the counseling secretary, will be happy to assist you. Students are welcome to see any counselor they choose, but for most administrative purposes counselors have been assigned a class that they work with for three years.

Student pass procedure for the counseling center

Students are encouraged to visit the counseling office without an appointment before and after school or during lunch hours. They may also schedule an appointment with their counselor during a time of the day that would least affect their school classes. Counselors will issue passes to students which will re-admit them to class if this should happen. Students may also see counselors by asking to come to the counseling office via a pass sent directly by a teacher. In addition, a counselor may also issue a pass to a student requesting teacher permission to return to the counseling office.

Student-Teacher-Parent-Guardian Communication and Follow-up

Direct contact with a teacher or a conference with the student's team of teachers and/or a counselor is one of the best forms of communication and one that we **strongly encourage** at any time you have a question or concern. In addition, a quick check form is available from the counseling office that is used to assist with student-parent/guardian-teacher communication regarding the academic and/or behavior status of the student. All staff have personal voice mail and e-mail that are checked daily. Please check our web site for updated lists.

Teachers and counselors constantly invite students to take advantage of extra help before or after school or at lunch; however there are times we “mandate” study/tutoring time for students who are struggling to learn a skill or concept, not doing work, or failing. We need your support when we expect your son or daughter to work with a staff member.

Quick Check— may be initiated by parent or staff request. It is a check-list of behaviors ranging from attendance to attitude to social interaction to health concerns, including current academic standing. The student is not involved in the gathering of the information and is made aware of the concerns only if teacher teams choose to conference with the student or if parents and teachers agree that a student-parent/guardian-teacher conference is appropriate and necessary. The strength of this form is that it enables us to obtain a more comprehensive assessment of the overall status of the student in order to better meet his/her needs.

If you are interested in using this form, please contact the counseling office.

Student Mediation—Counselors and administrators are available as mediators to handle minor conflicts between students. Students may request a mediation conference by filling out a form in the counseling center or the front office.

Bully Proofing Program—A formal bully proofing program is utilized at Webber Junior High School. The counseling center is actively involved in developing the lessons and working with administrators on incidents and referrals.

School Resource Officer

We are pleased to have a partnership with the Fort Collins Police Department and the presence of a School Resource Officer in our school. The purpose of the partnership is three fold:

1. Provide a safe learning environment and help reduce school violence
2. Improve school and law enforcement officer collaboration; and
3. Improve perceptions and relations between students, staff and law enforcement officials.

School Resource Officers are resources to teachers in the classroom, may assist administrators in investigations where legal issues are involved, and provide a positive presence in the school. Parents/guardians, staff, and students may request a phone contact or personal contact regarding any questions or concerns. If the SRO needs to talk with a student, we make every effort to contact parents first as we prefer to have parents present in addition to an administrator.

Library Media Center

Hours

The learning center is open most school days from 7:25 a.m. to 3:30 p.m.

Purpose

The library media center has been established to offer a wide variety of opportunities for student activities— leisure reading, study, research, instruction in library skills, and listening and viewing of

audio-visual media. The library media center specialist, in collaboration with classroom teachers, designs learning activities that teach students to locate, evaluate, and communicate information effectively. Students are expected to behave in a manner that will not infringe on the rights of other students and teachers using the facility.

Borrowing Procedures

Two *books* may be checked out for two weeks. Books may be renewed two times if someone else has not reserved them. Overdue books are charged at the rate of \$.05 a school day overdue. Two *magazines* may be checked out at a time, used for two days. Overdue magazines are charged at the rate of \$.05 for each school day overdue. Books and magazines can be returned to the book return chest by the main office and front doors, or the book return box by the checkout counter in the library media center.

Extended-Use Fees

A five-cents a day fee is assessed on materials used past the due date. Students may not check out materials until all late materials are turned in and fees have been paid. Second notices will be mailed to parents.

Lost or Damaged Materials

The replacement cost of materials plus a fifty-cents processing fee will be charged. If damage is apparent at the time materials are checked out, it should be reported by the student at that time.

Other Services Available

A copy machine is available to students, at the rate of 10 cents per copy. There are two image writer printers, one laser printer, and one color printer. The color printer is 25 cents per page. The laser printer is available at no cost and is to be used only for school projects. Twelve cents a page will be charged for non-school use or excessive or unnecessary printing.

