

# GRAND JUNCTION HIGH SCHOOL

1400 North 5<sup>th</sup> Street  
Grand Junction, Colorado 81501

*Where Tradition Meets Excellence  
Educating students since 1911*



## Student Handbook 2019 - 2020

**This Handbook belongs to:**

NAME \_\_\_\_\_ ID# \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ ZIP \_\_\_\_\_ PHONE \_\_\_\_\_

**Message from the Principal:**

Hello Grand Junction Tigers!

Welcome to the 2019-2020 school year. We are excited to welcome you back for another year of Tiger Excellence. We hope that you are ready for a year full of great learning opportunities. This year will provide you with many supports and engaging activities, as well as offer academic challenges and social-emotional learning opportunities. To make the most of the coming year, we encourage you to engage fully in your education and take ownership of your learning. Remember, you are the driver, not just a passenger.

Grand Junction High School has a proud tradition of excellence that we know you will continue. Show Tiger Pride and Tiger Excellence in your actions every day, everywhere, to everyone. To help you with this, we have revised our Student Code of Conduct to ensure that it aligns to our new school rules. Please take some time to review these expectations. We have also worked to streamline our schedule and provide a more meaningful Advisory experience for all students.

I look forward to a great year working with all of you. As a Tiger family, we can all work together to do incredible things that will help not only our school, but also for our community!

Go Tigers!

Meghan Roenicke  
Principal



# **GJHS Values**

**Responsibility**

**Integrity**

**Community**

**Acceptance**

**Growth**

## **Grand Junction High School**

### **Mission Statement**

**Where each student pursues challenging programs to  
develop his or her full potential.**

### **Vision Statement**

**Where all students have the opportunity to pursue a  
challenging program of study and activities to develop their  
full potential**

#### **GJHS Fight Song**

**Come on, you mighty tigers,  
Into the fray.**

**Show us some pep now!**

**We must win today! Rah! Rah! Rah!**

**Down with other colors,  
Orange, Black Boost High.**

**Three cheers for Junction!**

**That's our War Cry!**



**At  
Grand Junction  
High School:**

- ★ **We are in the right place at the right time.**
- ★ **We actively participate in learning and complete work with integrity.**
- ★ **We listen to, acknowledge, and respond to one another.**
- ★ **We use technology (i.e. cell phones) politely and responsibly.**
- ★ **We use appropriate and professional verbal and physical boundaries.**
- ★ **We make safe, healthy, legal choices.**

## TABLE OF CONTENTS

<b>Topic</b>	<b>Page</b>
At GJHS We...	4
Table of Contents	5
Contacting the School	6
Visitors to Grand Junction High School	6
Identification Badges at Grand Junction High School	6
Regular Bell Schedule	7
Student Calendar	8
Map of Lockers	9
Parking Map	10
Note Taking Methods	11-15
D51 Performance Based Policy	16
Graduation requirements / Colorado College admission requirements	18
Earning Credits at GJHS	20
Add/Drop course	22
Grading Procedures	22
Recognition of Academic Excellence	24
StudentVUE / ParentVUE	25
Student Code of Conduct & Discipline	26
a. Philosophy	
b. Student Behavior and Student Responsibilities	
c. Attendance Policies	
d. Attendance Procedures	
e. Cheating and/or Plagiarism	
f. Disruptive Behavior	
g. Zero Tolerance for Violence/Threatening Behavior by Students	
h. Tobacco Products Use	
i. Sexual/Racial Harassment	
j. Title VI, Title IX, and Section 504 Official Notification	
General Policies & Procedures	32
1. Books	
2. Cellular Telephones and Communicative Devices	
3. Dress Code	
4. Fees	
5. Flag Salute and Pledge of Allegiance	
6. Hall Passes	
7. Lockers	
8. Releases	
9. Parking	
Student Services	39
A. Athletics	
B. Counseling Department	
C. Library/Media Center	
D. Medical/Health Assistant	
Clubs and Organizations	41
Hall Pass	42

## CONTACTING THE SCHOOL

**Main Office: 254-6900**  
Office Hours: 7:30 a.m. - 4:00 p.m.

<b>Attendance Office:</b>	Ext. 24110	<b>Health Office</b>	Ext. 24191
<b>Counseling Office:</b>	Ext. 24113	<b>SBA (financial)</b>	Ext. 24107
<b>Athletics &amp; Activities</b>	Ext. 24101	<b>Library</b>	Ext. 24159

## VISITORS TO GRAND JUNCTION HIGH SCHOOL

All individuals must have a bona fide reason for visiting Grand Junction High School (GJHS). All visitors entering the high school must sign a visitor register in either the main office, the athletic office, or the attendance office upon arriving at school and receive a pass as a visitor. Visitors must display this pass prominently at all times while in the building. Any visitor found in the building who has not reported to the main office, the athletic office, or the attendance office or who is wandering the halls without an approved pass may be prosecuted for trespass.

## IDENTIFICATION BADGES AT GRAND JUNCTION HIGH SCHOOL

All Staff are required to wear a school ID or an identifying D51 badge at all times.

Students will be issued GJHS ID cards. Every student must carry his/her ID card at all times while on school grounds or when attending a school sponsored event or activity.

## COUNSELORS AND ADMINISTRATORS

Last Names	Counselor	Assistant Principal
A-CI	Serenity Santistevan      Ext. 24109	Jared Burek
Cm-GI	Stacey Keever              Ext. 24104	Jared Burek
Gm-L	Alicia Hampton            Ext. 24142	Alicia Timbreza
L-N	Chris Mack                 Ext. 24127	Alicia Timbreza
O-Sh	Lori Plantiko                Ext. 24121	Nicole Burbank
Si-Z	Nicole Auld                 Ext. 24111	Nicole Burbank
	Dean of Students	Tom LeFebre
	Athletics and Activities Director	Carol Sams



# GJHS 2019 – 2020 Bell Schedule



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 8:00 – 8:45	1 8:00 – 8:45	1 8:00 – 9:20	2 8:00 – 9:20	1 8:00 – 8:45
2 8:50 – 9:35	2 8:50 – 9:35	ADVISORY 9:25 – 10:20	ADVISORY 9:25 – 10:20	2 8:50 – 9:35
3 9:40 – 10:25	3 9:40 – 10:25	3 10:25 – 11:45	4 10:25 – 11:45	3 9:40 – 10:25
4 10:30 – 11:15	4 10:30 – 11:15	LUNCH 11:45 – 12:25	LUNCH 11:45 – 12:25	4 10:30 – 11:15
LUNCH 11:15 – 11:55	LUNCH 11:15 – 11:55	5 12:30 – 1:50	6 12:30 – 1:50	LUNCH 11:15 – 11:55
5 12:00 – 12:45	5 12:00 – 12:45	7 1:55 – 3:15	8 1:55 – 3:15	5 12:00 – 12:45
6 12:50 – 1:35	6 12:50 – 1:35			6 12:50 – 1:35
7 1:40 – 2:25	7 1:40 – 2:25			7 1:40 – 2:25
8 2:30 – 3:15	8 2:30 – 3:15			8 2:30 – 3:15

