

2025 - 2026 Deer Creek P&I Manual



2026-2027

Deer Creek Middle School
Student & Family Handbook
(Prevention & Intervention Manual)

JEFFERSON COUNTY PUBLIC SCHOOLS

2026 - 2027 Deer Creek P&I Manual

Note: Rules, policies, and requirements may change during the school year in response to needs that may arise or changes in district policies.

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Context for this Manual

This manual was created through thoughtful and detailed documentation of school policies, procedures, and systems. We believe that this manual will help the Mountaineer Community better support our students. It was created to intentionally be transparent, culturally responsive, and inclusive in the rules and regulations. It will encourage consistency in the established expectations of our community and further our progress in creating a culture of safety and belonging where all students can thrive. We believe that this manual will strengthen our practice and help ensure equitable experiences for students and families.

This edition of this manual is dated for the **2026-2027 school year**. This manual will continue to evolve and is considered a “living document”. It will be updated in an ongoing manner, as needed during the school year and at a minimum each July for the following school year.

Who We Are: Mission, Vision and Values

Mission and Vision

At Deer Creek Middle School, our mission is to provide a diverse educational environment that addresses the needs of all students.

A VISION FOR DEER CREEK

In order to meet the academic needs of students, we will:

1. Implement the Jeffco curriculum with fidelity,
2. Use formative and summative assessment data to guide instructional decisions,
3. Differentiate instruction to meet the needs of all students,
4. Make instruction engaging and relevant for students,
5. Provide a range of interventions to promote the proficiency of all students.

In order to meet the affective and developmental needs of students, we will:

1. Build positive relationships with all students,
2. Foster positive relationships among students,
3. Provide effective and developmental instruction for all students,
4. Recognize the accomplishments and successes of our students,
5. Maintain a consistent set of student expectations.

In order to build and maintain a positive work environment, we will:

1. Choose and express a positive attitude,
2. Create opportunities for staff social interaction,

3. Foster a climate of professional and personal support,
4. Recognize the accomplishments and successes within our staff,
5. Develop effective means of internal communication.

In order to build an effective partnership with parents, we will:

1. Present a welcoming environment,
2. Work jointly to develop student responsibility for behavior and learning,
3. Provide timely and accurate information to parents,
4. Utilize both electronic and personal means for communication,
5. Provide parents with the tools to effectively support student success in the middle school,
6. Support parental involvement in our school.

District Alignment

This manual is in alignment with Jeffco's vision, core values, and district policies and procedures.



Jeffco Thrives 2025 is the Strategic Plan for Jeffco Public Schools. Built on an opportunity to move our district from good to great to extraordinary, Jeffco Thrives is focused on four priorities:

- Our Learners. Our Future.
- Our People. Our Strength.
- Our Operations. Our Foundation.
- Our Community. Our Legacy.

VISION

Our vision is for Jeffco Public Schools to be a thriving district where all students achieve their biggest dreams.

MISSION

Our mission is to provide a world-class education that prepares all Jeffco students for bright and successful futures as local and global citizens.

VALUES

Focus on Students: In Jeffco, we make decisions and measure outcomes based on how well we serve our students. We exist to help students succeed and act with intensity to give our students the education they need and deserve, today.

Excellence: In Jeffco, we aspire to be a world-class school district which requires us to inspire one another to make an impact, focus on solutions, maximize our partnerships, and hold ourselves accountable for successful outcomes for all students.

Equity: In Jeffco, not all students, staff, and families are starting from the same place nor do they need the same things to reach their fullest potential. We view individual differences as assets to be leveraged as we help all students thrive.

Integrity: In Jeffco, acting with integrity creates honesty, trust, responsibility, and a spirit of transparency. It is a constant commitment to do the right thing for our students, staff, families, and community.

Belonging: In Jeffco, we cultivate environments where all students, staff, families, and members of our community are safe, accepted, respected, included, encouraged by others, and feel that their voices and perspectives are valued.

