

HANDBOOK FOR STUDENTS AND PARENTS

2018-2019

WILLIAM SMITH HIGH SCHOOL

400 Airport Blvd.

Aurora, CO 80011

303-364-8715

<http://williamsmithhs.org>

WILLIAM SMITH HIGH SCHOOL ADMINISTRATION

David Roll, Principal

Kristin Wiedmaier, Assistant Principal

Rico Munn, Superintendent of Aurora Public Schools

Aurora Public Schools

1085 Peoria Street

Aurora, CO 80011

303-344-8060

TABLE OF CONTENTS

Governing Board Pilot School Information

Bell Schedule

School Mission

 William Smith is a Pilot School

 WSHS Graduates will Demonstrate

EXPEDITIONARY LEARNING

CREW

ACADEMICS

 Required Classes at WSHS

 Sample Schedule

 Sample Course Offerings

Fieldwork

Graduation Requirements

ACT/SAT TESTING INFORMATION

ABSENCE REPORTING PROCEDURES

ATTENDANCE POLICIES & INFORMATION

IMPORTANT INFORMATION

 ID Cards

 Fees and Fines

 Parking Permits

 Parking Lot

 Student Possessions and Valuables

 Schedule

 Early Release Days

 Messages and Student Checkout

Attendance

Breaks

Breakfast and Lunch

Principal's Pass

STUDENT ATTIRE AND CONDUCT

Emergencies

End of Year

2018-2019 GOVERNING BOARD AND PILOT SCHOOL INFORMATION

Operations Coordinator –Lariza Amon

LDAMON@aurorak12.org

303-364-8715 x 27801

Meeting Schedule

Time: 5:30-6:30pm

Location: WSHS – Staff PD Room

Quarterly

William Smith Daily Bell Schedule

2018-2019

Monday-Thursday

8:00-8:50 Brain Training
8:50-9:25 Crew
9:30-11:40 AM Project Block

11:40-12:10 Lunch

12:15-2:55 PM Project Block

3:00-3:55 ELOs

Fridays and Early Release PD days

8:00-9:50 8 week and 4 week AM Project Blocks

9:50-11:50 8 week and 4 week PM Project Blocks
(Picken's students are released at 9:50)

8:00-11:50 4 week and 2 week All Day Project Blocks

8:00-11:50 9th Grade- To be determined by 9th grade team

WILLIAM SMITH HIGH SCHOOL

“The quality of a school lies in its culture. A school culture of quality connotes a culture of high standards for **all** students in **all** domains: standards for academic achievement, arts, physical fitness, critical thinking, and creativity, but also standards for kindness, integrity, industriousness, and responsibility” – Ron Berger

Welcome! This booklet contains important information about our school and the ways in which we work together as a community. Please take time with your parent or guardian to review the information in the book and be sure that you understand what is expected of you. The leadership and staff at William Smith High school believe in students. We recognize the strengths and diversity of each individual. Regardless of past experiences, students are treated with dignity and respect. In order to make their educational experiences worthwhile, students are expected to be involved in every aspect of their education. Our policies and expectations are set forth with the intent that students will make positive changes that will move them toward success in high school and beyond and become successful, contributing members of society.

School Mission:

William Smith offers high school projects of study that give students the necessary skills to be successful in a world that is increasingly dependent on technology. Students benefit from classes that utilize the latest technologies and are taught across disciplines, integrating math, science, language arts, social studies and the arts in a manner that is in-depth and relevant. To accomplish this, students participate in extended projects that not only teach important content and literacy skills, but also incorporate fieldwork, hands-on projects, and community service experiences. Through this unique teaching method, students become knowledgeable contributors to their community. Furthermore, WSHS stresses the importance of personal growth and character-building, essential elements to becoming successful in life. At WSHS, we strive to develop the 21st century student, one who will thrive in today’s fast paced society.

William Smith is a Pilot School

William Smith High School’s pilot school status with Aurora Public Schools gives the school the autonomy to create a community based governing board, develop curriculum and instruction, devise an independent budget and schedule, and implement staffing requirements that reflect the school’s mission and instructional program.

WSHS is dedicated to helping students achieve personal and academic success by using proven best practices for teaching and learning.

WSHS Graduates will Demonstrate:

- Knowledge and academic skills necessary for success in college and career
 - Habits and skills associated with academic excellence, innovation, creative expression, problems solving, and entrepreneurship
- Mastery of leadership, artistic, and technological skills

Beyond solid preparation for college, WSHS offers a personalized atmosphere for all students. Every student is well known by staff and each student is a member of a Crew, working with a teacher who acts as his/her advocate at WSHS.

In addition to meeting all the requirements for entrance into the Colorado State University systems, WSHS graduates will demonstrate mastery of the following Leadership Skills:

- Communicate Effectively and Persuasively
- Manage Projects Effectively

- Think Critically
- Solve Problems Resourcefully
- Express Themselves Creatively
- Collaborate Productively

EXPEDITIONARY LEARNING EDUCATION

William Smith High School is an EL Education School. The design principles of EL Education Schools are as follows:

1. Self Discovery

Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In EL Education schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

2. The having of wonderful ideas

Teaching in EL Education schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

3. The responsibility for learning

Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an EL Education school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

4. Empathy and caring

Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in EL Education schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

5. Success and Failure

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

6. Collaboration and competition

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best and with rigorous standards of excellence.

7. Diversity and inclusion

Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In EL Education schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

8. The natural world

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

9. Solitude and reflection

Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.

10. Service and Compassion

We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an EL Education school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

CREW

Each student at our school is a member of a Crew that will stay together during his/her time at William Smith High School. You will be assigned to a staff member who will be your Crew teacher. Your Crew teacher serves in the role of advisor, guidance counselor and student advocate. He/she is a personal resource for you and also keeps you informed about school information, news, and activities. It is the Crew teacher who helps you develop graduation plans and who communicates with your parents regarding many aspects of your progress. Attendance and participation in Crew is critical to success at William Smith.

Our primary focus in Crew is to ensure that each student: (1) is known well by at least one adult within the school and (2) is an active member of a consistent peer community. Crew is a dynamic vehicle for students to explore the three Crew Guiding Questions:

Who am I? What am I going to do to become more aware of who I am as an individual, a learner and a contributor to the school and broader community?