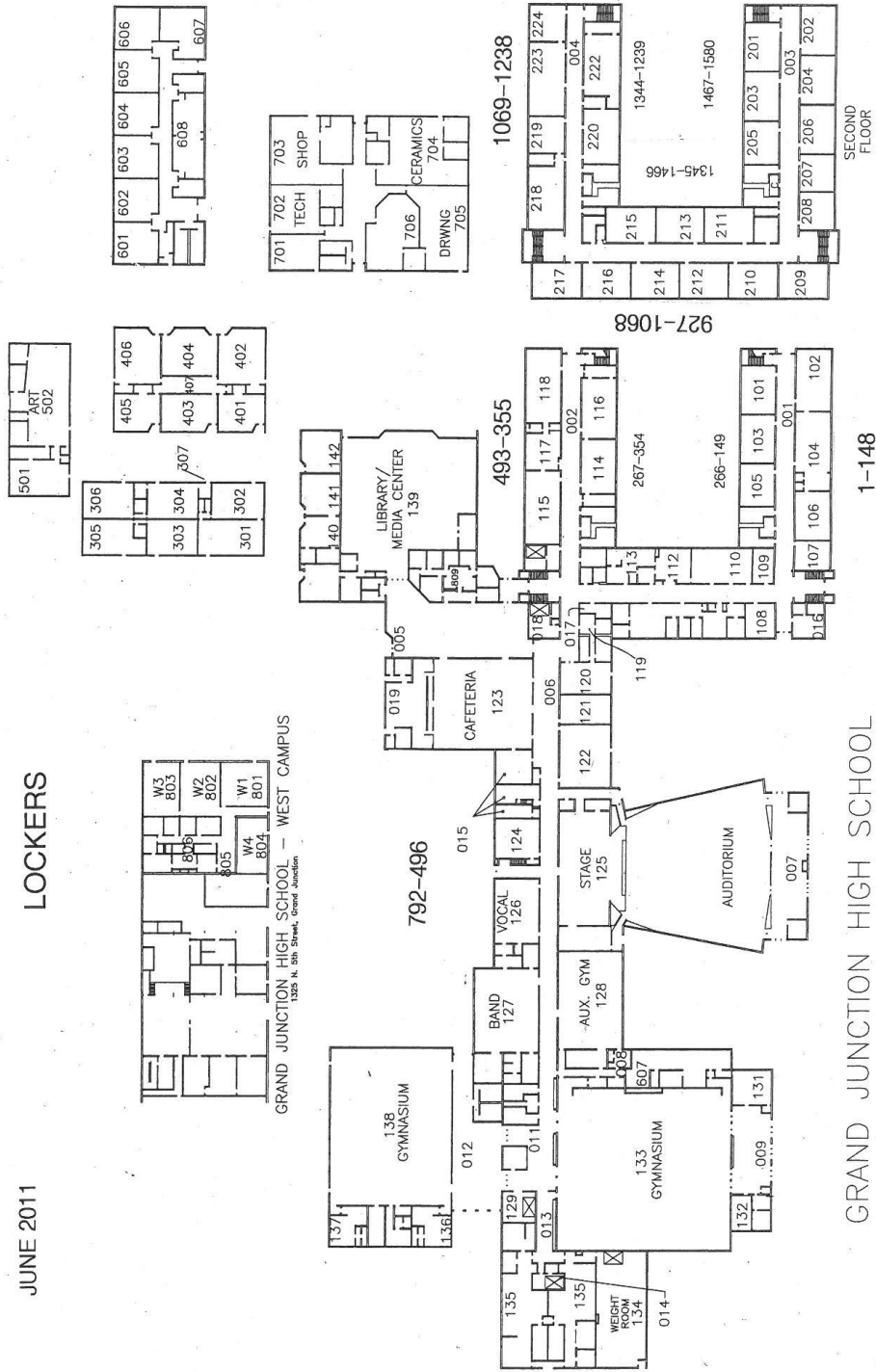
SCHOOL CALENDAR



Map of lockers

JUNE 2011

LOCKERS

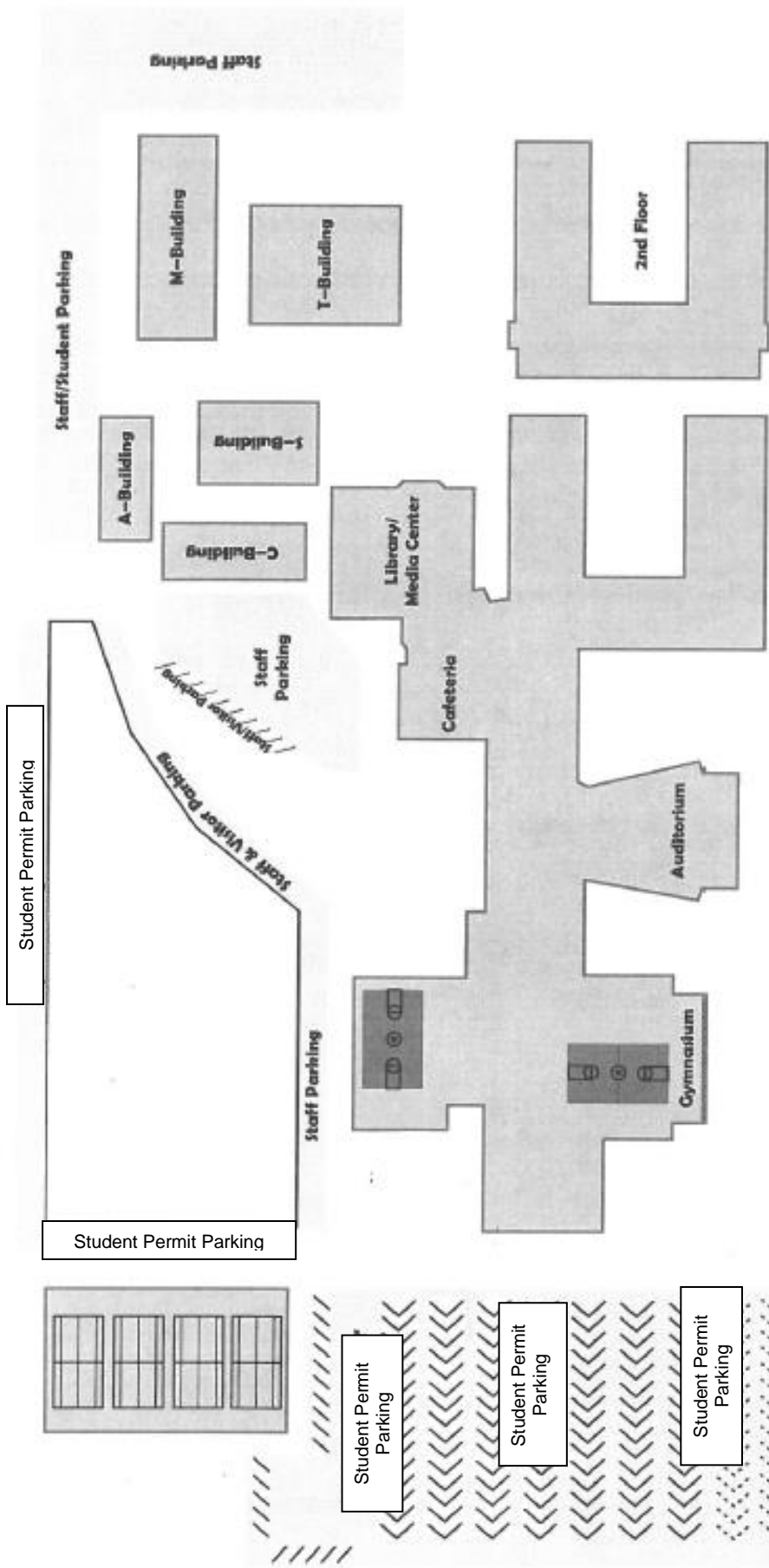


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1-148

GRAND JUNCTION HIGH SCHOOL

# Grand Junction High School Parking Lot Map



All students can park on 5<sup>th</sup> street west of the football field. For additional parking instructions please see page 37.

The following 5 note taking methods are taken from the Academic Skills Center at Cal Polytechnic State University in San Luis Obispo, California.

<http://www.sas.calpoly.edu/docs/asc/ssl/NoteTakingSystems.pdf>

- The Cornell Method
- The Outlining Method
- The Mapping Method
- The Charting Method
- The Sentence Method

### THE CORNELL METHOD

The Cornell method provides a systematic format for condensing and organizing notes without laborious recopying. After writing the notes in the main space, use the left-hand space to label each idea and detail with a key word or "cue."

**Method** - Rule your paper with a 2 ½ inch margin on the left leaving a six-inch area on the right in which to make notes. During class, take down information in the six-inch area. When the instructor moves to a new point, skip a few lines. After class, complete phrases and sentences as much as possible. For every significant bit of information, write a cue in the left margin. To review, cover your notes with a card, leaving the cues exposed. Say the cue out loud, and then say as much as you can of the material underneath the card. When you have said as much as you can, move the card and see if what you said matches what is written. If you can say it, you know it.

**Advantages** - Organized and systematic for recording and reviewing notes. Easy format for pulling out major concept and ideas. Simple and efficient. Saves time and effort. "Do-it-right-in-the-first-place system."

**Disadvantages** - None

**When to Use** - In any lecture situation.

## THE OUTLINING METHOD

Dash or indented outlining is usually best except for some science classes such as physics or math.

1. The information which is most general begins at the left with each more specific group of facts indented with spaces to the right.
2. The relationships between the different parts are carried out through indenting.
3. No numbers, letters, or Roman numerals are needed.

**Method** – Listening and then write in points in an organized pattern based on space indentation. Place major points farthest to the left. Indent each more specific point to the right. Levels of importance will be indicated by distance away from the major point. Indentation can be as simple as or as complex as labeling the indentations with Roman numerals or decimals. Markings are not necessary as space relationships will indicate the major/minor points.

**Advantages** – Well-organized system if done right. Outlining records content as well as relationships. It also reduces editing and is easy to review by turning main points into questions.

**Disadvantages** – Requires more thought in class for accurate organization. This system may not show relationships by sequence when needed. It doesn't lend to diversity of a review attack for maximum learning and question application. This system cannot be used if the lecture is too fast.

**When to Use** – The outline format can be used if the lecture is presented in outline organization. This may be either deductive (regular outline) or inductive (reverse outline where minor points start building to a major point). Use this format when there is enough time in the lecture to think about and make organization decisions when they are needed. This format can be most effective when your note taking skills are super and sharp and you can handle the outlining regardless of the note taking situation.

**Example** – Extrasensory perception

- \_ Definition: means of perceiving without use of sense organs.
- \_ three kinds –
  - \_ telepathy: sending messages
  - \_ clairvoyance: forecasting the future
  - \_ psychokinesis: perceiving events external to situation
- \_ current status –
  - \_ no current research to support or refute
  - \_ few psychologists say impossible

## THE MAPPING METHOD

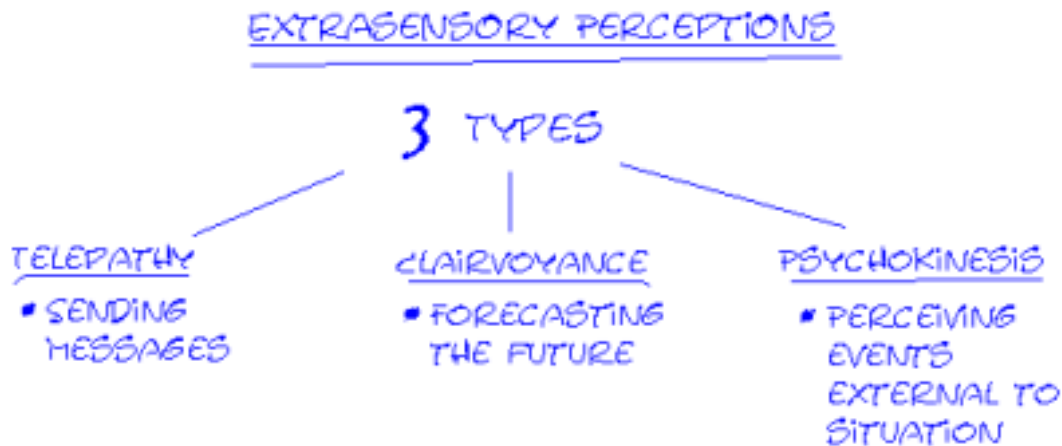
Mapping is a method that uses comprehension/concentration skills and evolves in a note taking form which relates each fact or idea to every other fact or idea. Mapping is a graphic representation of the content of a lecture. It is a method that maximizes active participation, affords immediate knowledge as to its understanding, and emphasizes critical thinking.

**Advantages** – This format helps you to visually track your lecture regardless of conditions. Little thinking is needed and relationships can easily be seen. It is also easy to edit your notes by adding numbers, marks, and color coding. Review will call for you to restructure thought processes which will force you to check understanding. Review by covering lines for memory drill and relationships. Main points can be written on flash or note cards and pieced together into a table or larger structure at a later date.