The Jeffco Thrives 2025 framework currently under review by our community has four priority areas and six guiding focuses. The Framework should be viewed through the lens of alignment to the District vision, mission, and values statements, which have been revised by our Board of Education.

Family Communication

If you are wondering who to contact for a specific question or concern, please look over our [Family Communication Chart](#).

Our Philosophy of Discipline

Our philosophy on discipline is using evidence-based systems, practices, and supports that are instructional, reflective, and restorative. Our work is to provide effective and efficient evidence-based instruction, supports, and restoration to maximize student outcomes. That being said, Deer Creek Middle School does support disciplinary consequences when needed; all discipline can and should have a restorative element, but this does NOT mean that students do not experience consequences for their actions to accompany any restorative work.

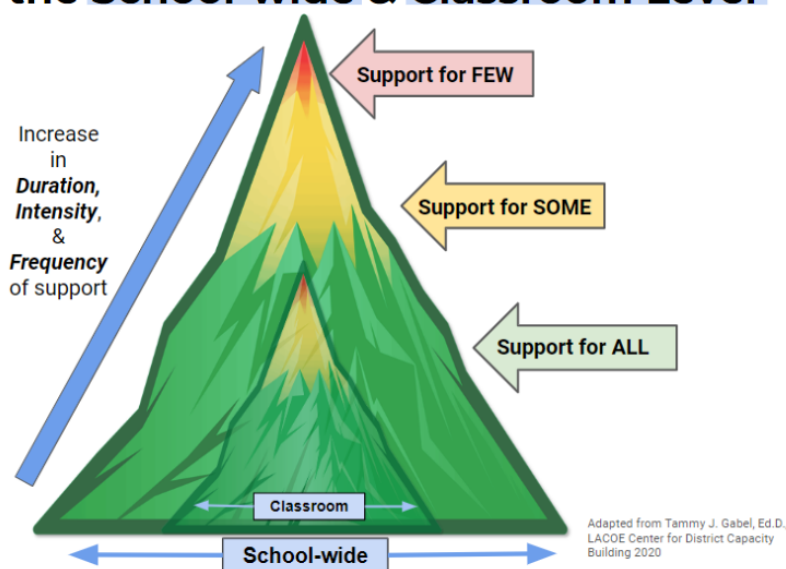
Wachtel (2003) describes restorative approaches as a move away from traditional forms of social control that can be experienced as punitive or oppressive. In contrast, restorative interventions treat each incident as an opportunity for learning and growth, and there is a focus on 'participatory learning and decision making processes' (Wachtel, 2013 in Mason et al, 2017, p. 24).

The goal of restorative practices is to work with others to have high levels of accountability (expectations, logical consequences) with high levels of support (validating feelings, scaffolding supports).

Avenues of Communication: Where do I go for Support?