How am I doing? How am I doing academically, personally, and socially? What are my goals in these areas, and how will I achieve them?

How are we doing as a community? How does our Crew contribute to William Smith High School? How do we support the EL Education design principles and William Smith High School's habits of excellence?

Purposes of Crew:

Relationships

- Crew provides each student a one-to-one relationship with an adult advisor
- Crew provides a consistent, multi-aged peer community
- Crew time is regularly used for team-building initiatives and communication skill development.

Literacy

- Crew includes frequent literacy experiences with the goal of developing life-long readers and writers.

Service

- Crews identify needs in the school and surrounding community. They propose and develop projects to address those needs
- Each crew prepares, facilitates, and receives feedback on at least one Community Meeting each year.
- Crews adopt a section of the school and add aesthetic value to it

Character development, reflection, and goal-setting

- Students use designated Crew session to reflect on and set goals
- Circle-ups and shared readings are springboards for discussion about character

Self-awareness, life skills, and career exploration

- Crew provides an opportunity for students to identify their unique talents and learn about their individual strengths
- Students explore potential careers

Portfolio creation and passage preparation

- Students refine their portfolios and prepare for student-led conferences and passages during crew.

ACADEMICS

Projects and Required Credit at WSHS

William Smith High School students are required to meet the minimum graduation requirements (22 credits) for Aurora Public Schools. Each year, students will earn 5-7 credits in English, math, science, social studies, art, technology and electives.

Curriculum

At William Smith, all content is taught through integrated projects that are contextual, active, engaging, and authentic. Project-based work and field studies are the norm. Academic competencies are integrated with professional skills and guided by essential questions developed by students and staff. Academic content is linked to Colorado state standards, and meets all requirements for entrance into state and national universities.

English (4 credits)

Literature and writing invites us to connect to the human experience in the world. Understanding diverse cultures and examining our role in this complex world will be our quest for the year. Students will demonstrate their knowledge through projects that involve interpretation of literature, research, writing, visual arts and technology skills. Students will practice reading and writing skills in contexts that directly support their learning in the social studies, art, science and math. Effective practices, workshops, and multiple opportunities to revise for craftsmanship help students to take ownership of their own processes and learning.

Social Sciences (3 credits of which 1.0 is US History and 0.5 is Civics)

Social science projects focus on in-depth studies of geography, civics, economics, technology, politics, and world and U.S. History. A particular focus is given to the development of the students' ability to evaluate when their obligations as citizens require that personal interests and desires be balanced with the public good. Community, national and global citizenship and preparation for working in a global market serve as outcomes for all four years of the social science cycle.

Math (4 credits)

Math projects include an integrated development of fundamental concepts and skills in algebra and functions, geometry and trigonometry, statistics and probability, discrete mathematics, and calculus. Math projects are an effective and engaging way for high school students to learn mathematics leading to a robust understanding of mathematical concepts, principles, and techniques and productive habits of mind. We utilize technology tools to enhance learning, teaching, and problem solving across the mathematics curriculum.

Science (3 Credits)

Integrated science projects focuses equally on Life Science, Earth Science, Chemistry and Physics. Students will learn to understand the relationship of science to self and environment as well as conduct research and investigate scientific problems by collecting, analyzing and interpreting data and effectively communicate their scientific thinking.

William Smith science projects are designed to focus on a big idea and promote inquiry-based learning. We expect our students to read, write, articulate, think critically and conduct research like a scientist, and so specific learner protocols to develop these skills are implemented. Our projects include relevant fieldwork, current resource materials, and partnerships with working scientists. A variety of scientific and technological tools directly support our investigations in order to expand student understanding of scientific principles and help them to recognize science as an integral part of their daily lives.

Technology (1 credit)

The technology program at William Smith is an integrated component of students' core curriculum and a vehicle for developing students' academic portfolios. 9th grade students focus primarily on word processing and presentation software while refining their internet search practices. They also get exposure to digital music and website creation software. 10th and 11th grade students focus on web design to build electronic academic portfolios. During this process they also learn how to create and edit their own podcasts or video documentaries. 12th grade students focus on practical technology skills such as creating spreadsheets, using mail merge tools, and writing resumes while continuing to build their portfolios.

World Languages (1 Credit)

Introduces students to basic fundamentals of various languages and cultures.

Art, Music, and Elective Credits and Acceleration Options (6 Credits)

Art is used to develop the students' character and further their understanding of the knowledge they've learned in their core classes. All art projects are designed around the curriculum for the humanities classes and are heavily integrated into the learning processes. The projects are geared for students with all levels of art skills. The goal is for the students to better understand the topics, such as exploration/expansion, by giving them a hands on experience like create a 2-D map and a 3-D globe. Throughout the year the student's art skills are improved as they have more experience working in different media. Students will also grow as artists through deepening their understanding of how to visualize their thoughts through in-depth projects.

Sample Semester Student Schedules

Block 1 Example Schedules

Option 1: All day Classes/ Two 4 Week Sessions

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Native American Studies September 5 - September 29				Film Studies and Production October 2 - November 3			

OR

Option 2: Half day Classes/ Two classes over 8 weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
AM Block - Chicken Tenders September 5 - November 3							
PM Block - US History Decades September 5 - November 3							

Block 2 Example Schedules

Option 1: All day Classes/ Two 2 Week Sessions

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Personal Finance October 6 - November 21				Critical Thinking About Gender November 27 - December 12			

OR

Option 2: Half day Classes/ Two classes over 4 weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
AM Block - World Religions October 6 - December 12							
PM - Block Battle Kites October 6 - December 12							

Sample Semester Course Offerings

American Ninja Warrior: When you see people climbing the warped wall, what's the first thing you think of? I think of parabolas too! How about the side step from plank to plank? Yup, absolute value graph! In this class, we will be learning about precalculus while practicing on, designing, and building American ninja warrior elements. If you are ready to work hard, both physically and mentally, this is the challenge for you!
(PreCalculus: 1.0 Math, Health: 0.5 Health)

Apparel Design and Creation: Shirts and clothing get designed and created every day. Last year the U.S. Company Teespring sold more than 7 million shirts. The custom apparel industry is booming, and people just keep buying. This class will teach students how to design, process and print different kinds of apparel. From t-shirts to hoodies, from bags to posters. (Elective: 0.5)