**Disadvantages** – You may not hear changes in content from major points to facts.

**When to Use** – Use when the lecture content is heavy and well-organized. May also be used effectively when you have a guest lecturer and have no idea how the lecture is going to be presented.

**Example** –



## THE CHARTING METHOD

If the lecture format is distinct (such as chronological), you may set up your paper by drawing columns and labeling appropriate headings in a table.

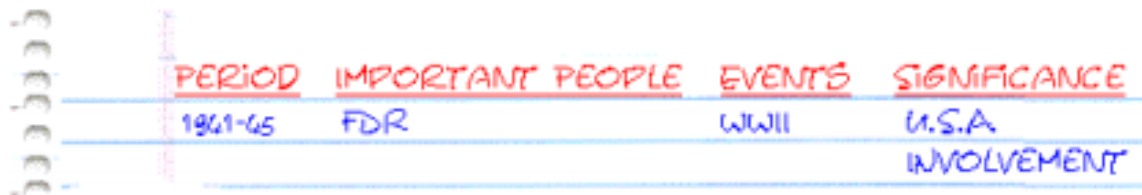
**Method** – Determine the categories to be covered in lecture. Set up your paper in advance by columns headed by these categories. As you listen to the lecture, record information (words, phrases, main ideas, etc.) into the appropriate category.

**Advantages** – Helps you track conversation and dialogues where you would normally be confused and lose out on relevant content. Reduces amount of writing necessary. Provides easy review mechanism for both memorization of facts and study of comparisons and relationships.

**Disadvantages** – Few disadvantages except learning how to use the system and locating the appropriate categories. You must be able to understand what's happening in the lecture.

**When to Use** – Test will focus on both facts and relationships. Content is heavy and presented fast. You want to reduce the amount of time you spend editing and reviewing at test time. You want to get an overview of the whole course on one big paper sequence.

**Example** – Chart format for a history class:



A hand-drawn table with four columns. The columns are labeled 'PERIOD', 'IMPORTANT PEOPLE', 'EVENTS', and 'SIGNIFICANCE' in red ink. The first row contains the handwritten entries '1961-65', 'FDR', 'WWII', and 'U.S.A.'. The second row contains the handwritten entry 'INVOLVEMENT' under the 'SIGNIFICANCE' column. The table is drawn with blue lines on a white background.

PERIOD	IMPORTANT PEOPLE	EVENTS	SIGNIFICANCE
1961-65	FDR	WWII	U.S.A.
			INVOLVEMENT

## THE SENTENCE METHOD

**Method** – Write every new thought, fact or topic on a separate line, numbering as you progress.

**Advantages** – Slightly more organized than the paragraph. Gets more or all of the information. Thinking to tract content is still limited.

**Disadvantages** – Can't determine major/minor points from the numbered sequence. Difficult to edit without having to rewrite by clustering points which are related. Difficult to review unless editing cleans up relationship.

**When to Use** – Use when the lecture is somewhat organized, but heavy with content which comes fast. You can hear the different points, but you don't know how they fit together. The instructor tends to present in point fashion, but not in grouping such as "three related points."

### Example 1 –

A revolution is any occurrence that affects other aspects of life, such as economic life, social life, and so forth. Therefore revolutions cause change. (See page 29-30 in your text about this.)

- **Sample Notes** – Revolution – occurrence that affects other aspects of life: e.g., econ., socl. Etc. C.f. text, pp. 29-30

### Example 2 –

Melville did not try to represent life as it really was. The language of Ahab, Starbuck, and Ishmael, for instance, was not that of real life.

- **Sample Notes** – Mel didn't repr. Life as was; e.g. lang. Of Ahab, etc. no of real life.

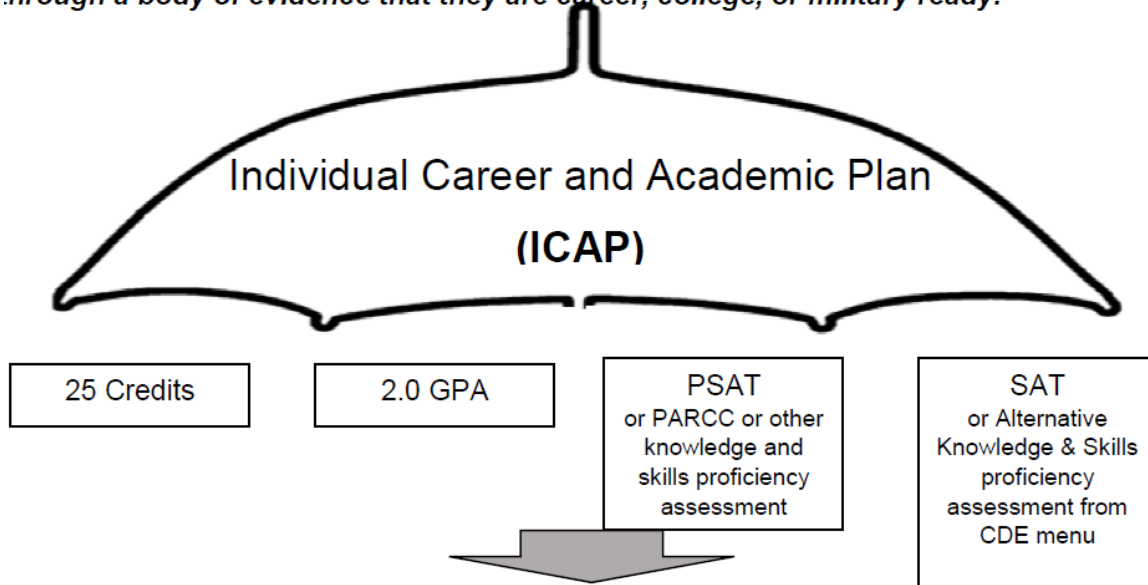
### Example 3 –

At first, Freud tried conventional, physical methods of treatment such as giving baths, massages, rest cures, and similar aids. But when these failed he tried techniques of hypnosis that he had seen used by Jean-Martin Charcot. Finally, he borrowed an idea from Jean Breuer and used direct verbal communication to get an un-hypnotized patient to reveal unconscious thoughts.

- **Sample Notes** – Freud 1<sup>st</sup> – used phys. trtment; e.g., baths, etc. This fld. 2<sup>nd</sup> – used hypnosis (fr. Charcot) Finally – used vrb. commun. (fr. Breuer) – got unhpynop, patnt to reveal uncons. thoughts.

## PERFORMANCE BASED POLICY

Mesa County Valley School District 51 believes that each student is unique and may have different learning needs. In response, the district has developed a system to support and monitor student progress along the way. The system provides a variety of options for students to learn, demonstrate what they know, and meet the graduation requirements. **Mesa County Valley School District 51 is committed to high expectations for all students. We expect each student to complete 25 standards-based credits with a 2.0 GPA or higher and demonstrate through a body of evidence that they are career, college, or military ready.**



Graduation requirements can be designed to adapt to a student's specific learning needs while setting high expectations for achievement.

Graduation pathways are listed below:

*Colorado high school graduates demonstrate the knowledge and skills (competencies) needed to succeed in postsecondary settings and to advance in career pathways as lifelong learners and contributing citizens. Students must meet English and math proficiencies in their pathway. (See the Menu of College and Career Ready Demonstrations on page 4 for specific scores.*

<u>CAREER READY</u>	<u>COLLEGE READY</u>	<u>MILITARY READY</u>
Workkeys	AP/IB Scores	ASVAB
Industry Certificate	Concurrent Grades	Workkeys
Capstone	Capstone	Industry Certificate
	ACT/SAT Scores	Capstone



***Conventional Pathway:***

This pathway is the standard pathway to graduation. The student will:

- Complete 25 required standards-based credits\*  
-including 4 classes of intentional ICAP electives. **AND**
- Maintain a 2.0 GPA or higher, **AND**
- Meet the Colorado Graduation Guidelines in English and Math (*see page 4*).

***Pathway of Distinction:***

This pathway provides the highly motivated student opportunities for challenging coursework and additional recognition for their hard work. The student will:

- Complete 25 required standards-based credits\* **AND**
- Maintain a 3.5 GPA or higher, **AND**
- Meet the Colorado Graduation Guidelines in English and Math (*see page 4*).
- Meet the Colorado HEAR requirements **AND**
- SAT score of 1110 or higher, or ACT score of 24 or higher

***Individualized Pathway:***

This pathway allows for adaptation and can be utilized for alternative program students:

- Students needing an individualized program of study as outlined by an individualized graduation plan.
- The student will complete 25 credits aligned with the standards or the equivalent. The 25 credits could include alternative proficiency assessment or extensions of the individualized pathway that allow the student to earn the equivalent of 25 standards-based credits. The Key Performance Program is an example of an individualized pathway.
- Students who have a GPA lower than 2.0.
  - The student will complete 25 required standards-based credits\* **AND**
  - The student will participate in prescribed interventions in their targeted area(s) of deficiency **AND**
  - The student will work with appropriate staff to develop a graduation plan that supports student growth.

# High School Graduation Requirements and Colorado College Admission Requirements

Students must meet the following District 51 course graduation requirements: \*

- 4.0 Credits – English Language Arts
  - 3.0 Credits - Social Studies
  - 3.0 Credits - Science
  - 3.0 Credits - Mathematics (credits must include Algebra I or Math 1 and higher)
  - 0.5 Credits - Physical Education
  - 0.5 Credits - Personal Fitness and Wellness
  - 0.5 Credits - Computer / Technology Literacy (Computer Applications or approved equivalent entry-level class)
  - 0.5 Credits - Fine Arts (Instrumental Music, Performing Arts, Visual Arts or Humanities)
  - 10.0 Credits - General Electives
- 25 Credits (Total) <sup>2</sup>**

**Note:** Within the 25 credits listed above, a student must meet the **Financial Literacy** requirement by obtaining 0.5 credits in one of the following: Personal Finance, Economics, AP Economics, Independent Living/ Life Management, Wealth Management, or AG Business Management.  
 Two credits need to be intentional ICAP electives.