Library Media Center Use—Independent

1. Students may use the library media center before or after school as frequently as they wish and do not require a pass.
2. During school hours, individual students must have passes issued by their teachers to use the learning center.
3. Individual students may use the library media center during their lunch break by obtaining passes at the library media center checkout desk before school on the day they wish to come in.

Reminder: No food or beverages are to be brought into the library media center.

DISCIPLINE POLICIES AND PROCEDURES

Standards for Webber Junior High Students

The Webber Code of Conduct for students and staff has been established to create the foundation for acceptable behavior at Webber. We invite parents to help close the circle in forming a standard for the entire Webber **community**, by making a commitment to join us in enforcing and modeling these expectations. The Webber code is as follows:

Prompt (on time or early to class and work done on time)
Polite (pleasant, fun to be around)
Positive (no put downs, encouraging, cooperative, treats others with respect)
Productive (prepared, directed energy, actively involved in classes and activities)
Persistent (refusing to give up, continuing in spite of difficulty)
Proud (of self, school, and quality work)

Experience has taught us that we are able to do a much more effective job of teaching when students, staff, and parents share an understanding of expectations for student behavior. **Please review with your young person the following information.** We want *every* student to be successful in school.

We believe school should be a place where students. . .
have the right to an education, where they can learn without interference,
can feel safe, physically and emotionally,
can experience success,
can have rights and property protected,
can be respected and treated with dignity,

We believe that students need to follow local, state, and national laws and that appropriate authorities will be called upon when necessary.

We believe that students need to follow the instructions of all school personnel.
Appropriate appeal procedures are available.

Classroom Expectations

Each teacher, from the first day, establishes parameters within which students are expected to operate. Teachers will work at consistently reinforcing those boundaries throughout the school year. While variations may exist from class to class, the following represents general expectations for student behavior in the classroom:

- Be in the assigned seat or location, *ready to work* when the period begins.
- Bring paper, pencils, books, and required materials *every day*.
- Keep hands, feet, books, and other objects *to oneself*.
- Swearing, rude gestures, cruel teasing, arguing or putdowns are *not acceptable*.
- Disruptions to the teaching/learning process are not acceptable.
- Follow directions *the first time* they are given.
- Be actively involved in the teaching/learning process, and be productive in work.

Building-Wide Expectations/Safety

1. Throwing any objects not approved of by the school, or while not supervised, creates a potentially dangerous situation (pens and pencils, snowballs, rocks, asphalt, sticks, etc.).
2. Students are not to push or shove others. Fighting is not permitted. Absolutely no tackle sports or activities are allowed aside from football athletic practice and games.
3. Students are to use appropriate language - **no** profanity.
4. Students are expected to walk in the building in a quiet and orderly manner.
5. Students are expected to observe and follow traffic safety rules on the way to and from school. Walkers should stay on the sidewalks, or, where sidewalks do not exist, well out of the way of traffic patterns. Bicycles, scooters, skateboards, roller skates, roller blades, etc. may not be ridden on the school grounds.
6. All visitors to the school are required to report to the main office to check in and receive an identification name tag.

Legal Responsibilities

1. The school is public property and must be protected from vandalism and damage. Destruction and defacing of school property is costly and will be charged to the guilty students.

2. Students may not use or have in their possession any drugs, alcohol, tobacco products, or any other harmful substance.
3. Weapons are not to be brought to school. By district policy, possession of a weapon by a student on school premises or at a school-sponsored activity is prohibited at all times. Any student violation of this prohibition shall be subject to disciplinary action including suspension or expulsion, and/or legal action.
4. If fire trucks are dispatched to the school in response to the intentional or accidental pulling of a fire alarm, a fine of up to \$200 per truck dispatched may be assessed by the fire department to the student responsible. False fire alarms are a misdemeanor offense that is treated seriously. Fire marshals will talk with the offending student and charges will be pressed with the possibility of a fine and community service time assigned.
5. Fire works, firecrackers, and explosives of any kind are illegal and are not acceptable at school. Lighters, stink bombs, fart spray, perfume or other noxious aerosols are not acceptable. We discourage the use of spray deodorant in the locker rooms.
6. By district policy, a principal may recommend to the superintendent of schools the expulsion from school of any student on one or more of the following grounds: continued willful disobedience or open and persistent defiance of proper authority; willful destruction or defacing of school property; behavior which is detrimental to the welfare, safety, or morals of other pupils or school personnel; serious violations regarding weapons, sale of drugs or controlled substance, or robbery; or failure to comply with immunization requirements.