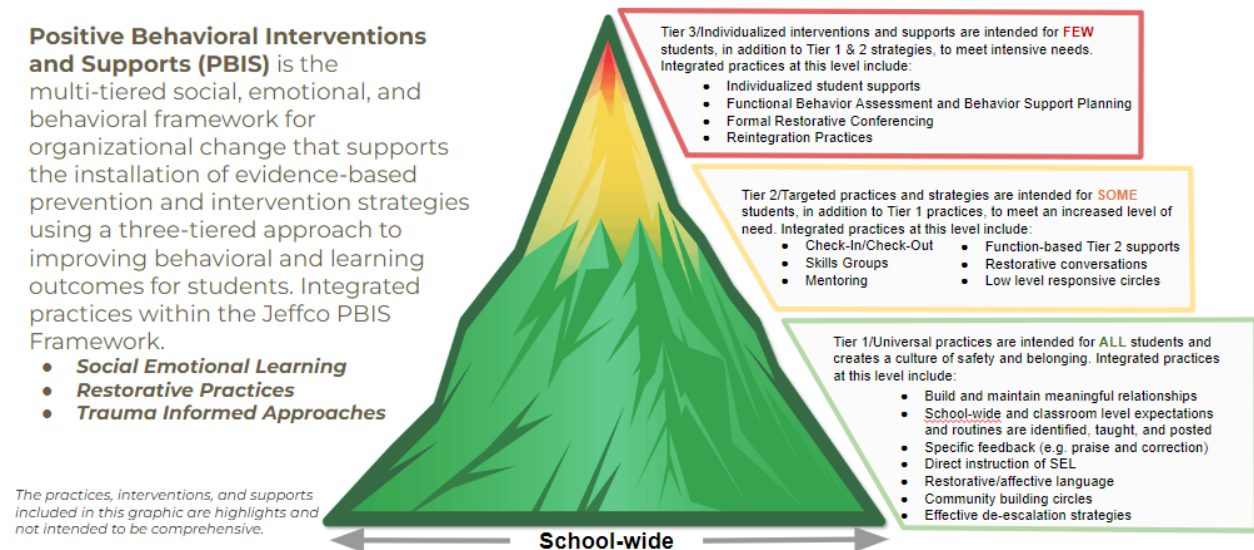
Deer Creek Middle School anchors our student supports and interventions in the following MTSS structure.

3-Tiered Approach Applies Across both the School-wide & Classroom Level



We teach social, emotional, and behavioral skills in the same way we teach academics in order to prevent unwanted behavior in the classroom. When instructional strategies alone are not enough to prevent unwanted behavior, these behaviors are approached as skill deficits and responded to with opportunities to build skills and make choices. Response strategies may be intensified as needed, until school-wide supports are warranted to assist the classroom teacher to better support student needs.

Deer Creek Middle School also incorporates PBIS (Positive Behavioral Interventions and Supports) to deepen our practice of providing students safe and equitable access to thrive in our community and academically. The graphic below illustrates a continuum of tiered school-wide PBIS practices to support all students with improving social, emotional, and behavioral skills.



Integrated Practices within a School-Wide Social, Emotional & Behavioral Support Framework

Tier 1	Practices
Tier 1/Universal practices are intended for ALL students and creates a culture of safety and belonging.	• Build and maintain positive relationships • School-wide expectations and routines are defined, taught, and posted PEAK Expectations and Behavior Flowchart below • Specific feedback (e.g. acknowledgement and correction) • Direct instruction of SEL • Restorative/affective language

	• Base Camp and Community building circles (Trail Talks) • Effective de-escalation strategies • Bully prevention practices • 6th Grade Mentorship (Mountain Guides)
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Tier 2	Practices
Tier 2/Targeted practices and strategies are intended for SOME students, in addition to Tier 1 practices, to meet an increased level of need.	• Check-In, Check-Out • Skills Groups • Responsive Scheduling • Brief functional behavior assessment and behavior support planning • Restorative conversations • Low level responsive circles

Tier 3	Practices
Tier 3/Individualized interventions and supports are intended for FEW students, in addition to Tier 1 & 2 strategies, to meet intensive needs.	• Individualized skill support • Individualized behavior support • Individualized mental health support • Complex functional behavior assessment and behavior support planning • Formal Restorative Conferencing • Reintegration Practices • Behavior Contracts • Safety Plans Disciplinary responses in conjunction with intervention may be appropriate, but discipline alone is not a Tier 3 intervention.