**Students planning to attend a four-year public college or university in Colorado will need to complete the following credits in order to fulfill the Higher Education Admission Requirements (HEAR):**

Academic Area	Required Credits
English Language Arts	4.0 credits
Mathematics** (Must include Algebra I or Math 1 and higher)	4.0 credits**
Natural/Physical Sciences (Two units must be lab-based)	3.0 credits
Social Sciences (At least one unit of U.S.)	3.0 credits
Foreign / World Language***	1.0 credits***
Academic Electives***	2.0 credits***

**ATTENTION POTENTIAL COLLEGE ATHLETES:** Check with school counselor for NCAA academic eligibility requirements.

**Note:** Colleges and universities adjust their application standards frequently. Students are encouraged to contact representatives from their college of interest each semester.

\* Additional information about specific courses meeting these D51 Graduation Requirements available in the counseling office.

\*\* Mathematics entrance requirements for a four-year public college in Colorado listed in chart directly above.

\*\*\* Acceptable Academic Electives include additional courses in English Language Arts, mathematics, natural/physical sciences and social sciences, foreign / world languages, computer science, honors, AP & IB courses, and appropriate CTE courses.

## Menu of College and Career-Ready Demonstrations

Local school boards establish high school graduation requirements that meet or exceed the Colorado Graduation Guidelines for the graduating class of 2021.

Local school boards and districts select from this menu to create a list of options their students must use to show what they know or can do in order to graduate from high school, beginning with the graduating class of 2021. School districts may offer some or all of the state menu options, may raise a cut score on an included assessment and may add graduation requirements in other content areas. Graduation Guidelines begin with the implementation of: Individual Career and Academic Plans (ICAP), Colorado Academic Standards for all content areas, including a course in Civics, and 21st century skills.

Students must demonstrate college or career readiness in English and math based on at least one measure.

**MENU OF OPTIONS:** This menu lists the minimum scores required.

Districts have the authority to adapt the college and career demonstrations necessary to earn a standard high school diploma to accommodate for students with the following exceptions: English learners, gifted students and students with disabilities.

Menu of Options	English	Math
<b>ACCUPLACER</b>	62 on Reading Comprehension	61 on Elementary Algebra
<b>ACT</b>	18 on ACT English	19 on ACT Math
<b>ACT Compass</b>	79	63
<b>ACT WorkKeys - National Career Readiness Certificate</b>	Bronze or higher	Bronze or higher
<b>Advanced Placement (AP)</b>	2	2
<b>ASVAB</b>	31	31
<b>Concurrent Enrollment</b>	Passing grade per district and higher education policy	Passing grade per district and higher education policy
<b>District Capstone</b>	Individualized	Individualized
<b>Industry Certificate</b>	Individualized	Individualized
<b>International Baccalaureate (IB)</b>	4	4
<b>SAT</b>	430	460
<b>Collaboratively-developed, standards-based performance assessment</b>	State-wide scoring criteria	State-wide scoring criteria

## EARNING CREDITS AT GJHS

### A. GENERAL

Students in the high school can earn credits toward graduation beginning in grade nine (9), with the exception of students who take Math 1, Math 2, Geo Physical Science, Environmental Science, or a World Language in 8<sup>th</sup> grade. Those students who successfully complete **one or more of those courses** in the 8<sup>th</sup> grade may be awarded a credit for each of the courses they successfully completed if families complete the required paperwork in the Counseling Center by **March 1<sup>st</sup> of the student's junior year**. Upon entering the high school, credits are earned through the successful completion of course requirements offered during the regular school year, or through credits transferred from another school.

Credits are measured in Carnegie Units. All courses are established on a semester basis so that .5 unit of credit may be earned for satisfactory completion of each course each semester or quarter. Students failing a specific required course must make up the requirement. Additional or supplemental credits may be earned by making arrangements in advance through your counselor. In addition to credits earned in the regular classroom, students may earn credits through any of the following offerings:

1. GJHS Grad Point Courses
2. District 51 On-line Courses
3. District 51/GJHS Summer School
4. Correspondence Courses
5. Concurrent Enrollment
6. Work Keys Testing
7. CMU Concurrent/High School Scholars/ASCENT

### B. COLLEGE-CREDIT OPTIONS

Students at GJHS have three options, CMU Concurrent Enrollment, High School Scholars, and ASCENT, through which they can accelerate their ability to take college credits while attending GJHS.

1. *Qualifying Criteria for CMU Concurrent Enrollment or High School Scholars:* In order to participate in either program, students must:
  - a. Have a 3.0 or higher cumulative GPA by the end of the third quarter for the next year's fall semester or the end of the first quarter for the January term.
  - b. Have a grade of "B" or higher in at least two courses in the academic area to be taken.
  - c. Have an ACT English and reading score of 19 or better; or SAT verbal score of 440 or better; or PSAT critical reading score of 44 or better AND have an ACT math score of 19 or better; or SAT math score of 470 or better; or PSAT math score of 47 or better for math or science course.
  - d. Take the ACCUPLACER test to apply for specific courses if they do not meet the previously mentioned test score requirements.
  - e. Fulfill the prerequisites listed in the current Colorado Mesa University (CMU) catalog for the course they want to take. The following must be submitted to CMU through the

student's GJHS counselor:

1. CMU Early Scholars Program Enrollment Form received 60 days prior to the term.
  2. Proof of completion of the CMU Concurrent On-line Application
  3. Proof of completion of the College Opportunity Fund Application
  4. Official high school transcripts (sent directly from the high school).
  5. ACT/SAT test scores.
  6. Students should purchase any required textbooks identified for the course.
  7. Payment any fees is due to CMU by the published deadline for that term.
- f. CMU classes/grades are not weighted. Only high school AP courses carry the extra quality point.
2. *CMU Concurrent Enrollment and High School Scholars*: In order to participate in these options, students must complete the above application procedures and the meet the following criteria:
    - a. Enroll in up to two college courses per academic term for high school and college credit.
    - b. Courses taken are not offered at the student's high school.
    - c. Courses taken are academic courses and exceed the high school's curriculum.
    - d. Concurrent grades will appear on the high school transcript and a CMU transcript.
    - e. Students who receive a D or F in a class will need to reimburse the district for the tuition paid, and families will be billed accordingly
  3. *ASCENT Program*: This program allows students to delay official high school graduation for one year, and attend CMU/Western Colorado Community College (WCCC) during their 5<sup>th</sup> year of high school. ASCENT provides the opportunity for a student to delay their official high school graduation for one year in order to enroll at CMU/WCCC in a degree or certificate program with the tuition paid for by the school district. ASCENT students may enroll in up to 27 credit hours during their two semesters of ASCENT. Students must complete the application packet in the Counseling Center, earn 12 college credits before entering the ASCENT program, and have a cumulative 2.5 GPA in those college courses.
  4. See your counselor for more information on the CMU Concurrent, High School Scholars and ASCENT Programs at GJHS.

### C. CREDITS FOR COURSES TAKEN AT MIDDLE SCHOOL

Students may receive one high school credit for taking Math1, Math 2, Geo Physical Science, and/or World Language taken at middle school, with the following exceptions.

1. The middle school grade must be a "C" or better to count toward high school credit.
2. A student in high school cannot use his/her middle school grade as a replacement grade for a high school course.
3. Credit must be received from within a District 51 school, or within an accredited program including Holy Family or Messiah Lutheran, or with a transcript from outside the district accompanied with a letter stating the criteria of the middle school course(s) taken.
4. Parents/guardians must request their child's middle school principal relay credit information to be placed on the student's high school transcripts. Parents will utilize the "Request for High School Credit" form which may be obtained in the high school counseling department. This form allows parents and students to choose from the following three options:

- a. Option 1 – The class and the grade **will appear** on the high school transcript. The class **will count for credit**, and the grade earned **will be included in the GPA**. This option could affect a student’s GPA at the end of his/her senior year, which could affect the student’s class rank, which could affect the student’s competitiveness for honors such as the class valedictorian.
  - b. Option 2 – The class and the grade **will appear** on the high school transcript to show the class was taken. **No credit** will be given, and the grade earned **will not be included in the GPA**. **This option will not meet a graduation requirement.**
  - c. Option 3 – The class and the grade **will not appear** on the high school transcript. **No credit** will be given, and the grade earned **will be not included in the GPA**.
5. Students and parents must request the addition of a middle school credit to the student’s high school transcript or the removal of a middle school credit from the student’s high school transcript not later than **March 1<sup>st</sup> of the student’s junior year** (one year prior to graduation).

### **ADDING/DROPPING COURSES**

**Students have the first six (6) days of a term to add or drop a course, without the drop being reflected on the transcript.** Courses dropped after the 6<sup>th</sup> day will be recorded on the student’s transcript as either Withdraw Passing (WP) if the student had a passing grade at the time he/she dropped the course or a Withdraw Failing (WF) if the student had a failing grade at the time the course was dropped. This applies to both split block and block classes. Students who add a new course within the first six (6) days of a term are responsible for all work presented or completed by students.

### **GRADING PROCEDURES**

#### **A. GRADING PERIODS**

The school year is divided into two eighteen (18) week semesters. Each semester is divided into two nine (9) week quarters. At the end of each quarter, students will be assigned a grade that reflects their achievement solely for that grading period.

#### **B. COURSE SYLLABUS**

Within the first five (5) days of the quarter/semester, all teachers will provide students with a course syllabus.

#### **C. GRADING SCALE**

Teachers have the discretion to use a traditional or a 4-point grading scale. Grading policies for each class will be explained and outlined in the course syllabus provided to students at the beginning of each course. Grade point average is calculated on the 4.0 scale where A=4, B=3, C=2, D=1, F=0. Honors classes are not weighted, but Advanced Placement (AP) courses are. Credits are issued in 0.5 increments. Courses at WCCC and Career Center earn .75 credits each 9 weeks.