Choosing not to follow the Webber code or violating rules described above will result in appropriate disciplinary action.

The philosophy of discipline at Webber Junior High begins with the premise that discipline should be a **learning process, not a punitive process**. While actions **do**, and **should**, have consequences, it is our belief that there is a **reason why** we act as we do, and until we can understand the **cause** of a student's behavior, we will not be effective in changing it. Students must be taught **alternative ways** of handling situations in order to prevent the same situation from recurring. Because we view self-discipline as a "basic skill", we recognize that students exhibit different levels of development in this skill, just as they do in other skill areas. Therefore, discipline truly is an individual matter and each student will be handled in a manner based on his/her needs, circumstances, and level of development. This does **not** imply that expectations for appropriate behavior are different nor that they will be enforced differently.

In order to be most effective, discipline will be handled at the lowest level possible, with approximately 90-95% of the problems to be handled by the staff member enforcing the expectation. Colorado House Bill 133 is utilized, with formal removal from a class a possibility.

Under the following circumstances, however, students will be directed to the office **immediately**:

1. Endangering the physical safety of others (including fighting or physical assault, or possession of potentially harmful items such as: possession of weapons; BB's or other projectiles; primers for firearms, firecrackers, caps, or other explosives; hand packs; etc.).
2. Sexual assault.
3. Harassment / discrimination / intimidation.
4. Vandalism, destruction of property.
5. Stealing, blackmail, or gambling.
6. Use, possession of, or selling alcohol, drugs, tobacco or tobacco products, or any other harmful substance.
7. Blatant disrespect or verbal abuse of a staff member, guest teacher or volunteer.

8. Repeated or habitual profanity or rude gestures.

In situations where law enforcement agencies become involved, parents will be notified as soon as possible. An administrator or designee will be present during the questioning of the student(s).

Positive Consequences

As a school, we have high expectations for academic success which includes a strong work ethic. We also have high expectations for behavior. Because we value these things, we provide positive reinforcement and honor students by providing the following positive consequences:

- Positive panther points with a weekly drawing for rewards honoring exemplary citizenship
- Certificates for academic honor roll, perfect attendance, and no tardies
- No hassle, no loss of privileges such as dances or special activities
- Pride of the Panthers recognition
- Most Improved Student recognition
- Teacher rewards
- Masonic Student of the Year Recognition
- Rotary Student Recognition
- Eighth and Ninth Grade Recognition Night
- Positive post cards and phone calls
- School-wide assemblies
- Cinco de Mayo honor students
- Presidential Academic Fitness Awards

Academic Accountability

Students who habitually refuse to complete homework and prepare for tests and as a result fail core classes may be expected to repeat that core class the following year or successfully complete it in summer school. Ninth graders must successfully complete 40 hours of credit including 10 in English before attending tenth grade at any PSD high school.

Positive Interaction Skills

As a staff we will model and teach positive interaction skills. We expect students to use these skills when interacting with staff, parents, and other students at Webber. These skills are:

- staying calm and speaking in a normal tone of voice
- listening for understanding
- maintaining appropriate eye contact and body language
- focusing on solving the immediate problem

It is extremely important for staff and parents/guardians to model what we expect of students. What we model as adults is much more powerful than what we say.

Definition of Terms

Assault

Physical attack of one person, or of a group of persons, upon another person, who does not wish to engage in the conflict and who has not provoked the attack. (Colorado



law makes it illegal to assault any student, teacher or other school employees while they are engaged in the execution of any official duties.)

Fighting

Engaging in or threatening physical contact for the purpose of inflicting harm or intimidating another person.