Astronomy: How far away are the stars? How do people predict phases of the moon? What is the angle that the sun shines on us (in Aurora) at different times each day? What are the stories of the constellations? All of these questions can be answered with trigonometry. We will be learning trig through the lens of astronomy. Get ready for visiting observatories in the evenings a few times, and then running our own observatory night for your family to learn from you and your peers! (Trigonometry: 1.0 Math)

Axis and Allies: Can a board game about World War Two actually help teach us about that event? We will play the game and see what happens! (World History: 1.0 Social Studies)

Battle Kites: Students will learn the proud Afghan tradition of building kites with razor sharp strings that cut other kites out of the sky. Students will learn about lift force and Newton's Laws as they construct their own battle kites. We will have a workshop with a local kite-making expert, and fieldwork for design testing and flying. (Physics of Flight: 0.25 Science, Math Applications: .25 Math)

Bean to Bar Chocolate: Students will learn about physical changes in matter through the process of making chocolate. Students will learn about fair trade and how/from where cocoa beans are sourced. You'll read a novel, based on fact, of two brothers on a cocoa plantation in the Ivory Coast. (Food Science: 1.0 Science, English 10/11/12 0.5 English)

Brush-Less Paintings:

In this class students will learn various techniques to create abstract paintings. The class is designed to free the creative and artistic mind. Students will learn to embrace process by mastering brush-less techniques.
(Painting 3: 0.5 Art)

Chicken Tenders: Students will learn about genetic variation and natural selection while raising and caring for our own flock of chickens! We will choose own varieties, build a coop, harvest eggs, and decide the fate of our flock as we study the ethics, economics and biology of the modern poultry industry. (Intro to Genetics: 0.5 Science, Intro to Zoology: 0.5 Science, Ethics: 0.5 Social Studies)

Constitutional Law: Students will explore the Judicial Branch of the federal government and look at how our court system works to interpret the U.S. Constitution. We will dig into the U.S. Bill of Rights and explore Supreme Court cases that have dealt with the civil rights of U.S. Citizens. Finally, we will engage in a moot court experience where students will take on the role of a petitioner or respondent and argue a constitutional case in front of a panel of judges. (Civics: 1.0)

Critical Thinking About Gender: What does it mean to be a “man” or a “woman”? Where do our ideas about gender come from, and how do they limit us? How can we empower others and ourselves by thinking critically about gender? (Contemporary Research and Writing: 0.5 English)

Crystal Sculptures: Students will study the arrangement of atoms and molecules into crystalline structures, examining examples such as snowflakes, cacao crystals, and salt. Throughout, we will design and construct our own beautiful 3-D crystal sculptures. (Intro to Crystallography: 0.25 Science, Sculpture 2: 0.25 Art)

Economics of Food and Farming: Students will look at how the business of farming, ranching, and conservation affects the food that we buy and consume. Students will do community service in local gardens as well as the William Smith farm; look at resources that help get meals to families in need such as Food Bank of the Rockies. As well as looking at how much food is wasted in stores all across America. Students will examine the history of agriculture and how this has resulted in a massive growth in human population. Students study how agriculture has changed how we view food, and how it has help advance civilization. Last students will look at research of how common food practices may have contribute to some significant problems such as food waste, late onset type 2 diabetes, and obesity. (Core 1/2/3/4: 1.0 Math)

Farm Biology: This class will look at several aspects of biology as it relates to Farm life. Topics to be included will be botany and the role plants and other vegetation play on a farm, Ornithology of Chickens, Entomology of bugs on the farm and their impact on farming and farm life. Final project will be involved in getting ready the William Smith farm. (Intro to Botany: 0.5 Science, Intro to Zoology: 0.5 Science, Ethics: 0.5 Social Studies)

Film Studies and Production: In this all-day course, students will view a wide variety of high-quality films, learn what makes them quality, and write movie reviews about the films. Students will also learn the basics of making films (shots and angles, storyboarding, screenwriting, editing), and make three short films. (Intro to Film: 1.0 Elective, English 10/11/12: 0.5 English)

Got Power?: What is oil and my should I care? Oil is essential for nearly every aspect of modern life. This class will explore how we became so dependent on oil, what will happen when the oil is gone and the prospects for alternative energy. (Current Events: 0.5 Social Studies)

Hip Hop Literacy: In this project, you'll develop real literary analysis skills through studying hip hop lyrics AND write, record, and perform your own raps. Think of it as 60% English class, with hip hop as the texts, and 40% rap intensive. (Modern Literature: 1.0 English)

LEGO Architecture: Students will use LEGO Architecture Studio as a hands-on way to learn about math, business, and design. Students will first learn about the architecture concepts in the LEGO text, followed by walking tours of Denver neighborhoods and visits to local design firms to study different architectural styles around the city. After this, students will use geometry concepts to develop a materials list for building their houses. Then, students will perform building cost analyses based on current real estate prices, construction costs, and materials costs. Once that is complete, students will revise the designs of their houses to maximize profits. Will students choose builders' grade materials and build in a less expensive neighborhood, or will they go all in on high-end finishes in pricier areas? The culminating product will be a scale model of students' houses built with LEGO Architecture Studio, along with detailed blueprints and a (mock) real estate listing. (Architectural Design, 0.5 Elective)

Lineage and Genealogy: Students will create art pieces based on the study and tracing of lines of descents, along with the significant events their family was involved with. (Lineage and Genealogy: 0.25 Social Studies, Design 3: 0.25 Art)

Makers Space: Students will learn to design and build various projects that rely on the skills of metal working and welding, wood working, 3D printing etc. Students will design and build projects that better the William Smith community. Students will engage in a research project that specifically analyzes the impact 3D printing has had on various industries and design a product similar to those used in their industry of choice. (Design Technology: 1.0 Science, Geometry and Construction: 0.5 Math)

Native American Studies: Working directly with the Museum of Contemporary Native Arts at the Institute of American Indian Arts in Sante Fe, NM (IAIA MoCNA) students will investigate how Native American art has evolved over time. We will visit numerous art galleries, tour one or more of the Eight Northern Indian Pueblos and discover the effects American culture has had on this land and its peoples.