## **BEWARE THE POWER OF A ZERO!!**

Consider the following scenarios. If you have two or three assignments per week of equal point value, what would your average grade be for that week?

92% A	92% A	100% A
82% B	<u>48% F</u>	<u>0% F</u>
<u>72% C</u>		
<b>82% B</b>	<b>70% C-</b>	<b>50% F</b>
92% A	92% A	
82% B	82% B	
72% C	72% C	
<u>40% F</u>	<u>0% F</u>	
<b>72% C-</b>	<b>62% D-</b>	

It will take three grades that average to a B to bring a zero up to a passing grade of a D-. Do you have *four* grades per week in your classes?

How many zeros have you received in any class? Do the math:

# of zeros \_\_\_\_\_ X 3 = # of B's needed to "barely" pass.

**DO ALL ASSIGNMENTS!!!**  
**YOU CANNOT AFFORD ANY ZEROS!!!**

### D. WEIGHTED GRADE POLICY

Advanced Placement (AP) classes are calculated on a 5.0 weighted scale for grades of "C" or higher. Thus, an "A" earns 5 points, a "B" earns 4 and a "C" earns 3 points. A grade of "D" in an AP course only earns 1 point, as in a regular class. The extra quality point for an AP course is offered every semester. Students do not have to take the AP exam in May to receive the weighted grade. CMU courses, taken concurrently or independently, are not weighted. High School Scholars Courses are not weighted.

### E. REASSESSMENT AND LATE WORK POLICY

Students have an opportunity to reassess and turn in late work as outlined by high school common grading policy. Please refer to your teachers' syllabi for the specific guidelines.

## F. GRADE LEVEL CLASSIFICATION

A high school a student's grade level classification is based on credit earned each year. Incoming freshmen are required to earn 6 credits before they can advance to sophomore status. For current 11<sup>th</sup> and 12<sup>th</sup> graders, their grade level classification MAY NOT accurately depict his/her progress toward the completion of credits needed to graduate with a diploma. Students without the proper graduation credits earned by the end of the 12<sup>th</sup> grade will be reclassified to the 12<sup>th</sup> grade for a 5<sup>th</sup> year of high school or provided an alternative pathway. Please refer to transcripts for completed credits and correct progress toward graduation.

## REPLACEMENT OF GRADES

When a student chooses to repeat a class that he/she has failed, including Withdrawal Failing (WF), the previous grade will be replaced with a designation of "NG" for no grade at the completion of the retake. Only credit will be given to the passing grade.

When a student chooses to repeat a class that he/she has passed, the student has two choices.

- a. The previous grade may be replaced with a designation of "NG" for no grade and the second grade will be used for the credit and the GPA.
- b. The previous grade may remain as an elective credit, while the new grade will be used to fulfill the original requirement. Both grades will count toward credit and GPA.

## RECOGNITION OF ACADEMIC EXCELLENCE

### A. SUPERINTENDENT'S SCHOLAR PROGRAM

In order to be classified as a Superintendent's Scholar, a student must achieve a 4.0 or higher GPA. **Home-schooled students and students who are enrolled less than full-time are not eligible for this recognition.**

### B. ACADEMIC LETTER PROGRAM

1. The Academic Letter Award is based on the following criteria:
  - a. **Full time student** at GJHS, including District 51 satellite programs. A student must be enrolled in at least three credits each semester.
2. Minimum grade point average of 3.5 for both semesters in the prior academic school year.
3. CMU concurrent classes taken may be considered to meet the above criteria.
4. First time recipients earn an academic letter and pin. Students who earn a 3.75 or higher GPA also receive a star to recognize the higher GPA.
5. Students who earn their 2<sup>nd</sup>, 3<sup>rd</sup> or 4<sup>th</sup> academic letter will receive a pin for each subsequent letter, and a star for the higher GPA, if applicable.

### C. NATIONAL HONOR SOCIETIES

1. *National Honor Society.*  
For additional information and requirements see Mrs. Lori Holloway or Mrs. Carla King, the National Honor Society Co-Advisors.
2. *The National Art Honor Society:*  
Please see one of our art teachers for more information on this prestigious society that is for the best of the best artists in GJHS.



3. *National Technical Honor Society:*

If you are interested in the NTHS, please see Mrs. Jane Nelms, the NTHS Advisor, or any Business or Family and Consumer Science teacher for additional information.

4. *The National Spanish Honor Society:*

If you are interested in the NSHS, please see Ms. Sarah Henao, The NSHS Advisor, or any Spanish teacher for additional information.

#### D. HONOR ROLLS

We recognize students for their academic excellence at the end of each grading period.

**Cum Laude**-Students who earn a 3.5 to 3.74 GPA

**Magna Cum Laude**-Students who earn a 3.75 to 3.99 GPA

**Summa Cum Laude**-Students who earn a 4.0 or higher GPA

Students who earn a D/F, or have incomplete or missing grades in any course, to include band/chorus, are not qualified to receive honor roll.

#### 1. INDIVIDUAL ACADEMIC RECOGNITION AT GRADUATION

1. The Pathway of Distinction Diploma is a diploma with a gold seal placed on it for those students who meet or exceed the D51 requirements.
2. Specifically, GJHS recognizes the following achievements for the class of 2020.
  - a. Valedictorian- highest accumulative GPA. White tassel, black and orange honor stole and medallion with white ribbon.
  - b. Students with a 4.0 GPA and Higher-Black and orange honor stole and medallion with silver ribbon.
  - c. Students with a 3.75-3.99 GPA-Black and orange honor stole and medallion with orange and black ribbon.
  - d. Students with a 3.5-3.74 GPA-Gold cord.

If there are two or more full time seniors who are tied with the highest GPA, they will share co-valedictorian honors. We do not recognize a salutatorian.

Beginning with the class of 2021, we will use the Latin Honors system for class rank, thus no longer recognizing a valedictorian.

#### **StudentVUE / ParentVUE**

Student VUE or ParentVUE is the most accurate way to access student information including grades, attendance, lunch account, bills, class information, assignments, lesson plans and test scores. Complete registration forms for ParentVUE are available in the Main Office. When registering as a parent, be sure to **include your email address** which allows teachers to contact you with updates and information. StudentVUE / ParentVUE is also accessible as an “App” for your phone.

## WEEKLY ACADEMIC ELIGIBILITY CHECKS

Monday of every week, the Activities/Athletic Director will run a list from ParentVUE of those students who have earned a “D” or an “F” on one or more of their courses the previous week. Students who appear on this list may be referred to mandatory structured assistance or referred to a structured study hall.

## STUDENT CODE OF CONDUCT AND DISCIPLINE

### I. CODE OF CONDUCT

#### A. PHILOSOPHY

We will create a caring environment that encourages mutual respect and cooperation, while providing opportunities for students to make positive choices regarding their behavior. We believe that as students develop and mature, they will develop more self-direction and self-discipline; our policies encourage that development.

### GRAND JUNCTION HIGH SCHOOL RULES:

- **We are in the right place at the right time.**
- **We actively participate in learning and complete work with integrity.**
- **We listen to, acknowledge, and respond to one another.**
- **We use technology (i.e. cell phones) politely and responsibly.**
- **We use appropriate and professional verbal and physical boundaries.**
- **We make safe, healthy, legal choices.**

#### B. STUDENT BEHAVIOR AND STUDENT RESPONSIBILITIES

**In addition to following the school rules outlines above, students are specifically responsible for:**

1. Being aware of all rules and regulations for student behavior and conducting themselves in accordance with them.
2. Volunteering information in matters relating to the health, safety and welfare of the school community and the protection of school property.
3. Dressing and grooming to meet school standards.
4. Assisting the school staff in operating a safe school for all.
5. Complying with State of Colorado and local laws.
6. Exercising proper care when using district facilities and equipment.
7. Being aware that any weapon or look-a-like brought onto school property may be punishable by removal from school for one (1) year. If you think it will get you in trouble, **DO NOT** bring it to school!
8. Being aware that any excessive display of affection in the school is in very poor taste and unacceptable.
9. Being aware that any student who willfully disobeys the reasonable direction of **a faculty or staff member or an administrator** shall be subject to disciplinary action for insubordination.
10. Making all necessary arrangements for making up work immediately when absent from school for disciplinary reasons, for reasons of illness, for trips, or other reasons.
11. Attending school for all days of the adopted school calendar.
12. Being in class on time, prepared for academic work.

13. Contacting teachers immediately upon return from absences to receive make-up assignments and deadlines for completing them.
14. Completing work as assigned by the teacher when a prearranged absence is approved.
15. Remaining on campus during their scheduled classes. Once a student is in school and must leave campus during the day, absences must be verified by one of our secretaries in the attendance office or the school health assistant in the school health office. Students must check out with an attendance secretary before leaving the building. Likewise, when arriving to school late from an excused absence, students must check in with the attendance office before reporting to class.
16. Following the established school procedure when enrolling in or withdrawing from a class.
17. Informing the Counseling Office immediately of any changes in personal information (phone, address, etc.).
18. Taking an active role in developing a schedule that meets the graduation requirements and prepares the student for his/her post-secondary goals; continuously re-evaluating and revising it, as required.

### C. ATTENDANCE POLICIES

Colorado has a Compulsory Attendance Act which requires students to attend school until the age of seventeen (17). Compliance with the law means every child who is under the age of 17 is required to attend public school for at least one thousand fifty six (1,056) hours during each school year, with such exceptions as provided by law.

Note: Timely and regular attendance to classes at Grand Junction High School is an expectation of performance for all Grand Junction High School students.

#### 1. *Excused Absences:*

Excused absences will be granted **when a parent/guardian has communicated with the school prior to the absence and the absence is due** to: illness or injury and the student is expected to return to school within a reasonable amount of time; unavoidable medical appointments for doctor, dentist, eye exams, physical therapy, etc.; extended absences due to physical, mental, or emotional disabilities; pre-arranged absences with approval of the student's teachers and administrator; absences due to unforeseen emergencies such as sudden illness or death within the family; absences which occur when the student is temporarily in the custody of a court or law enforcement authorities; absences when the student is participating in religious observances approved by District #51; and absences resulting from participation in pre-approved school activities.