Harassment

According to Colorado State Statutes, a person commits harassment when he or she intends to harass, annoy, or alarm another person through any of the following: strikes, shoves, kicks, or otherwise subjects another person to physical contact; directs obscene language or makes an obscene gesture; follows a person; initiates communication with a person anonymously or otherwise by telephone, in a manner intended to harass or threaten bodily harm or property damage, or makes any comment, request, suggestion, or proposal which is obscene; makes a telephone call with no purpose of legitimate conversation; repeated communications at inconvenient hours or in offensively coarse language; repeatedly insults, taunts, or challenges another in a manner likely to provoke a violent or disorderly response.

Weapons

Any of the following which in the manner it is used or intended to be used is capable of producing death or serious bodily injury; a firearm (loaded or unloaded), a knife, a bludgeon, any other weapon (including pellet or paintball guns), device, instrument, material, or substance (animate or inanimate). Intent includes, but is not limited to discussing or threatening the use of, brandishing or showing a deadly weapon.

Drugs

Legal drugs are defined as over the counter and prescription drugs including vitamins and other dietary supplements that are properly possessed and used by the person for whom they are intended. Illegal drugs are all

drugs not defined as legal drugs including marijuana, cocaine, methamphetamine, steroids, inhalants, etc.

Sexual Harassment

Sexual harassment is a kind of discrimination. It means that someone is treated differently because of his or her sex. It is behavior or words that:

- Are directed at a person because of his or her sex or sexual orientation
- Are uninvited, unwanted, and unwelcome
- Cause a person to feel uncomfortable or offended
- Create an environment that makes learning difficult
- May be repeated or may be very offensive on a one-time basis

Lewd comments, jokes, or pictures; inappropriate and unwanted physical touching; pulling another’s clothing resulting in physical exposure or exposure of undergarments (de-pantsing is included). Sexual harassment is illegal in schools and in work places because it violates federal and state laws.

Insubordination

Refusal to respond to reasonable requests of any school staff member.

Intimidation/Discrimination

Behavior directed at an individual or group that demeans the ethnicity, race, culture, religion, national origin, gender, or handicapping disability of the individual(s) or creates an intimidating, hostile, or demeaning environment for education, including actions which:

- Make direct or indirect demeaning remarks, name-calling, racial slurs or “jokes,” or physically threaten or harm an individual on the basis of **ethnicity, race, culture, religion, national origin, gender, or handicapping disability.**
- Display visual or written material, or deface school property or materials on the basis of ethnicity, race, culture, religion, national origin, gender, or handicapping disability.
- Threaten to or actually damage, deface, or destroy private property because of a person’s ethnicity, race, culture, religion, national origin, gender, or handicapping disability.

Discipline Ladder

Referral Ladder & Range of Consequences	Behavior
<p>Level IV MANDATORY EXPULSION (by state law and district code of conduct) (Administrators, students, parent, district authorities and/or law enforcement):</p> <p>“A habitually disruptive student means a student</p>	<ul style="list-style-type: none"> • Students declared “habitually disruptive” • Carrying, bringing, using or possessing a deadly weapon (such as guns, knives, switchblades, etc.) • Commissions of an act which if committed by an adult would be robbery or assault (first or second degree/physical or sexual) or

◆ ————— Discipline Ladder —————

Level II

Administrator-student-parent (may include counselor and/or law enforcement agencies)

Range of Consequences: Conference; behavior contract; restricted/change of schedule; administrative detention/Saturday school; school; community service; loss of privileges; in-school suspension or out-of school suspension (1-5 days); considerations of expulsion if habitually disruptive; restitution; formal removal; treatment program; report to law enforcement agencies, depending on severity.

- Disrespect to staff members or other students
- Instigating fights or retribution
- Spectating at a fight (leave within 5 seconds and find an adult)
- Fighting or aggressive pushing or shoving
- Computer hacking, inappropriate computer usage, illegal electronic recording
- False fire alarm
- Lying or giving false information on school forms
- Forgery
- Engaging in scholastic dishonesty (mandatory formal removal for first offense)
- Promoting gang like activity (including throwing signs, drawings, gang symbols, and sagging)
- Insubordination to staff members
- Harassment/discrimination/intimidation
- Obscene gestures/materials/profane language
- Use or possession of tobacco products, or use of pretend drugs
- Unauthorized selling
- Possession of incendiary devices (lighters, matches)
- Possession of water pistols, plastic guns, pocket knives or look-a-likes, stink bombs, aerosol spray cans, laser pointers, chains, etc.
- Truancy, excessive absence, and/or tardiness
- Refusal to do work, assignments, etc.
- Repeated failure to report to detention
- Throwing objects that can cause bodily injury or damage property
- Repeated violation of dress code policy

Level I

Student-teacher(s)

Range of Consequences: Warning; teacher/student conference; student/counselor conference; teacher-assigned detention/community service; formal removal; parent contact, etc.