Integrated Practices within a Classroom Level Social, Emotional & Behavioral Support Framework

Tier 1	Practices
Tier 1/Universal	• Build and maintain positive relationships

practices are intended for ALL students within the classroom and create a culture of safety and belonging.	• Design effective classroom environments • Develop and teach predictable classroom routines • Define, teach, and post PEAK expectations based on school-wide expectations • Deliver engaging, hands-on instruction with real-world context • Provide prompts and active supervision • Provide specific feedback and coaching • PEAK Passes
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Tier 2	Practices
Tier 2/Targeted practices and strategies are intended for SOME students within the classroom, in addition to Tier 1 practices, to meet an increased level of need.	• Remind, Redirect, Reteach, and Restore • Increase connections • Target prompts & supervision • Target reduction of known triggers • Restorative Conversations

Tier 3	Practices
Tier 3/Individualized interventions and supports are intended for FEW students in the classroom, in addition to Tier 1 & 2 strategies, to meet intensive needs.	• Refer and Reintegrate • Individualize physical design • Individualize routines • Intensify connections • Intensify & individualize prompts for social emotional, and behavioral skills • Individualize the reduction of known triggers • Classroom Contracts

Discipline Practices

Restorative practices are put in place in response to an incident of harm. When an incident occurs, the restorative practices approach asks questions and seeks resolution and learning through the discipline process. This approach aims to develop lagging skills and repair relationships while considering how to reintegrate individuals back into the community.

When discipline is approached restoratively, we can hold students accountable with logical consequences and continue to strengthen relationships with them. Discipline is done with, rather than to, the student by maintaining high expectations for how they treat each other while also providing a high level of support as they work to change their behavior.

This restorative approach to teaching and reteaching behavior also allows for an intentional process that gives each incident the individual attention it deserves. The team can listen to student perspectives and, as adults, model taking responsibility for actions. In this “sweet spot” of discipline, team members are far more likely to walk away from a disciplinary conversation feeling like we know students better and have a concrete action plan vs. feeling frustrated.

The information below provides outlines for both school and district behavior expectations and also outlines the expectations for response to both minor and major student behavior.

- PEAK Matrix

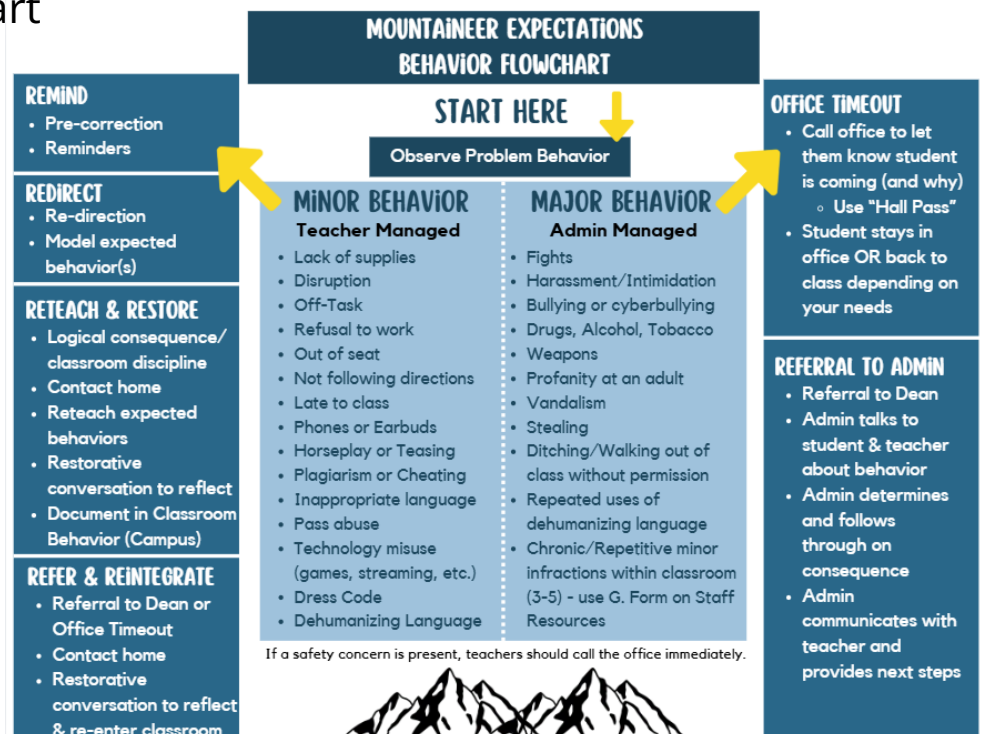


Deer Creek Middle School Behavior Matrix

'Mountaineers are...'