For South Dakota, students will look into architecture and sustainability in partnership with Lakota Solar Enterprise. They will learn the impact of Henry Red Cloud's work on the Lakota reservation and the surrounding reservations that he has reached out to as well. During their week in South Dakota, students will partner with Henry Red Cloud and Lakota Solar Enterprises to help individuals living on the reservation. Students will learn about the tension between the United States government and the Pine Ridge Reservation. They will return from their service work and collaborate with students who went to Santa Fe, New Mexico on a final product that represents both experiences. (Native American Art: 0.5 Art, Statistics and Probability: 0.5 Math)

Personal Finance: Want to learn how to budget? Thinking about taking out a credit card or applying for a student loan? Want to turn your money in to more money? Time to take personal finance! (Personal Finance: 0.25 Social Studies, Math Applications: 0.25 Math)

Physics of Paintball: Students will study how projectile motion and quadratics work in creating paintball guns. Students will use labs to study the movement of a launched object. Some of the labs include sling shots, air plane bomber simulations, air pressure cannons, and dropping different objects from multiple heights. We will use all this knowledge to examine the specks and capabilities of a paintball gun; as well as try to reverse engineer a paint ball turret. (Core 2/3/4: 1.0 Math)

Research Methods in Social Sciences: Propose and conduct an actual social experiment. Qualitative, Quantitative or Mixed-methods, choose a topic and design a methodology for collecting data. Analyze and present your results. Practice the skills that colleges and universities want you to be familiar with. (Research Methods in Social Sciences: 0.25 Social Studies, Statistics: 0.25 Math)

Shakespeare: Students will read two plays by William Shakespeare. By the end of our class together, you'll be able to understand Elizabethan English, and analyze it for meaning and purpose. You'll also memorize and perform a short scene of your choice! (English Literature and Composition: 1.0 English)

Skateboard Culture: Ethnography is the study of the customs of various groups and cultures. In this project we will be studying skateboard culture in small town America. We will be traveling to various skate parks around Colorado, photographing and interviewing the people we meet there and returning to WSHS to analyze and showcase what we find. (Intro to Ethnography: 1.0 Social Studies, Photography 1 (0.5 Art)

Surplus and Up-cycled Furniture Making:

In this class students will use a variety of skills and tools to make funky furniture. Students will apply principals of design, work with measurements, power tools, welding, and wood working while making fun and funky furniture. (Design and Construction: 1.0 Art)

The Things They Carried: Truth, War, and Writing: In this project, we'll read and analyze the amazing war novel *The Things They Carried*. We'll use this novel and your own writing about your life to explore some deep questions about the nature of truth and why writing matters. (Essay and Research: 0.5 English)

Trout Biology: Students will be working with Trout Unlimited, and will be growing trout from eggs to fingerlings and then releasing them into the wild. (Intro to Ichthyology: 0.5 Science)

Ukulele Lessons: Students will learn beginner/intermediate ukulele techniques, music theory, and several well-known songs, then perform an ukulele recital for the final product. (Instrumental Music: 0.5 Elective)

US History Decades: Students will participate in an in-depth study of the 1940s and 1960s, developing opinions on the ways in which the United States has acted both at home and in international situations. Students will culminate the project with an in-depth study of a self-chosen decade. (US History: 1.0 US History, English 10/11/12: 0.5 English)

World Religions: Students will learn the basics of Judaism, Islam and Christianity and an overview of Hinduism and Buddhism. We'll visit each kind of worship center and learn from a leader of each faith. (World Religions: 0.5 Social Studies)

Writing a Novella: A novella is a work of written, fictional, narrative prose normally longer than a [short story](#) but shorter than a [novel](#). In this class, students will generate ideas, outline, write and revise his or her own novella. (English Seminar: 0.5 English)

Writing for College: Students will write 2 essays (1 informative and 1 persuasive) and a research paper. We will go through the entire writing process 3 times, focusing on organization and revision. (Writing Seminar: 0.5 English)

Yearbook: Students will put together the yearbook for 2017/18. This includes taking pictures, laying out the pages, writing text, sales and marketing. (Elective: 0.5)

Fieldwork

Students at William Smith High School learn from fieldwork in addition to learning from classroom experiences. They use the natural and social environments of their communities as sites for purposeful fieldwork and service connected to academic work. Students working in the field are active investigators using research tools, techniques of inquiry, and standards of presentation used by professionals in the field. Unlike the traditional field trip, fieldwork has a clear purpose that furthers the work of the learning expedition (e.g. students collect data, conduct interviews, or do structured observations). WSHS has developed procedures and protocols to ensure that fieldwork is safe and productive. These experiences maximize students' motivation to learn.

Fieldwork is an essential piece of learning expeditions, therefore, attendance and participation is required. While students are participating in fieldwork, they are representing William Smith High School and will be expected to conduct themselves with the utmost respect and professionalism.

Graduation Requirements

To best prepare our students for post-secondary opportunities and life beyond high school, William Smith has developed a course of studies that exceed basic requirements. In addition to necessary credits, all William Smith seniors are required to complete a capstone project to graduate. Because of these rigorous expectations for all students, WSHS graduates will be prepared for a variety of post-secondary endeavors.

Grading System

It is the expectation that every William Smith student will achieve at a C or better in all courses. If this expectation is not met in each academic project, the student will be provided with time and opportunity until the standards of the class have been met. In addition to growth in academics, the staff at William Smith High School expects students to show growth in the habits of excellence. They will be assessed in these areas and their report card will show both an academic grade and a work habits score. Progress reports will be given throughout the year to students. Final grades and credits will be transcribed for sophomores, juniors and seniors at semester. Freshman final grades and credits will be transcribed at the end of the year.

Career and Technical Training

William Smith High School has a close working relationship with Pickens Technical College (www.pickenstech.org). William Smith juniors and seniors have the opportunity to enhance their high school experience or begin training for a technical occupation and certification by attending classes at Pickens Technical College. All Pickens Technical College courses are free of cost to APS students.

