



Rights and Responsibilities Handbook



Waypoints: The Cultural Path to Conduct, Civility, and Respect

2016-2017

School District 49, an equal opportunity employer, will not discriminate in employment or education programs or activities based on race, creed, color, national origin, religion, ancestry, age, marital status, sexual orientation (known or perceived), gender identity expression (known or perceived), sex, handicap, nationality, citizenship, union membership, or limited English proficiency. This policy of non-discrimination extends to all other legally protected classification. Publication of this in this document is in accordance with the state and federal laws including Colo. Rev. Stat. Ann. §§ 24-34-301, 24-34-406, Title IX of the Education Amendments of 1972 and Sections 503 and 504 of the Rehabilitation Act of 1973. Inquiries should be directed to the District Coordinator of Cultural Capacity, 10850 E. Woodmen Road, Peyton, Colorado, (719) 495-1011.

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Introduction

A waypoint is a physical reference used in navigation that marks routes for others to travel. In our lives we have used waypoints to get to the intended destination (e.g. “when you get to the red barn turn right”). Waypoints: The Cultural Path to Conduct, Civility, and Respect provides both rights and responsibilities as well as a policy-based code of conduct for District 49 that goes beyond a listing of “do’s and don’ts” to shape a district-wide culture of civility and respect.



As a public school system, District 49 is committed to preserving the rights of students to free and appropriate public education and further recognizes that rights also come with responsibilities. In support of the latter goal, District 49 recognizes that the rights of students, including rights to free expression, freedom of religion, and other civil liberties may be appropriately limited because the school is a special institution. For example, the school may place reasonable time, manner and place restrictions on the right of free expression to protect the unique educational mission of the school. If any student feels that their personal safety, civil liberties, or other rights are being violated, that student should immediately report the alleged violation to a teacher, administrator, or school resource officer. Students should not respond to personal violence by escalating the conflict, but should leave the location of the conflict immediately and report to a responsible adult.



Students, parents, guardians, caregivers, administrators, faculty, and staff should strive to know and follow the guidelines in Waypoints: The Cultural Path to Conduct, Civility, and Respect to ensure that their right to education and the educational rights of other students are respected and protected.

About District 49



District 49 spans 133 square miles of urban and rural areas in Colorado, covering northeast Colorado Springs and the Falcon area of El Paso County. As the fastest growing school district in the Pikes Peak region, we currently serve nearly 20,000 students within our robust [portfolio of schools](#).

Our *vision* is to be the best choice in public education. We envision a future when every time a student, parent, or educator chooses a school district, we are the best choice they can make. We have a *mission* to **Learn, Work, and Lead**. Our commitment is to be the best place to learn, to work, and to lead. Every day, we create environments so that everyone associated with the district is always learning, working, and leading us to be the best.

We do not utilize the traditional management model of a single superintendent. Our chief education officer, chief business officer and chief operations officer work collaboratively together, and directly with, department directors who are staffed with activity coordinators and specialists.

Peter Hilts, CEO

Brett Ridgway, CBO

Jack Bay, COO

Strategic Plan

District 49's [board-approved strategic plan](#) provides unified vision, goals and strategies to prepare students to achieve like never before. The strategic plan is organized around a big rocks metaphor, which comes from the work of Stephen Covey.

Covey illustrated that if you fill your life with the small things, trivial things, then you might not have room for what's really important, what he called the big rocks. But if you first fill your life with what's most important – the big rocks – and add other things around them, the medium-sized rocks, and finally work in the pebbles, everything better fits together.

We have applied this metaphor in our strategic plan, which identifies the district's Big Rocks. These strategic initiatives represent the district's commitment to community. We use these five rocks as the foundation for building an excellent future with our staff, students and greater community.



Establishing Enduring <u>Trust</u> -	We endeavor to establish and maintain enduring trust throughout our community, not by telling our patrons that we're trustworthy, but by demonstrating it.
Engage Our <u>Community</u> -	The district has a lot to offer our community and we recognize that our community has a lot to offer back. That reciprocal relationship offers a powerful multiplier for student success.
Host a <u>Robust Portfolio of Schools</u> -	We commit to offer high quality, exceptional schools in all of our zones - schools that are different from each other and superior to the options students might have in neighboring districts and communities.
Launch <u>Every Student</u> to Success-	We launch every student to success by building individualized pathways that guide each student toward a valued future. By the time they finish their pathways, every student will be prepared to learn, work, and lead our communities into the future.
Build a <u>Firm Foundation</u> -	The success of every student begins with a firm foundation of academic knowledge and mastery of skills that ensure a successful progression through school and beyond.