#### 2. *Unexcused Classroom Absences:*

When a student is absent from school, or other school-sanctioned activities requiring attendance, **with no call or pre-communicated information from the parent/guardian as to why the absence occurred, and the absence does not fall under the situations mentioned in paragraph C. 1. above**, the absence is considered an unexcused absence.

A student with four (4) unexcused absences a month or ten (10) unexcused absences during a school year is considered to be "habitually truant." The term *ten unexcused absences* refers to any, accrued, ten unexcused absences during any period of the school year.

The principal may involuntarily withdraw from a course any student 17 years old or older who accumulates the following number of unexcused absences in a course during a single academic term of the school:

- a. Six (6) if the academic term is a nine (9) week block.
- b. Ten (10) if the academic term is 18 weeks or more.

Students 17 years of age and over may be subject to involuntary withdrawal from a class or classes only after all practical alternative education options have been exhausted, a formal conference with the parents or legal guardians has been conducted, and an alternative program of instruction for the student has been developed.

### 3. *Academic Penalties for Unexcused Absences*

According to Board Policy JH-R, “Unexcused absences may result in a. grade reduction, b. loss of credit, c. a falling grade in the course, or d. involuntary removal from a particular class or classes. Such penalties may be assessed without regard to whether written assignments, certain tests results and other kinds of school work may appear to be satisfactory.”

### 4. *Determination of Unexcused Absences and Make-up Work*

- a. The school reserves the right to determine whether an absence will be excused or unexcused. An excused absence is one deemed to be legitimate by the school and for which make-up work will be allowed.
- b. It is the student’s responsibility to see the teacher for make-up work on the same day when the student returns to school. Notes from parents or legal guardians explaining absences must accompany students on the day the student returns to school, unless the parents or legal guardians have called the school and /or arrangements made prior to the absence.
- c. Teachers are not required to provide make-up work for students whose absences have not been excused, except that a student will be allowed to make-up work during a period of suspension from school.
- d. As a general guideline, for excused absences, two (2) days for each day absent is usually enough time for work-up. However, there may be circumstances in specific classes where this is not possible. Students should work closely with their teachers to develop a schedule that is suitable to both the teacher and the student.
- e. Students may appeal to the principal when problems with make-up schedules/plans occur.

## D. ATTENDANCE PROCEDURES

### 1. *Excuses:*

Any time a student is absent from class for non-school related activities, he/she is required to do one of the following within **two (2) days of returning to school in order for the absence to be excused:**

- a. Bring a *note* to the attendance office from a parent/guardian stating the date(s) of the absence(s) and the reason(s).
- b. Have his/her parent/guardian *call* the attendance office and give the date(s) of the absence(s) and the reason(s).

**Students must have a parent/guardian write a note or have a parent/guardian telephone the school before a student will be given permission to leave school during school hours.**

Students must sign out with the Attendance Office before leaving school during school hours unless they have a release. Administrators reserve the right to review an individual's attendance and disapprove the absence if it does not meet the criteria for an excused absence.

### 2. *Pre-arranged Absences:*

**Students must obtain a pre-arranged absence form from the Attendance Office when they**

**know in advance that they will be absent.** Students must have all teachers sign the pre-arranged absence form prior to the absence and make arrangements for any school work that may be missed.

3. *Excused\Unexcused Parent Contact Absences Make-up Work Policy:*

Absences are marked excused or unexcused parent contact for the purpose of class make-up credit only. Make-up work will be accepted for credit from students with **excused absences**. Make up work from a UPC will be determined by the teacher.

As a general guideline, two days for each day absent are allowed for make-up work. In situations that exceed two days, the teacher and the student's administrator will agree on a plan acceptable to both. It is recommended that students arrange to receive make-up work outside of class time.

4. *Grand Junction High School Tardy Policy:*

The learning community at Grand Junction High School values attendance and punctuality and expects students to honor these workforce readiness performances/expectations by being in class, on time, every day.

a. In order to be successful at Grand Junction High School, students will:

1. Be on time, seated in the classroom, and ready for instruction when the class bell rings.
2. Be prepared for class with all materials necessary for class that day.
3. Be in one of two authorized locations when on a scheduled release hour, i.e., signed into and quietly working in the library, or off campus.
4. Obtain a re-admit slip from the attendance office if they have an excused reason for being late.

b. Students without an excused reason for being late will:

1. Go directly to their class and enter with minimal disruption. Engage in learning and wait for an appropriate time to conference with the teacher.
2. Be marked tardy every time they are not seated, ready to begin instruction when the late bell rings.
3. Be assigned and serve twenty (20) minutes of School Service Time for every tardy after the third time being late to class. School service time must be served within two weeks of the issued tardy. Failure to serve School service time within the established two-week window could result in the loss of co-curricular, extra-curricular, and parking privileges and/or suspension due to insubordination.

## E. CHEATING AND/OR PLAGIARISM

Students who choose to cheat, plagiarize, or forge assignments may either repeat work for partial or no credit and/or receive a grade of zero. This offense violates the Student Code of Conduct and may also be subject to disciplinary action and/or consequences.

## F. DISRUPTIVE BEHAVIOR

Colorado Law deals with providing a learning environment that is safe, disruption free, and conducive to learning in every way. The law also covers off-campus misconduct, denial of

school admission, mandatory expulsion offenses, and gang-related problems. **Every teacher has a right to teach a class without interruptions and every student should have the opportunity to receive an education without disruptions.** Those students identified as habitually disruptive may be placed on an individual plan for remediation of inappropriate behavior. On the third offense in a single school year, administrators may seek expulsion of the disruptive student from school for up to one calendar year.

Consistent with the policy adopted by the Board of Education, students are required to conduct themselves within certain prescribed parameters of acceptable behavior. While in school buildings, on or near school grounds or in proximity thereto, in school vehicles, during school-sponsored activities, students shall not:

1. Cause or attempt to cause damage to school property or steal or attempt to steal school property.
2. Cause or attempt to cause damage to private property or steal or attempt to steal private property.
3. Cause or attempt to cause physical injury to another person except in self-defense.
4. Commit any act which if committed by an adult would be robbery or assault as defined by state law. Expulsion shall be recommended in accordance with state law except for commission of third degree assault.
5. Violate any criminal law.
6. Violate any district or building regulations.
7. Violate the district's policy on dangerous weapons in the schools. **Students are prohibited from possessing a knife, regardless of the length or type of blade, while on school property or attending any school activities.** (School Board Policy JICI) Expulsion shall be recommended for carrying, bringing, using or possessing a dangerous weapon without the authorization of the school or school district in accordance with state law. A dangerous weapon means:
  - a. A firearm, whether loaded or unloaded, or a firearm facsimile;
  - b. Any pellet or BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air;
  - c. A fixed blade knife with a blade that measures longer than three inches in length or a spring loaded knife or a pocket knife with a blade longer than three and one-half inches, or
  - d. Any object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury.In accordance with federal law, expulsion shall be for not less than one full calendar year for a student who is determined to have brought a firearm to school. The Superintendent may modify the length of this federal requirement for expulsion on a case-by-case basis.
8. Violate the district's alcohol use and drug abuse policies. Expulsion shall be recommended in accordance with state law.
9. Violate the district's smoking and use of tobacco policy.
10. Throw any object that might cause bodily injury or damage property, whether or not the property hit by the object is school owned.
11. Direct profanity, vulgar language or obscene gestures toward anyone, including but not limited to students, school personnel or visitors to the school.
12. Engage in verbal abuse, i.e., name calling, ethnic or racial slurs, or derogatory statements to others that precipitate disruption of the school program or incite violence.
13. Inappropriate use of district electronic resources including, but not limited to, the transmission of threats, harassment or intimidation or the transmission or receipt of indecent or obscene material.

14. Commit extortion, coercion or blackmail, which involves 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.
15. Deliberately give false information, either verbally or in writing, to a school employee.
16. Acting in a scholastically dishonest way. This includes but is not limited to cheating on a test, plagiarism, or unauthorized collaboration with another person in preparing written works.
17. Willfully disobey or openly defy proper authority.
18. Behave in any way, which is detrimental to the welfare, safety or morals of other students or school personnel.

Any student who violates this code will be given appropriate discipline as provided in Policy JK, Student Discipline, and JKD/JKE, Suspension/Expulsion.

**G. ZERO TOLERANCE FOR VIOLENCE/ THREATENING BEHAVIOR BY STUDENTS POLICY.** GJHS has a zero tolerance policy for any acts of bullying, cyberbullying, cyber threats, harassment, intimidation and/or violence.

Bullying is defined as any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student. Bullying is prohibited against any student for any reason, including, but not limited to, any such behavior that is directed toward a student on the basis of his or her academic performance or any basis protected by federal and state law, including disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry or the need for special education services, whether such characteristic(s) are actual or perceived.

The Grand Junction Police Department may be summoned in the event of bullying, harassment, fights, assaults, or battery upon another person. When students are involved in threatening behavior during school hours, including any serious verbal and written threats that could cause bodily or emotional harm, these students may be brought to a hearing for possible expulsion. This is to ensure that the campus is a safe environment for all students and staff who attend, work, or visit the GJHS campus.

**H. TOBACCO AND VAPE PRODUCT USE**

Tobacco use and vaping on school property is addressed in Senate Bill 94-100, Tobacco Products Use on any School Properties in Colorado Prohibition (i.e., No Smoking on Public School Campuses), and in City of Grand Junction, Colorado, Ordinance No. 3095, An Ordinance Regulating Tobacco Products, Section 2. Possession and Use of Tobacco Products by Minors (under 18 years of age)

Smoking, use of smokeless tobacco, possession or use of any e-cigarette/vaporizer, (regardless of contents), is prohibited on any part of the Grand Junction High School campus and is grounds for disciplinary action.

**I. SEXUAL/RACIAL HARASSMENT**

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment. Sexual harassment as defined will not be tolerated. GJHS does not nor will not tolerate discrimination on the basis of race, creed, national

origin, sex, age, or handicap. The operating statement of belief at GJHS is to treat everyone with dignity and respect.