College

During their 11th and 12th grade years, William Smith Students are encouraged to and may have the opportunity to participate in Aurora Public School's concurrent enrollment program. The concurrent enrollment program allows qualified students to attend selected Community College of Aurora (CCA) courses while still attending high school. All concurrent enrollment classes allow students to receive both college and high school credit and are guaranteed to transfer to any two or four year college or university in the state of Colorado. In addition, the school district pays tuition for all students that successfully complete coursework at CCA.

Upon graduation, every student at William Smith will be prepared to begin creating the life they choose to lead. Preparation for this will begin in the 9th grade year and continue throughout their time at WSHS. Crew teachers will work with students in their Crew and help them with things such as: goal setting, communication skills, career inventories, picking an appropriate college, etc. When students enter 11th and 12th grade

additional resources for applications, scholarships, and Federal Financial Aid will be available through Michelle Mack and Lisa Gonzales.

ACT/SAT TESTING INFORMATION

Most colleges require the ACT or SAT for admission. If a student plans to attend college or university, the student should find out what exam the school requires and/or prefers. Every junior in the state of Colorado takes the SAT on a predetermined date at their school. If a student wishes to take the SAT again or take the ACT, they can register online for the ACT at www.act.org or the SAT at www.collegeboard.com.

ABSENCE REPORTING PROCEDURES

Statement of Philosophy

Good attendance is very important to the success of students. Absences, whether excused or unexcused, are detrimental to the learning process and work completed outside of class is not as effective or meaningful as the actual classroom experience. In order for students to obtain the greatest benefit from an education at William Smith High School, regular attendance is essential

Absence Reporting Procedures

The parent/guardian of a student who is absent from class is responsible for calling the attendance office **by or before 8:00am on the day following the absence.** The phone call should provide the following information:

- Who is calling
- Student is absent, including last name
- Date(s) of absence
- Reason for the absence

A **parent or guardian** must call in the absence. Notes from home and emails are **not** accepted.

You may call the office between the hours of 7:00am and 3:30pm at 303-364-8715. For your convenience, there is a voicemail number which may be used during non-school hours (303-326-1678) to leave a message to excuse a student prior to the school day that they will be absent.

All absences that are not called in by 8:00am on the day following the absence will be considered unexcused.

Any call received on the voice mail after 8:00am on the day following the absence, or any day thereafter, will also be considered as an unexcused absence. Late calls will not be accepted. Any late calls will be considered unexcused absences. The school's daily attendance report will indicate which absences are excused or unexcused for the previous day.

Address Updates

It is important to have current addresses and phone numbers for all of our students and their families. If you need to make a change to your address or phone number please bring a current bill (e.g. Excel or Water) and photo ID to the main office and we will make a copy to send to Centralized Admissions

ATTENDANCE POLICIES & INFORMATION

Unexcused Absences:

Any child who has accumulated excessive unexcused absences is in violation of the 1963 Colorado School Attendance Law (CRS Section 22-33-101). An absence is unexcused when the parent/guardian failed to call the attendance office by 8:00am on the morning following the absence or when the reason for the absence did not meet school-approved criteria.

1. Students will be considered truant or unexcused if they are absent from class without the prior knowledge and approval of their parent or guardian.
2. Students will also be considered truant if they leave school grounds without signing out and without the attendance office being notified by a parent BEFORE the student leaves.
3. Students who leave class without the teacher's permission will be considered truant.
4. Absences not excused by a parent or guardian before 8am the day following the absences will be considered trancies. The school accepts only one late call per parent.

Consequences for Unexcused Absences:

- 2nd occurrence for a class: instructor contacts parent or guardian
- 3rd occurrence for a class: face-to-face conference with student, parents, and an administrator
- 10th occurrence for a class: Student is flagged for the District's truancy program. Further unexcused absences could result in truancy court appearances and court ordered attendance.

Completing Work Missed Due to Absences

No credit will be given for work missed because of an unexcused absence. For excused absences, students are expected to complete missed class work and homework within a reasonable amount of time, as determined by the instructor (usually one day per day of absence). This includes work missed during school activities, suspension, etc. Parents may notify the attendance office to collect class work for students who will be absent for 3 days or more. Please note that work may not always be available because students may need instruction prior to completing the assignments.

Tardy Policy

Students are expected to arrive to class on time. The attendance office will only issue excused tardy passes to students who are late to school due to appointments, when a parent/guardian has made prior arrangements or accompanies the student to the Attendance Office. Students who arrive on campus after the start of their first class must sign in at the Attendance Office before proceeding to class.

Teachers will call the parent or guardian after the second unexcused tardy. Consequences for unexcused tardies are at the discretion of the teacher. Students who fail to fulfill teacher-assigned consequences will be referred to an administrator for disciplinary action.

IMPORTANT INFORMATION

ID Cards

Each student is furnished with an ID card free of charge when they register. ***Every student is required to carry this card with him/her at all times while on school property or attending school events.*** Any authorized William Smith official may ask students for their identification. Such identification must be shown or that student will be subject to disciplinary action. If a student is asked to leave campus and refuses to do so, that person will be in violation of the City of Aurora trespassing law. The student must see the main office to replace a lost ID as soon as possible. Replacement IDs are \$5,00 each incident.

Fees and Fines

Throughout the year, various academic opportunities arise that require funding. Rather than come to parents many times throughout the year, the staff at WSHS have calculated the fees for the entire year. Families can choose to make a one-time payment at the beginning of the school year or set up a payment plan with the front office. Fee information is sent to families with the registration packets.

Parking Permits

For safety reasons, all students parking on or near campus must register their car(s). Parking for students are available on the north side of the building. Students must have a valid driver's license to park at William Smith. Students may park in the north parking lot if they obtain a WSHS parking permit. Permits are available in the front office for a \$5.00 non-refundable yearly charge. Students will be required to show their driver's license, registration and proof of insurance when purchasing a parking permit. Students will need to know the license plate number, make, model and color of their car to register for a permit. If a vehicle is parked in a WSHS parking lot, it must display the appropriate parking permit. If not, the vehicle may be towed and all expenses incurred will be the responsibility of the vehicle owner.

Parking Lot

Students are not allowed to loiter around or sit in vehicles during the school day. THE SCHOOL CANNOT BE HELD RESPONSIBLE FOR STOLEN OR DEFACED PROPERTY. Cruising the parking lot is not allowed. Students who speed, drive recklessly, or park in unauthorized areas may lose their driving and parking privileges.