Our Cultural Compass

Edward T. Hall states that culture is primarily a system for creating, sending, storing and processing information. Communication underlies everything; therefore, culture encompasses any organization's values, mores, behaviors, and assumptions. Organizational culture shapes the context for new organizational members; how people and groups interact with each other and with stakeholders. It directly impacts how people think, perceive and feel about an organization.

A compass is an important navigational aid. It helps to find our heading; it guides in the right direction. When off course, it can be used to get back on track. District 49's [cultural compass](#) provides the intended bearing to students, parents, and staff; how we treat each other and our work. We use the compass to orient us as an organization and as individuals in our execution of the 'Five Big Rocks' of our strategic plan.



The heart of the compass rose guides our actions in how we relate to and treat each other.

- Respectful- We respect others for their abilities, qualities and achievements
- Transparent- We build positive relationships through honesty and openness with all stakeholders
- Caring- We provide a safe and caring environment for students and staff
- Accountable- We hold ourselves accountable for our actions

The outer face of the compass rose guides us in how we treat our work.

- Strategic - We ensure all decisions align with the 'Five Rocks'
- Innovative - We encourage risk taking by supporting exploration of new ideas and strategies
- Creative- We embrace creativity at all levels
- Life-long Learning- We model continuous learning to encourage life-long learners

As our guiding paradigm, the cultural compass creates an atmosphere of teamwork and camaraderie. Maintaining a principle-centered vector to relationships and work increases the cultural capacity of the organization, making District 49 the best district to learn, work and lead.

Student Rights and Responsibilities

The District's mission is to put all students on pathways to become knowledgeable citizens of the twenty-first century and empower them to meet the challenges of a rapidly changing world. This can only occur in an environment that contributes to a culture of civility and respect. Students have the right to a classroom environment that encourages learning. Students, teachers, administrators, parents, and guardians should work together to create professional relationships based trust and mutual respect.

Student rights

All students in Falcon District 49 have the following rights:

- **Students have the right of respect** from all teachers, administrators, and staff in District 49, regardless of the student's "race, creed, color, national origin, age, sex, disability, sexual orientation, gender identity, or any other protected classification".
- **Students have the right to expect certain practices of their teachers.** These include establishing clear lesson objectives and requirements through the use of the lesson plans, clearly stating grading scale and criteria, evaluating students fairly, holding timely parent-teacher conferences when issues arise, acknowledging positive student contributions to the class, and protecting students' academic freedom.
- **Students have the right to file grievances.** Grievances may concern inappropriate instructor conduct, incompetence in oral communication, punitive grading practices linked to behavior, failure to provide disability accommodations, grading appeals based on inequity of grading standards between students in the same class, and other such issues. Students should bring any grievances to the attention of the teacher, assistant principal, and/or the principal **as soon as possible. Only in extraordinary cases may a procedure involving a grievance begin more than six months after the incident.**

If you have a complaint about any other aspect of a course, such as the classroom environment, the instructor, the course's grading system, or class activities (including online and out-of-class assignments), please take the following steps:

1. Talk with your teacher about the situation.
2. If you do not feel comfortable approaching the teacher directly or if the problem continues, you should next talk to the assistant principal (AP), or principal if an AP is not available.
3. Again, if the problem is not resolved or if you are not comfortable talking to the assistant principal, then you may go to the principal, or the district's compliance officer if the problem continues and all means of relief have been exhausted at the school level.
4. The student, parent, or guardian may then file a formal grievance through the District's website by citing the district policy or tenet of this bill of rights that is being violated.
5. In attempting to resolve your complaint, the principal or district compliance officer as appropriate may convene a special committee to recommend appropriate action. The principal or district compliance officer will notify the aggrieved party of the outcome of the grievance via District e-mail.

Students with grievances involving **harassment and discrimination** may also contact the Coordinator of Cultural Capacity once all means of relief are exhausted at the school.

Students with complaints about **disability accommodation** should notify the Director of Individualized Education in addition to the offices listed above, and may be counseled to file a grievance with the Coordinator of Cultural Capacity if reasonable accommodation is in question.

If you have a concern about sexual harassment, please immediately schedule an appointment with the Coordinator of Cultural Capacity to discuss District policy JBB and any other applicable state laws once all means for relief have been exhausted at the school level.