P Prepared	E Engaged	A Accountable	K Kind & Respectful
• Be in your assigned seat with needed supplies & charged Chromebook before the bell • Take care of needs during passing periods (bathroom, fill water bottle, etc.) • Leave your space ready for the next person • Keep cell phones, wireless earbuds, toys, stuffed animals, and other electronic communication devices in locker	• Listen attentively to instruction & directions • Complete high quality work on-time • Actively participate • Ask for help when you need it (advocate) • Notice when you are off-task and refocus your attention	• Take ownership of mistakes and take steps to change • Use Chromebook only for assigned work • Alert an adult to unsafe situations or if you need help to resolve a conflict • Check your grades regularly and follow-up on low or missing grades • Use school- appropriate language	• Contribute to a space that is safe and inclusive of others • Treat people, places, and things with kindness and respect • Allow others to teach and learn • Use words to help and not to hurt • Keep hands and feet off others and their stuff

Behavior Flowchart



- Jeffco Discipline Matrix
- District P&I Manual

DEHUMANIZING LANGUAGE

Deer Creek Middle School is committed to cultivating a culture of belonging and inclusive environment where all people feel appreciated, validated, accepted, and treated fairly. When we create a culture of dignity, it leads to a culture of belonging which increases engagement and inclusion which results in achievement.

Therefore, we all, district employees and students, share the responsibility to ensure that harassment does not occur at any school in the district, on any district property, or at any school-sanctioned activity or event on or off school property.

To dehumanize someone is to make a person or group feel or appear less than human. Harassing conduct may include dehumanizing language, epithets, slurs, negative stereotyping, threatening, intimidating acts, denigrating jokes, writing or graphic material that denigrates, shows hostility or aversion toward an individual or group that is placed on walls or elsewhere on school property or circulated by email, phone, text messages, social networking sites, or other means.

Teacher Expectations	Student Expectations
Incident #1	
• Respond to the student in front of others stating that this kind of language does not create a sense of belonging, makes people feel less than human, and does not align with Deer Creek's values • Staff will give student lunch detention • Staff will contact home about the incident and consequence	• Student attends lunch detention • Student reflects on impact and intent of actions (<u>Reflection Document</u>)
Incident #2	
Admin/Office Referral • All of the above AND • Staff contacts admin about incident • Admin proceeds with Office Lunch Detention (in place of a classroom lunch detention)	Admin/Office Referral • All of the above AND • Student receives Office Lunch Detention (in place of a classroom lunch detention)

Incident #3	
Admin/Office Referral • All of the above AND • Staff contacts admin about incident • Admin proceeds with disciplinary action which may include <i>In School Suspension</i> • Family Meeting/Call to discuss <u>family reflection</u>	Admin/Office Referral • All of the above AND • Student receives disciplinary action which may include <i>In School Suspension</i> • Family and student will receive <u>family reflection</u> to discuss
Incident #4	
Major Referral and Plan • All of the above AND • Disciplinary action may include Out of School Suspension • Creation of a <u>Student Success Plan for Addressing Dehumanizing Language</u> with the family and student. Plan may include interventions such as increased supervision, proximity to staff, check in/check out, or limits of technology,	Major Referral and Plan • All of the above AND • Student receives disciplinary action which may include Out of School Suspension • Participate in Family Meeting to discuss and follow <u>Student Success Plan for Addressing Dehumanizing Language</u>

RESOURCES:

[Addressing Dehumanizing Language Resources](#)

[Addressing Dehumanizing Language Presentation](#)

Tobacco and Vapes

Possession of, smoking, use of any tobacco product, or paraphernalia (including vapor pens, hookah pens, etc.) in or on school property or at any student activity sponsored by the district shall be grounds for in-school and/or out of school suspension depending on the severity of the situation. All tobacco products will be confiscated and destroyed.