Student Possessions and Valuables

Students should be aware there are no lockers or safe storage for valuable personal items. The student's valuable possessions should not be brought to school. Please do not ask staff for safe-keeping of items brought to school. Students may carry school supplies in a backpack, gym bag, tote, etc.

APS Board of Education Policy J1H states "When reasonable grounds for a search exist, school personnel may search a student and his/her property (including a motor vehicle) while on school premises, on a school vehicle, or during a school activity." The policy also gives school officials the authority to "seize any illegal, unauthorized contraband materials."

Our staff members take this policy seriously and will enforce it whenever necessary. If we have a reason to believe that any students are in violation of this policy, we will not hesitate to search their vehicles or property.

Schedule

Junior and Senior students in good standing may attend Pickens Technical College, Community College of Aurora, or participate in work-study or internship programs as part of their required school day.

Early Release Days

Early release on Fridays is an essential component of the instructional program at William Smith. Instructors use Friday afternoons to assess student work, plan instruction and use assessment data to revise curriculum to create rich, deep, and engaging expeditions and topics. School will be dismissed each Friday at 11:45am.

Messages and Student Checkout

Messages for students received in the office will be delivered only if there is an emergency. Students will not be released from school unless a parent/guardian makes a request at the front office. The parent may be asked to produce identification. Students should sign out in the main office if a parent or guardian has excused them before the end of the school day. Please do not contact your student on their cell phone during the school day.

Attendance

Students are expected to maintain a 95% attendance rate. In the case of unusual circumstances (extended illness, death in the family) a student will be able to schedule a time with teachers to complete the work missed. This may mean coming in early, staying late, etc. A doctor's note is required for extended illnesses.

Principal's Pass

APS has developed an earned privilege for off-campus program that encourages students to be in class every day. With this program, freshmen will remain on campus during lunchtime for the entire school year. Sophomores, juniors and seniors may earn a Principal's Pass to leave campus for lunch. Parking lots will be considered off limits and students may not go to their vehicles during the day without permission from the office. The benefits of the open campus privilege program include increased academic achievement, fewer absences and tardies, fewer complaints from citizens in the community, a reduction in inappropriate behavior off school grounds and fewer complaints of non-students loitering on or near another school campus.

Sophomores, juniors, and seniors may earn a Principal's Pass to leave campus at lunch. To earn the Principal's Pass, they must meet the following requirements:

- Maintain a 95% attendance rate
- No discipline referrals

Students (10th, 11th, and 12th grades) will have the opportunity to earn a Principal's Pass quarterly. *Fourth quarter from the prior school year will determine eligibility for a Principal's Pass for the first quarter the following school year.* Once students earn a Principal's Pass, they will receive a color-coded pass with their photograph, which must be worn at all times when off campus. The color-coding can change quarterly. Students who earn a Principal's Pass may also use their vehicles when leaving campus, if applicable. Local law enforcement will be aware of the off-campus guidelines and will also be aware of the quarterly color-coded Principal's Pass indicating which students have permission to be off-campus. Parents/guardians may choose to deny their student the privilege of a Principal's Pass by submitting their written request to the principal.

Ninth grade students will not be eligible for a Principal's Pass. End of year data for 9th graders will determine their eligibility for a Principal's Pass at the beginning of their 10th grade year.

The Principal's Pass privilege may be revoked at any time at the discretion of the principal. Actions that may result in a pass being revoked may include, but are not limited to, a student not wearing the valid pass, demonstrating increased absences and tardies, a decline in academic achievement, and demonstrating inappropriate behavior resulting in discipline referrals.

Students who do not earn Principal's Passes and leave campus for lunch will face disciplinary action, which includes one communication regarding the violation. Upon a second violation, the student will receive progressive discipline. Continuous violations of earned privilege for off-campus however, will result in suspension.

The goal of our earned privilege for off-campus program is to keep students focused on their academic achievement, good attendance and positive behavior. We appreciate your support of this concept and encourage you to discuss this important change with your student(s). If you have questions, please feel free to contact a school administrator.

NOTE: food and beverages must be consumed in the Commons before school, at break, during lunch, or after school. Water is allowed in classrooms in a container with a lid.

Smoking

Smoking is not permitted anywhere on Aurora Public Schools property at any time.

STUDENT ATTIRE AND CONDUCT

We have high behavioral expectations for all students. It is our philosophy that students need to work through problems, not ignore them. We believe that our students can learn from their mistakes and failures. We provide individuals and groups the opportunity to resolve problems through conflict resolution sessions. Peer mediation will also provide students another avenue for problem solving.

We are committed to providing students with the opportunity to change negative behaviors into productive ones. With new skills and positive behaviors, it is our intent that our students become successful, contributing members of our community.

Attire

Dress for success. Choose clothes that are appropriate for school – your place of work!

At William Smith, we ask that students wear clothing to school that would be suitable for a casual business environment. We do not require uniforms or a uniform dress code, so we ask that individual students and their families support a positive and professional environment by dressing in a manner that will not be disruptive or detrimental to the learning environment.

Clothing that might be considered disruptive or detrimental to the learning environment may include:

- Outfits that inappropriately bare or expose traditionally private parts of a body including, but not limited to, stomach, buttocks, shoulders, back, and breasts
- Clothes, paraphernalia, jewelry, or body adornment that contain advertisements, symbols, words, slogans, patches, or pictures that:
 - Are sexually suggestive
 - Are drug or alcohol related
 - Are obscene or profane
 - Promote hate or advocate violence

Gang Related Behaviors and Dress

This policy is in place to protect the safety and well being of all students. The term “gang” used in the policy refers to groups of individuals who share a common interest, bond or activity characterized by criminal, delinquent, or otherwise disruptive content engaged in collectively or individually.

Gang activity in school is often marked by the prominent display of certain colors or other symbols in wearing apparel by students, graffiti with distinctive symbols and the use of hand signals that denote gang membership. Students who adopt a dress style suggestive of such displays, or engage in graffiti or hand signals, even when unassociated with gang activity, may become targets of anti-social behavior. The purpose of this policy is to protect the health, safety, and welfare of those in the school community and to prevent the initiation or continuation of gang membership and gang activity in our school.