Student responsibilities

- All students are expected to abide by JICDA (Student Code of Conduct) and all other published district policies.
- All students are expected to demonstrate **engagement during class time**. Students who sleep in class or read non-class materials during class disrupt the course, as do students who engage in other non-class activities such as using a smart phone and working on an assignment for another class. This behavior disrupts the learning environment for all involved and compromises the learning process.
- The use of **abusive or disrespectful language** also damages the classroom environment. Inappropriate or disruptive classroom behavior by students is a violation of the District's policies. Teachers may take immediate restorative or disciplinary action with students who are physically or verbally abusive or disrespectful in a class, or they may refer the matter to the assistant principal or principal for mediation or adjudication if the behavior cannot be resolved within classroom environment.
- Students are responsible for **seeking help** from teachers and staff and for using the provided resources to meet grade level completion requirements.

District 49 Accountability Pledge

As a citizen of School District 49, I understand that I play a critical role in providing a safe and positive environment for all other citizens. I pledge to adopt the spirit of Waypoints: The Cultural Path to Conduct, Civility, and Respect, to honor others and myself, and to treat everyone in my school community with fairness and consideration. I commit to celebrate learning. I commit to support teaching and learning by creating and maintaining a safe, orderly, and engaging environment. I commit to promote respectful two-way communication with all school and community members. I pledge to apply Waypoints: The Cultural Path to Conduct, Civility, and Respect in a fair and consistent manner.

Signature: _____

Responsible Technology Use Policy

User Rights

As a digital citizen of District 49, you have the right to a safe virtual learning environment, which is free from harassment and discrimination.

- Students have a right to a web presence that is free from cyber-bullying, please see BOE policy JICDF.
- Students have a right to learn using modern tools that empowers learning.
- Students have a right to a managed internet on campus that filters obscene, pornographic, and harmful information.
- Students have the right to know that they have no expectation of privacy while using district computer and internet services.
- Students have the right to, and furthermore are encouraged to, find information that is related to district education objectives.
- Students have the right to a learning environment that includes a focus on digital citizenship and 21st century skills.
- Students have the right to a secure virtual environment and are expected to inform an administrator if they observe students or staff members ignoring their responsibilities.

User Responsibilities

Students are expected to abide by BOE Policy JS and JS-R and all other published district policies concerning student behavior. As a digital citizen of District 49, all students are held to the same high standards of respectful, transparent behavior while using district accounts and services on the internet and/or district IT assets.

- No student shall access, create, transmit, retransmit or forward material or information: that promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons.
- No student shall create, access, or distribute content that is pornographic, obscene or other sexually oriented materials, either as pictures or writings.
- No student shall harass, threaten, demean, or promote violence or hatred against another person or group of persons with regard to race, color, sex, religion, national origin, age, marital status, gender identity, or disability.
- No student shall gain a personal profit, financial gain, advertising, commercial transaction or political purposes using district accounts or services.
- No student shall plagiarize the work of another or in violation of any federal or state law, including but not limited to copyrighted material and material protected by trade secret
- No student shall use inappropriate or offensive language to others.
- No student shall provide information that is knowingly false or could be construed as intending to purposely damage another person's reputation.
- No student shall transmit or retransmit information that contains personal information about themselves or others, including information protected by confidentiality laws.
- No student shall use or share another individual's Internet or electronic communications account or allow their account to be used by anyone, either intentionally or through inaction to protect log-in credentials.

No student shall download or install software, applications, proxies, or plugins for any reason without written authorization from purchasing and IT services.

JICDA Code of Conduct

Title	Code of Conduct
Designation	JICDA
Office/Custodian	Education/Director of Culture & Services

In accordance with applicable law and Board policy concerning student suspensions, expulsions and other disciplinary interventions, the principal or designee may suspend or recommend an expulsion hearing for a student who engages in one or more of the following specific activities while in school buildings, on school grounds, in school vehicles, or during a school-sponsored or district-sponsored activity or event and off district property when the conduct has nexus to school or any district curricular or non-curricular event. However; the principal or designee should also consider appropriate and consistent consequences that hold students accountable, while minimizing their time away from instruction. Restorative interventions (e.g., circles, conferences, etc.) may be used in conjunction with the restorative discipline matrix's consequences to allow students to verbalize the harm they caused, as a mechanism to mitigate future behavior. Restorative practices (RP) are not a panacea for every student's disruptive behavior, but should be considered strongly when addressing student conduct and discipline incidents. Finally, the principal or designee should address the support needs of the harmed party(ies); avoid the temptation to over focus on the intended consequences for the student who caused harm.