Safety Responses (Emergency Procedures)

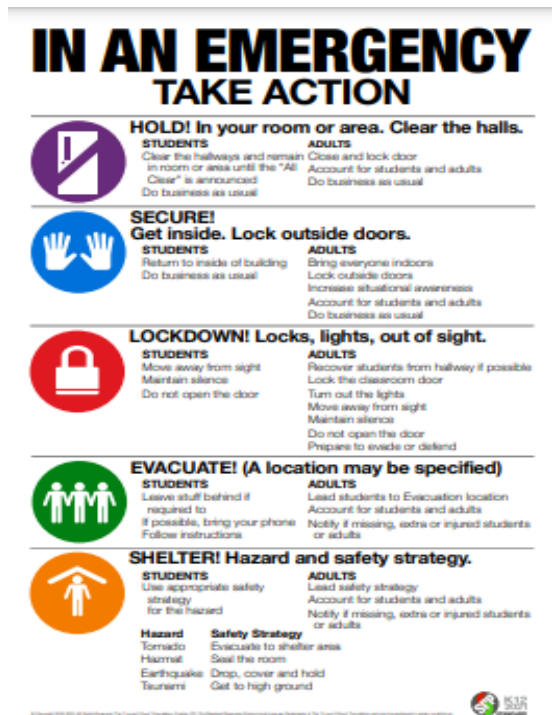
STANDARD RESPONSE PROTOCOL

Jeffco uses the Standard Response Protocol (SRP) to provide a set of common emergency procedures across the district. Although different types of situations call for different responses, the most important role of students in any emergency situation is to remain silent, listen carefully and follow school staff directions. While the SRP provides standardized procedures, each emergency presents unique challenges that may require a staff member to guide students in a change to practice or procedure to maintain the safety of students.

Families of students must check in with the Attendance Secretary *before* being buzzed into the main section of the building. Please do not enter the building without checking in with the Attendance Secretary at the first window.

REPORTING INCIDENTS

Students may experience or witness student behaviors that do not follow the behavioral standards and expectations. When a student needs assistance from an adult because of such behaviors, they should seek help from a teacher, counselor, administrator, or other adult in the building as soon as possible. Students may report incidents in confidentiality, and may be encouraged to submit an Incident Report describing the behavior concern to a school administrator. If anonymity is essential, a student may use Safe2Tell (at www.safe2tell.org or calling 1-877-542-7233) to report a concern, understanding that it can be difficult to resolve a concern without sufficient details and an opportunity for the concern to be investigated further. For that reason, we highly recommend reporting a concern directly to a school staff member.



ACADEMICS

ACADEMIC PROGRAMS

Our goal at Deer Creek Middle School is to help all students achieve their highest potential. 6th grade students explore Humanities and STEM pathways each trimester through exploratory courses. After 6th grade, we offer two pathways for student focus, Humanities and STEM, with enrichment and support as well as differentiated instruction within the classroom for all learners. For more information about our academic programs, please visit our website. Pathways are chosen for 7th grade.

SCHEDULE CHANGE POLICY

All requests for schedule changes will be governed by the following guidelines:

If an error has been made in the scheduling of courses, the student must complete the [Schedule Change Google Form](#) requesting a change of schedule.

The following circumstances are considered errors:

- Student does not have the required prerequisite to be in the class
- Student is missing a core content class (Math, ELA, Social Studies, Science)
- A course is scheduled which the student had not selected

Schedules will not be changed for the following reasons:

- Students or parents requesting a teacher change
- Different lunch/recess/class (friend, time of the day, etc.)
- Student changes their mind about a class

Any schedule change requests must be submitted through the online Google Form.

Submission of the Schedule Change Google Form does not guarantee the change can/will be made. The [Schedule Change Google Form](#) can be found on the DCMS homepage, click on the counseling tab and select course registration. All requests via the Google Form must be completed prior to or during the first week of the trimester. Trimester schedules are finalized at the completion of the first week of the new trimester.