- Any manner of grooming or apparel which may include jewelry, hats, emblems, and badges, which by virtue of color, arrangement, trademark, or other attribute is associated with or denotes membership in or affiliation with a gang will not be allowed in school.
- Gestures, hand signals, or graffiti which denotes gang membership or activities is prohibited.
- Gang graffiti on school premises will be photographed as soon as it is discovered and then will be removed. The photographs will be shared with local law enforcement authorities and used in future disciplinary or criminal actions against the offenders.
- Any student wearing or carrying overt gang paraphernalia or making gestures that symbolize gang membership will be referred to administration for disciplinary action.
- Disciplinary action for violation of these standards will include notification of the violation, the requirement of the apparel to be changed before returning to class, and if deemed necessary, a parent conference. Repeated violations may result in suspension or removal from the program.
-

If there is a disagreement about the appropriateness of a student’s dress or appearance, the student will be sent home until a conference can be held with the student’s parent or guardian.

Cyber Bullying

Cyber bullying is defined as “the use of information and communication technologies such as email, cell phones, text messages, instant messaging, and personal websites to support hostile behavior by one individual with the intent to harm others.”

If your child makes reference to being bullied by any of these methods, please know that we consider this no different than harassment in person. Please encourage your student to contact a staff member at school to report this type of contact. If your student is not comfortable reporting to a staff member, please let them know that Safe2Tell is an anonymous hotline where they can report bullying outside of the school site.

The toll free number for Safe2Tell is 1-877-542-SAFE.

- Do not erase any messages they receive from a bully. They should keep record of every message they receive.
- Encourage the student to tell someone either at his or her site or through Safe2Tell
- Tell them not to reply to any bullying message they receive
- Advise them to look into how they can block these messages
- Keep all personal information private.
- Do not share details with others you do not know.

Code of Conduct

The staff at William Smith intends for all students to grow toward self-discipline, to accept responsibility and to learn to appreciate the rights of others. We focus on both academic and character development as we

believe both areas are vital to student success. William Smith’s habits of excellence express the school’s vision for a productive and courteous community. Teachers foster the character traits through learning expeditions and instructional practices as well as through activities specifically focused on community building. Habits of excellence are reinforced within classrooms, in common areas throughout the building, and in all school-related activities. It is the expectation that the habits of excellence will be in evidence at all times. The habits of excellence and observable behaviors are:

Habits at William Smith

Habit	9	10	11/12 Coursework	12-Senior Expedition
Self and Community Awareness	<ul style="list-style-type: none"> I can respect my environment. I can be honest about my actions. 	<ul style="list-style-type: none"> I can consistently contribute to a community of learners. I can advocate for myself as a learner (ask ?s, reflections, seating, choices, etc.) 	<ul style="list-style-type: none"> I can explain how my actions contribute to my own/my group’s success and failure. I can make choices that positively contribute to my community. 	<ul style="list-style-type: none"> I can demonstrate leadership in the community through modeling the Habits of a Scholar. I can demonstrate leadership in the community through producing a successful Senior Expedition.
Engagement in Thinking and Learning	<ul style="list-style-type: none"> I can ask thoughtful questions. I can revise my work until it is excellent. 	<ul style="list-style-type: none"> I can engage in a new learning experiences with an open mind. I can take the initiative to independently start my own work. I can consistently demonstrate craftsmanship in my work. 	<ul style="list-style-type: none"> I can independently reflect, critique, and revise my work. I can embrace and commit to new learning that is challenging. 	<ul style="list-style-type: none"> I can create a Senior Expedition that makes me feel excited to learn. I can articulate how action steps achieve my end results.
Accountability	<ul style="list-style-type: none"> I can accept and give feedback. I can follow instructions. 	<ul style="list-style-type: none"> I can come to class on time. I can come to class prepared to learn. I can turn my work in on time. 	<ul style="list-style-type: none"> I can complete my work on time and to the best of my ability. I can accept responsibility for personal decisions and actions. I can set measurable goals for myself. 	<ul style="list-style-type: none"> I can follow through with my internships and work with my mentor. I can meet deadlines. I can produce professional high quality products. I can make and meet my own deadlines and schedule.
Effective Time Management	<ul style="list-style-type: none"> I can come to class on time. I can complete class work on time. 	<ul style="list-style-type: none"> I can prioritize my work and manage my time in order to meet deadlines. I can use all my work time productively. 	<ul style="list-style-type: none"> I can manage my time to work and study effectively. 	

In addition to, and in support of our habits of excellence, students at WSHS will be expected to exhibit “Body Basics” at all times. All students will complete the Body Basics training during induction or crew. Body Basics teaches fundamental interpersonal communication skills that will provide the entire staff and student body with a consistent way to respond to other people. The skills taught in our Body Basics training will positively impact the students in all aspects of their lives.

Student Discipline

Our expectation is that all students behave in ways which foster a school atmosphere that is safe, conducive to learning, and free from any unnecessary disruptions. Recognizing that the goal of discipline is to affect change in behaviors, WSHS administration and teachers will make every effort to assist the student in resolving conflicts, solving problems, and choosing more effective behaviors. When disruption and behaviors do occur which are detrimental to the learning environment, the staff has agreed to the following discipline process:

Step 1: First redirect – a kind, gentle, clear reminder of the expected behavior.

Step 2: Second redirect – if possible, the teacher will hold a short hall conference where the student and teacher have a respectful exchange about behaviors, observations and a clear plan about expectations and consequences.

Step 3: Third redirect – if the student behavior does not change, a teacher will then send the student to the office for disciplinary action.

If disciplinary issues are ongoing or cannot be solved at the classroom level, crew leaders and administrators may become involved. Parent contact and conferences may be scheduled in order to assist the student in making the needed changes that will allow them to remain in our school.

If a student is involved in a serious discipline incident, the teacher or adult supervisor will immediately send the student to an administrator for disciplinary action rather than follow the redirect process. School administrators do have the discretionary power to discipline students and actions may include removal from class, search and seizure of personal property, suspensions from school, and/or recommendations for expulsion. Emergency situations or behaviors which pose a threat to the health, safety, and welfare of staff and students will be dealt with immediately by an administrator. Please refer to the safe school policy and handbook for specific information on offenses and consequences.