1. Causing or attempting to cause damage to district property or stealing or attempting to steal district property of value.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Willful destruction or defacing of district property.
4. Commission of any act which if committed by an adult would be robbery or assault as defined by state law.
5. Committing extortion, coercion, or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
6. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, either orally or in writing or derogatory statements addressed publicly to an individual or a group that precipitate disruption of the school program or incite violence.
7. Engaging in "hazing" activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.
8. Violation of the district's policy on bullying prevention and education.
9. Violation of criminal law which has an effect on the district or on the general safety or welfare of students or staff.
10. Violation of any Board policy or building regulations.
11. Violation of the district's policy on weapons in the schools. Expulsion shall be mandatory for using or possessing a firearm in accordance with state law.
12. Violation of the Board's policy on student conduct involving drugs and alcohol.

13. Violation of the Board's violent and aggressive behavior policy.
14. Violation of the Board's tobacco-free schools policy.
15. Violation of the Board's policies prohibiting sexual or other harassment.
16. Violation of the Board's policy on nondiscrimination.
17. Violation of the Board's dress code policy.
18. Violation of the Board's policy on gangs and gang-like activity.
19. Throwing objects, unless part of a supervised school activity, that can or do cause bodily injury or damage to property.
20. Directing profanity, vulgar language, or obscene gestures toward other students, school personnel, or others.
21. Lying or giving false information, either verbally or in writing, to a district employee.
22. Engaging in scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism, or unauthorized collaboration with another person in preparing written work.
23. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.
24. Behavior on or off school property that is detrimental to the welfare, safety, or morals of other students or school personnel, including behavior that creates a threat of physical harm to the student exhibiting the behavior or to one or more other students.
25. Repeated interference with the district's ability to provide educational opportunities to other students.
26. Continued willful disobedience or open and persistent defiance of proper authority, including refusal to obey a member of the district staff.

This is not an exhaustive list of activities that could result in consequences (suspension, expulsion, restorative intervention, etc.) for students. Following any period of suspension or expulsion, the principal or designee will ensure that a restorative approach is employed to reintegrate students into the school environment. The student, parent(s), and/or guardian(s) should conference to discuss behavioral expectations (codified in a signed behavior contract) and the student should be made aware of social-emotional support resources; any harmed party(ies) should also be made aware of the student's return.

- Adopted: May 19, 1994
- Revised: August 3, 1998
- Revised: September 3, 1998
- Revised: September 2, 1999
- Revised: August 14, 2003 (emergency)
- Revised: September 4, 2003
- Revised: July 8, 2010
- Revised: July 21, 2011
- Revised: July 27, 2012
- Revised: September 12, 2013
- Revised: June 9, 2016

LEGAL REFS:

- C.R.S. 18-3-202 *et seq.* (offenses against person)
- C.R.S. 18-4-301 *et seq.* (offenses against property)
- C.R.S. 18-9-124 (2)(a) (prohibition of hazing)
- C.R.S. 22-12-105 (3) (authority to suspend or expel for false accusations)

- C.R.S. 22-32-109.1(2)(a)(I)(A) *(duty to adopt policies on student conduct, safety and welfare)*
- C.R.S. 22-32-109.1(2)(a)(I) *(policy required as part of safe schools plan)*
- C.R.S. 22-32-109.1(9) *(immunity provisions in safe schools law)*
- C.R.S. 22-33-106 (1)(a-g) *(grounds for suspension, expulsion, denial of admission)*

CROSS REFS:

- AC, Nondiscrimination/Equal Opportunity
- ADC, Tobacco-Free Schools
- ADD, Safe Schools
- ECAC, Vandalism
- GBGB, Staff Personal Security and Safety
- JBB, Sexual Harassment
- JIC, Student Conduct, and subcodes
- JICA, Student Dress Code
- JICC, Student Conduct on School Buses
- JICDD, Violent and Aggressive Behavior
- JICDE, Bullying Prevention and Education
- JICF, Secret Societies/Gang Activity
- JICH, Drug and Alcohol Involvement by Students
- JICI, Weapons in School
- JK, Student Discipline, and subcodes
- JKD/JKE, Suspension/Expulsion of Students