#### J. TITLE VI, TITLE IX AND SECTION 504 OFFICIAL NOTIFICATION

**It is the policy of Mesa County Valley School District 51 not to discriminate on the basis of race, color, national origin, religion, sex, age, or disability in admission, access to, treatment of, or employment in its educational programs or activities.**

### II. DISCIPLINE

For additional information on the Board policies on prohibitive practices, attendance, aggressive and violent behavior, alcohol and drug use/ abuse, bullying, sexual harassment and dangerous weapons in school, see the Mesa County Valley School District 51 Student and Parent Handbook and Calendars or copies of the Board policies on the District website.

### III. GENERAL POLICIES AND PROCEDURES

#### A. BOOKS

Books are for your use and must be handled with care. The life of a textbook is at least five years. We routinely purchase new textbooks and then use those textbooks until they are replaced with a new edition. Therefore, if at any time you lose a book, you are responsible for the price of replacing that book with a new book.

#### B. CELLULAR TELEPHONES AND COMMUNICATIVE DEVICES

1. The Board of Education recognizes that cell phones and other communicative devices can play a vital role during emergency situations. However, GJHS is not responsible for lost, stolen, or confiscated cell phones or electronic devices. A student brings these devices to school at his/her own risk.
2. We ask that parents/guardians respect the learning environment and not call or text during class time. If there is a family emergency or crisis, parents should call the Main Office and ask to have the student brought to the Main Office or Counseling Office. This insures that the student is in a private, supportive environment when they receive the information.
3. Students may carry cell phones and electronic devices in school, but these devices must not be a disruption to the school or learning environment. Cell phones and communicative devices may be used on campus before and after school, during passing periods, or for instructional purposes in class as directed by the teacher.
4. If students are listening to music while in class, it should be with the permission of the teacher, with the use of headphones, and not disrupt others.
5. Students may use headphones to listen to music during unstructured times, but must be able to hear announcements and adult instruction. This is to keep all students safe in case of an emergency.
6. The consequences for inappropriate or disruptive use of electronic devices shall be:
  - a. **First offense:** the teacher may confiscate the item. The teacher returns the item at the end of class and will contact parents.
  - b. **Second offense:** the teacher may take the phone and bring it to the main office. Phone will be released to parent or guardian after administration has met/conferenced with parent or guardian.
  - c. **Third offense:** Teacher will bring phone to main office and fill out referral. Administration will conference with parent/guardian and students will result in a



parent/guardian conference with an administrator and 1 day of in-school suspension for insubordination.

**d. Habitual disruption of the learning environment because of more than three cell phone violations may result in a behavior plan, an out of school suspension, or more serious consequences.**

7. Refusal to relinquish these devices when requested will result in disciplinary action for defiance.

### C. DRESS CODE

The staff and faculty at Grand Junction High School are committed to providing a high-quality education for all students. In order to provide a safe, healthy learning environment that helps prepare students for their future, we work to help students understand and dress appropriately for their school day and extracurricular activities; while also providing equity and upholding the standards of the community. We also understand that styles and fashion change over time and we need to be adaptive to the needs of students and families, which is why we have outlined the following **expectations**:

1. Students are expected to dress appropriately and groom themselves for school and activities in a way that promotes safe, healthy, and legal choices.
2. Clothing should be neat, clean, tasteful, and modest.
3. Hoods and earbuds/air pods may not be worn in common areas and should not be worn in class without permission of the classroom teacher. Students should be engaged in their learning, easily identifiable, and able to hear instruction and announcements.
4. Shirt bottoms should at least touch waistband of pants when students are seated; excessive exposure of the midriff is not appropriate for school.
5. Clothing should be appropriate for the learning environment; requiring minimal upkeep and adjustment. Remember, some clothing may not violate the dress code; however, it may not be appropriate for school.
6. Clothing should conceal traditionally private areas of the body, including, but not limited to the buttocks, chest/breast, upper thigh (excessive). These expectations extend to visuals and artwork depicted on shirts and/or other clothing, as well as holes/tears in jeans.
7. Shoes must be worn at all times while on campus.
8. Students should change into clothes before coming to school; leave the pajamas and slippers at home.

In the same vein of promoting a safe, healthy learning environment, students are **prohibited** from wearing the following items:

1. Any item that threatens the safety and welfare of any person.
2. Clothing that depicts men or women in various stages of undress (If the person on your shirt is violating the dress code, you are violating the dress code)
3. Sweatshirts with hoods that can be used to cover the face.
4. Clothing that degrades any race, ethnicity, religion, gender, sexual orientation, or disability.
5. Bandanas or other clothing that may denote gang affiliation
6. Items that are obscene, profane, vulgar, lewd, or legally libelous. This include the implication of these elements, such as the Playboy logo, the use of \*\*\* to censor/modify swear words, etc.
7. Items that promote tobacco, alcohol, drugs, or weapons.
8. Items that are inflammatory or create a disruption to the learning environment.
9. Items advocate sex or sexual activity.
10. Strapless tops without a cardigan, shrug, or other outer layer.
11. Muscles shirts that expose the chest.
12. Clothing that disrupts the teaching-learning process.

13. Clothing that disrupt the safe and/or orderly school environment.
14. On Halloween (or the day closest to it) costumes are **not** to be worn during the school day or to school activities.
15. Appropriate athletic clothing must be worn in physical education classes.
16. Clothing normally worn when participating in school-sponsored co-curricular or sports activities (such as POMs and cheerleading) may be worn to school or school functions when approved by the sponsor, coach, and administration.
17. Costumes may only be worn (by students and/or teachers) during a specific class period(s) if the costume is tied to the curriculum or a given class. In addition, it must be school-appropriate, given the context of the unit or lesson. Teachers will work with the administrative team to determine what is acceptable/appropriate for a given project.
18. Students may participate in pre-approved dress-up day activities (such as Spirit Weeks, Homecoming, etc.) provided the attire is school appropriate (Orange and Black bandanas are acceptable on these occasions only.).
19. A student who is asked by a teacher to remove his/her hat or hoodie must comply.

If a staff member feels that a student is in violation of the dress code policy will address the student privately and may ask the student to correct the issue. The student may, after receiving rationale from the employee, correct the problem appropriately without further consequences or come to the main office for assistance.

If a student cannot promptly obtain appropriate clothing

- a. On the first offense, the student will be given a verbal warning (If necessary school appropriate clothing may also be given to students).
- b. On the second offense, the student may be given a written warning and an administrator may notify the student's parent or guardian (If necessary school appropriate clothing may also be given to students).
- c. On the third offense, the student will remain in the main office or other designated office area for the day and do school work. This will constitute an in-school suspension and a conference with parents or guardian may be held.
- d. On the fourth offense, the student may be subject to out-of-school suspension or other disciplinary action in accordance with relevant disciplinary procedures outlined in the school disciplinary code.

***\* Administration reserves the right to make changes to these policies during the year as trends change or new information comes to light.***

#### D. FEES

Students at GJHS may be assessed mandatory fees for extracurricular and interscholastic activities and for curricular activities. These fees must be paid before the student participates in either the extracurricular/interscholastic activity or the curricular activity.

1. Mandatory fees may be charged students for any extracurricular or inter-scholastic activity. For these purposes, extracurricular activities are those activities in which student participation is entirely voluntary, and is not required towards completion of any coursework for credit. If through voluntary participation in the activity a student earns course credit, the activity does not meet the definition of extracurricular.
2. A student may be required to pay fees related to the actual cost of textbooks or expendable supplies in connection with academic coursework. Fees charged for these purposes must be included on a fee schedule that has been approved by the District's Board of Education. Fees must be spent only for the purpose for which they were collected. Expendable supplies are those supplies that are consumed by the student during completion of required coursework.

Costs of travel are not considered to be expendable supplies. Costs of personal attire, such as gloves, shoes, PE uniform and uniform cleaning are considered to be expendable supplies.

If an activity is planned that will take place during normal classroom hours, such as a field trip or special assembly program, fees may be charged students as follows: mandatory fees as a condition of participation if the activity is not a required activity for completion of coursework for credit OR voluntary fees if attendance is required as a part of the curriculum.

Voluntary fees may be charged students for participation in an activity that is a required activity for completion of coursework for credit. All students must be allowed to participate, regardless of whether the voluntary fees have been paid.

All fees must clearly state whether they are mandatory or voluntary. All mandatory fees must specify any activity from which the student shall be excluded if the fee is not paid.

#### E. FLAG SALUTE AND PLEDGE OF ALLEGIANCE

1. At GJHS, students and staff are provided the opportunity to recite the Pledge of Allegiance every day.
2. If, based on personal convictions or religious beliefs, you do not want to recite the Pledge or salute the flag, we ask that you remain respectfully silent, not interfering with the rights of others to recite the Pledge and salute the flag.

#### F. HALL PASSES

Students who leave a teacher's class during the academic period to go to the rest room, the nurse's office, etc. will be required to have a hall pass, which will be provided by the teacher. The hall pass must be visible while the student is out of the classroom.

#### G. LOCKERS

##### 1. Hall Lockers

- a. Hall lockers are provided as a convenience to students. Hall locker assignments and changes will be handled in the main office. Students may have to share lockers. Lockers are the property of the school and the administration reserves the right to inspect the locker at any time without notice to the student. Hall lockers have built-in combination locks and the combinations are changed each school year. Students are responsible for keeping their lockers clean and orderly. No stickers will be allowed on the inside or the outside of the locker. Students who deface or leave their locker in an unsatisfactory condition will be charged a \$5.00 maintenance fee.
- b. Students are responsible for keeping their lockers locked. Students are advised not to share their locker combination with others. Students are also advised not to keep their lock on the "ready-to-open" setting. Students should spin the lock each time they open their locker, thus "relocking" it so that it cannot be opened without knowing and using the combination. **Students and families assume full responsibility for items stolen out of unlocked lockers.**

##### 2. PE. Lockers

- a. Lockers used in physical education (PE) classes are assigned by the students' PE teacher. Many of these lockers do not have a built-in combination lock. However, it is expected that students will lock all their belongings in their PE locker during their PE class. For those PE lockers that do not have built-in locks, there are two

options available. Students may either check out a combination lock from the PE Department or may provide their own. Students participating in school athletic teams may be assigned lockers in the team locker room. The same expectation applies as to securing a lock for the locker and always locking up personal items. Students should never bring valuable items into the locker room. **Students and families assume full responsibility for unsecured items stolen out of the locker room.**

- b. At the end of the term, when students will no longer have the PE class, it is expected that students will remove all their belongings from their PE locker and return the lock if they have checked it out from the PE Department. At the end of each semester, any students' belongings that remain in the PE lockers will be removed and kept for about two weeks available to be claimed. After that, they will be discarded or given to charities.