Safe Schools Policy

William Smith High School enforces and abides by the Safe Schools Policy guidelines put forth by the Aurora Public School District. Students are expected to conduct themselves in an appropriate manner at all times and to adhere to the Safe Schools Policy guidelines. Behavior which is inappropriate or which interferes with the learning of students may result in serious consequences. These behaviors may include, but are not limited to:

- Any conduct which may be contrary to the welfare of students or staff or injurious to their health, safety, or morals or which interfere with the school's ability to provide educational opportunities for other students may be grounds for dismissal. Some examples are: fighting, profanity (language which is abusive, vulgar, or disrupting), insubordination to staff, persistent or recurring disobedience, sexual harassment, possession of firearms and/or potential items that could be used as weapons, possession, sale, or distribution of drugs or alcohol, defacing school property, robbery or theft.

State law and District policies require an expulsion for four categories of offenses: possession of deadly weapon (including pocket knives), sale of illegal drugs, commission of an act which, had it been committed by an adult, would have been robbery, commission of an act which, had it been committed by an adult, would have been assault. Denial of admission for a period of one full year is required by law.

Drugs, Alcohol, and Tobacco: Rules and Procedures

William Smith is committed to helping any student who may have a substance abuse concern or problem. We are equally committed to maintaining an educational environment that is free of illegal drugs, alcohol, and tobacco. Consequently, the following procedures will be observed when dealing with these issues.

Any student who requests help with regards to a substance abuse issue will be offered as much assistance as our resources allow. When appropriate all measures will be taken to maintain confidentiality.

Any student who is found under the influence or in possession of illegal drugs or alcohol will be subject to the following consequences:

Under the influence:

Any adult at WSHS may refer a student to the administration if they have reason to believe the student is under the influence of drugs or alcohol. NOTE: the odor of marijuana or alcohol is sufficient grounds for referring, and suspending a student for being under the influence. If a student is considered to be under the influence of drugs or alcohol, the student will be suspended from school.

Possession of Illegal Drugs, Paraphernalia, or Alcohol:

In all cases involving possession of illegal drugs, drug paraphernalia, or alcohol, the following procedures will be observed:

- The student will be suspended for a minimum of 5 school days, possible recommendation for expulsion or withdrawn from school
- In all cases involving possession, the Aurora Police will be notified and students may be ticketed for the offense.

Tobacco

Colorado state law prohibits the use, and distribution of tobacco products on school property. Tobacco use on Aurora Public Schools property is not permitted. Students who are caught possessing or using tobacco on school grounds will be suspended from school and until a parent conference can be held at William Smith with an administrator.

Acceptable Use of Technology Policy

Internet access and interconnected computer systems are available to the students. Electronic networks, including the Internet, are important parts of the instructional program in order to promote educational excellence by facilitating resource sharing, innovation and communication. In order for William Smith to be able to continue to make its computer network and Internet access available, all students must take responsibility for appropriate and lawful use of this access. Students utilizing school-provided Internet access are responsible for good behavior on-line. While the WSHS teachers and other staff will make reasonable efforts to supervise use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

Acceptable Uses:

- All use of the electronic network must be (1) in support of education and/or research, and be in furtherance of the stated educational goals; or (2) for legitimate school business purpose. Use is a privilege, not a right.
- Students and staff members have no expectation of privacy in any materials that are stored, transmitted, or received via the electronic network or computers. William Smith High School reserves the right to monitor, inspect, copy, review, and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage.

Unacceptable Uses:

- Uses that violate the law or encourage others to violate the law, including but not limited to transmitting offensive, or harassing messages; offering for sale or use any substance the possession or use of which is prohibited by the school district's student discipline policy; viewing, transmitting or downloading pornographic materials or materials that encourage others to violate the law; intruding into the networks or computers of others; and downloading or transmitting confidential trade secret information or copyrighted materials, Using school equipment to download music, and/or burn CDs is strictly prohibited, unless it is a teacher-sponsored activity.
- Uses that cause harm to others or damage to their property, including but not limited to, engaging in defamation (harming another's reputation by lies); employing another's password or some other user identifier that misleads message recipients into believing that someone other than you is

communicating or otherwise using his/her access to the network or the Internet; uploading a worm, virus, other harmful form of programming or vandalism; participating in “hacking” activities or any form of unauthorized access to other computers, networks, or other information.

- Uses that jeopardize the security of student access and of the computer network or other networks on the Internet.
- Uses that are commercial transactions. Students and other users may not sell or buy anything over the Internet. Students and others should not give information to others, including credit card numbers and social security numbers.
- Students are prohibited from joining chat rooms, or downloading instant message programs to District computers, unless it is a teacher sponsored activity.

If there are violations of this policy, the student’s access will be denied, if not already provided, or withdrawn and he/she may be subject to additional disciplinary action.

The decisions you make each day are shaping your future!

Revised 11/12/15

Emergencies

During **FIRE ALARMS**, all students should immediately vacate the building in an orderly manner to a position at least 100 feet from the structure. Students are not to stop for personal belongings or the restroom.

During **TORNADO WARNINGS** all students must follow directions from their teacher. Each room has a clearly marked sign giving specific instructions of where to move and what to do.

If a **POWER FAILURE** occurs, students should normally remain in the area where they are currently located with the exception of those in hallways. Students in the hallway should go to the commons or outside the building.

If a **DISASTER** occurs, students will be directed to safety. Parents can call the administration building at 303-344-8060 for information on where they can pick up their students.

During a **LOCKDOWN** all students follow directions from their teacher. Each room has a clearly marked sign giving specific instructions of where to move and what to do. Students in the hall when a lockdown is announced should move to the closest occupied room.

SCHOOL CLOSURE such as that resulting from adverse weather conditions is announced on a large number of radio stations. Please listen for public service announcements by these stations rather than calling the administration building or individual schools. When schools are closed, the following stations will be notified:

KOSI (1430 AM)
KTLK (1280 AM)
KOA (850 AM)

KLAK (1600 AM)
KIMN (950 AM)

KERE (710 AM)
KHOW (630 AM)

End of Year

Report cards, transcripts and all records will be held if students do not clear all fines and assessments and return all library and text books at the end of the year.