- Tardiness to class
- Violating dress code policy
- Failure to bring materials to class
- Refusal to participate or complete work
- Refusal to respond to a reasonable request
- Disrupting the learning environment
- Inappropriate language, talking back, arguing, fake fighting, shoving, poking, punching, pulling, throwing objects, etc.
- Inappropriate use or marking on classroom property or marking on other students
- Littering
- PDA (Public Display of Affection)

District Policy on Drug Abuse Disrespectful behavior

Poudre School District shall promote a healthy environment for students by providing education, support and decision-making skills in regard to alcohol, drugs and other controlled substances. In order to accomplish this goal, District personnel shall cooperate with law enforcement, social services and other agencies and organizations, parents, and any other recognized community resources committed to reducing the incidents of illegal use of drugs and alcohol by students.

Student possession, use, distribution, gift, purchase, exchange, sale or being under the influence of illegal drugs or alcohol is prohibited on all District property, at District or school-sanctioned activities or events, when students are being transported in vehicles dispatched by the District, and off school property when such conduct has a reasonable connection to school or any District activity or event.

Disciplinary action, independent of court action, will be taken in cases of student violation of the policy. The principal will provide full cooperation of the administration and faculty in appropriate police investigations relative to student possession, use, distribution, gift, purchase, exchange or sale of illegal drugs or alcohol.

Administrative Procedures

When a serious incident is reported to an administrator, the administrator will follow this procedure:

1. Investigate the incident, documenting first-hand information from all parties involved.
2. Allow the student to tell his/her part, opinion, feelings, etc., about the incident in writing and/or verbally.
3. Explore the immediate consequences resulting from the behavior and the belief(s) behind it, and explore other choices that could be made in the future.
4. Make a judgement and identify any and all needed consequences.
5. Notify parents/guardians by phone and/or in writing within a reasonable time.
6. Notify the person who did the initial reporting or referral in person and/or in writing.
7. Follow up as deemed necessary.

Who to Contact When You Have Questions or Need Assistance With Concerns Regarding —

- | | |
|--|--|
| 1. Students (including classroom policies/grading) | Teacher, Advisory Teacher, counselor, administrator |
| 2. Staff member | Staff member, administrator |
| 3. Building administrator | Administrator, Asst.Supts.of School Services. |
| 4. Building policies and procedures | Administrator, Member of School Improvement Team or a PTO representative |
| 5. Coaches or athletic policies and procedures | Coach, Asst. Principal |
| 6. District policies and procedures | Principal(488-7801), Assistant Supt. of Schools at 490-3011. |

PARENT ORGANIZATIONS

School Improvement Team

The School Improvement Team (SIT) will function as the umbrella parent organization at Webber. The committee is charged with many responsibilities including the development of an ongoing school improvement plan. If you are interested in serving on this team, fill out an application form and submit it to the school principal. The team meets the second Tuesday of most months at 5:30 P.M. and all meetings are open.

Parent Teacher Organization

The PTO of Webber Junior High is the organization which seeks to promote the welfare of students by helping to establish and maintain a good relationship between the staff and families of the school community. The PTO provides financial support for academic-related activities and/or equipment for students and staff through fund-raising activities and social events. Money raised through fund-raising activities will be targeted to provide direct support for school goals and related activities. The PTO meets the second Tuesday of each month at 6:30 P.M. in the office conference room. All meetings are open.

Webber Volunteers (VIPS)

Volunteering in a school is a rewarding experience and a privilege for both the school and the volunteer. It is designed to promote and maintain a supportive relationship for students, teachers, and the school staff. If you have some time that you are willing to share with us, please contact the **volunteer coordinator**.