### 3. Music Lockers

Some lockers are also provided in the Music Department. These lockers do not have built-in locks. Students are responsible for providing their own locks to keep their items secure. **Students and families assume full responsibility for items stolen out of unlocked lockers in the Music Department.**

### H. RELEASE PERIOD(S)

Beginning junior year, students who have a 2.0 GPA or higher may qualify to have a release period in their schedule. **During the release period, students must be off campus, working quietly in the library, or under the supervision of a teacher.** Students on release may not loiter in the parking lot, commons, or other unsupervised areas of the school. Failure to follow this requirement may result in a student no longer having a release in their schedule.

Additionally, having a release in a student's schedule may prohibit them from earning an academic letter or being eligible for athletics. Families should work with their student's counselor to ensure that their student will continue to maintain the status required for academic honors and athletics.

### I. PARKING

Student driving and parking at GJHS is **a privilege, not a right.** This privilege is granted to juniors and seniors who use good judgment in the use of their vehicle and comply with district and school policies. Sophomores who maintain a GPA of a 3.0 will be given an opportunity to apply for a parking permit after the end of first semester and is based on spaces available. **In order to be granted permission to drive and park on campus, students must agree to the following procedures and rules:**

#### 1. Obtain Parking Authorization.

- a. Students who wish to park on campus must:
  - i. Present a valid driver's license, state motor vehicle registration card, and proof of insurance for all vehicles you intend to drive to school.
  - ii. Register their vehicles during Check-In Days. Registration will be available before and after school and during lunch once the school year begins.
  - iii. Parking permits will be issued for \$15 on a first-come first-serve basis to students who **do not have any outstanding financial obligations.**

- b. Parking permits will be issued for the current school year only and need to be renewed each school year.
- c. Only one parking permit will be issued per student. If a permit is destroyed, stolen, or lost, there is a \$25 replacement fee.
- d. Parking permits must be displayed on the rear view mirror of your vehicle.

## 2. General Parking Lot Rules.

In addition to the rules listed below, please note that students may not loiter in the parking lot.

- a. Students may park only in areas designated for student parking. Remember, parking is on a first-come first-serve basis. **A parking permit does not guarantee a parking place on campus.**
  - i. Spaces painted as **reserved** are for staff and visitors only.
  - ii. All other campus parking is reserved for juniors and seniors.
  - iii. Areas reserved for student parking:
    - Lots west and east of tennis courts
    - Spaces along north edge of band field
    - Spaces off alley along east edge of band field
    - Lot between alley and 7<sup>th</sup> street, access near tennis courts off alley
    - Lots east of 500 and east and south of 600 building
- b. Vehicles parked on school property may be searched for unauthorized materials. Any unauthorized materials found in the course of a search may be used as evidence in school disciplinary actions or criminal charges.
- c. The district and school are not responsible for any damages that may occur to a student's vehicle while driving and parking on campus, nor are we responsible for passengers being transported by a student driver.
- d. Upon entering the campus, students should immediately park their vehicles in an authorized parking space and report directly to the school buildings (no loitering in the parking areas).
- e. Students parking on campus should place their garbage in the trash cans located in the parking lots. **PLEASE HELP KEEP OUR CAMPUS CLEAN.**

## 3. General Driving Rules:

- a. The speed limit on campus is 10 miles per hour.
- b. Students must always yield the right-of-way to school bus traffic and pedestrians.
- c. Wear your seat belts.

## 4. Violations and Consequences:

- a. Any violation of the above-authorized procedures, disrespect or insubordination directed at school staff, vandalism of vehicles, and/or violation of general parking rules may result in detention, in or out-of-school suspension, revocation of driving/parking privileges, fines, and/or referral to local police for appropriate legal action.
- b. Fines will be levied for the following violations:
  - i. Parking without a student parking permit- **\$10.00**

- ii. Parking in a non-student designated (reserved) parking area-**\$10.00**
- iii. Parking in a “No parking” area- **\$10.00**
- c. Fines not paid within ten (10) school days may result in the revocation of the student’s driving/parking privilege. Seniors must pay all fines and fees prior to checkout and/or receiving graduation materials.
- d. Parking violations may also result in vehicles being towed at the owner’s expense.

## IV) STUDENT SERVICES

### A. ATHLETICS

#### Arbiter Athlete

All Athletic registration must be done through Arbiter Athlete at <https://www.arbiterathlete.com/>. Students and parents must sign up through this platform.

Arbiter Athlete is a secure registration platform that provides you with an easy, user-friendly way to register for our programs, and helps us to be more administratively efficient and environmentally responsible. When you register through Arbiter Athlete, the system keeps track of your information in your Arbiter Athlete profile so you enter your information only once for multiple uses, multiple family members and multiple programs.

### B. COUNSELING DEPARTMENT

The GJHS Counseling Department is located in the Counseling Center which is located adjacent to the Student Commons area. Students are encouraged to visit with the counselors for personal guidance, course scheduling, grade information and graduation requirements, career planning, college and scholarship information, tutoring and study help information, testing programs, and other information, as well as any home, school, or social concerns.

Our coordinator for gifted and talented students is Ms. Hillegas and Mrs. Plantiko is our coordinator for students with an Individualized Learning Plan (ILP).

### C. LIBRARY/MEDIA CENTER

#### 1. General Information

a. The Library Media Center is open on school days from 7:00 a.m. to 3:30 p.m. The library is available to students before school, at lunch, and after school. Students who visit the library during class time must have a library pass from their teacher, sign in at the reception desk, and sign out when they leave.

b. Students who have release periods may choose to spend that time in the library. There is the expectation that students on release periods sign in and out at the reception desk. Students are also expected to read or do schoolwork while spending release periods in the library.

c. The Library Media Center Web Site is <http://gjhs.mesa.k12.co.us/library>. Students may search for books as well as access databases, newspapers and e-books from the library's Databases/Newspapers page. To access these resources from home, students will be prompted for a username and password. Username = mesa\your username Password = your district password.

#### 2. Computer and Internet Use

a. Use of computers, technology and the internet in school is for educational purposes as stated in the school district's Responsible Use Agreement (RUA) that must be signed by each student prior to that student being given internet permission. Students will receive the RUA form to fill out when they first enroll in school here at GJHS. Once a student signs the RUA, he/she does not have to sign the agreement again while he/she remains at GJHS.

b. Library computers are used to support learning and to enhance instruction. It is a general policy that all computers in the Library are to be used in a responsible, efficient, ethical,

and legal manner. Failure to adhere to this code of conduct may result in revocation of computer access privileges.

- c. *Library computers should not be used for gaming*, unless a teacher is with his/her class in the media center and that teacher allows certain games to be played after work is finished or as a reward.
- d. Unacceptable uses of library computers include:
  - i. Changing any computer controls or settings.
  - ii. Altering any hard drive programming or records in the directory.
  - iii. Storing and/or loading software on computer hard drive(s) without permission.
  - iv. Copying commercial software in violation of copyright laws.
  - v. Accessing pornographic web sites.
  - vi. Using the computers for financial gain, for commercial activity or for anything illegal.
  - vii. Using instant message/chat lines without direct supervision of a teacher.
  - viii. Using someone else's user-name and password to access the Internet.

#### D. MEDICAL/HEALTH ASSISTANT

Students who are ill or injured should report to the Health Office (lower east hall) or to the main office if the Health Office is closed. Parents/guardians will be contacted when it is necessary for a student to go home. After the parent/guardian picks up his/her student at the Health Office, the parent/guardian should sign out his/her ill student at the Attendance Office for the student to be allowed to leave school.

Please note the following for medications(s):

1. Any medication that a student may need to take during school hours must be taken by the parent/guardian to the Health Office for safekeeping. No student may carry either prescription or over the counter medication on his/her person during the school day.
2. An authorization form must be completed for any medication that may need to be dispensed to the student during school hours.
3. For prescription medication, a physician and parent must sign the form.
4. Prescription medication should have the pharmacy label with name of student, physician, and dosage.
5. For over-the-counter medication, a parent must sign the form.
6. The medication should be labeled and in original/proper container.
7. All medication is to be supplied by parents.



## **CLUBS AND ORGANIZATIONS**

At GJHS, we offer a wide variety of clubs and activities. Below is a general list of our most common clubs and activities. We will post activity and club sponsors at the beginning of each school year as well as students should listen to the announcements to learn more about when the clubs meet.

Academic Team (Knowledge Bowl)	MESA ( <b>M</b> athematics <b>E</b> ngineering <b>S</b> cience
Acts of Random Kindness (ARK)	Achievement)
Advanced Leadership Team (ALT)	Mock Trial
Anime and Manga Club	Mountain Bike Club
Art Club	National Honor Society
Band Club	National Art Honor Society
Book Club	National Spanish Honor Society
Bowling Club	National Technical Honor Society
Chess Club	Orange & Black
Drama/Thespians Club	Pathfinder Board Game Club
EDUKT	Ski and Snowboard Club
FBLA	Spanish Club
Fellowship of Christian Athletes	Speech and Debate/Forensics
FCCLA	Sources of Strength
French Club	Student Council
Gay Straight Alliance (GSA)	Yearbook
German Club	Ultimate Frisbee Club
Granola Club	Video Production
INTERACT Club	