NO changes will be considered through emails, phone calls or office visits; you must use the schedule change request form.

High School Credit for Middle School Classes

Students have the opportunity to take advanced Mathematics and World Languages coursework at Deer Creek. These courses follow the same Colorado Academic Standards and curriculum as the courses offered at the high school level and are one way we provide accelerated and challenging coursework to our students. Successful completion of any of the eligible courses listed below will automatically award the student high school credit. This means that the course name and letter grade will appear on the student's high school transcript. The grade will not be calculated into the student's high school GPA.

Which courses are eligible?

- **Mathematics:** Algebra 1, Geometry or higher.
 - All students graduating from Jeffco Public High Schools are required to complete 3 years of Mathematics, in addition to an additional demonstration of readiness. For more information, please visit the [Jeffco Graduation Requirements website](#).
- **World Languages:** Any course Level 1 or above, or a 101/102 combination.

The above courses are exclusive of summer school courses as stated in Board policy IKF.

Please note:

If athletes are planning to enroll in college as freshmen and wish to participate in collegiate athletics, they must be certified by the NCAA Initial-Eligibility Center. Students should register with the NCAA eligibility center, at <http://eligibilitycenter.org/>, no later than the end of their junior year. It is the students' and parents' responsibility to verify their eligibility for NCAA participation and to register each year for NCAA approved core courses. Students should meet with their counselor no later than the end of their sophomore year to ensure their course plan is on track with eligibility requirements.

GRADING POLICIES

Deer Creek uses a standards-based grading system that is consistent with research-based, data-driven educational practices. All students will receive two separate grades in each class.

The primary goals of standards-based grading and reporting are:

- To assess and report what each student knows and is able to do in relation to curriculum content, which is aligned to district and state standards (Content Knowledge Grade).

- To demonstrate the connection of positive and consistent work habits and behavior to student learning (Work Habits Grade).
- To provide guidance regarding interventions needed for student success.

How are Content Knowledge Grades determined?

1. Content Knowledge Grades are based on student demonstration of academic achievement; therefore, Content Knowledge Grades are:
 - Determined by a body of academic evidence that supports the achievement of standards in a content area.
 - Determined through the use of multiple assessments over time as well as the opportunity for retakes if necessary. Retake opportunities/multiple opportunities for demonstration of learning are an integral part of standards-based grading and reporting.
 - Reflective of tasks completed, whether in or out of class, to demonstrate an understanding of content knowledge and skills (e.g. assessments, demonstrations, projects, presentations, research papers, etc.).
2. Content Knowledge Grades for each trimester reflect the standards embedded in the course during that term and should be aligned accordingly with expected progress for the trimester.

Content Knowledge Grade Descriptors for Trimester Grading Scale:

Name	Score	Min Percent
EXCEEDS STANDARDS	A	3.5
MEETS STANDARDS	B	2.6
PROGRESSING TOWARD STANDARDS	C	1.8
DOES NOT MEET STANDARDS	D	1
INSUFFICIENT EVIDENCE	I	0

3. Because content knowledge grades are a reflection of student learning and achievement, teachers do not offer extra credit opportunities. Students should utilize retakes and redos that their teachers offer to demonstrate their growth and mastery over content.

Content Knowledge Grades will be used to calculate grade point average (GPA).

How are Work Habits Grades determined?

Work Habits Grades are based on student demonstration of behaviors related to work completion, preparedness for learning, participation, and following classroom expectations. A sample Work Habits rubric is attached. These behaviors contribute

to academic success as well as the ability to be lifelong learners and positive contributors to society.

Specifically, Work Habits Grades are:

- Determined based on tasks that are assigned for practice or preparation, including homework completion and homework quality. (Homework that is strictly practice will be considered a Work Habits Grade. Homework that is an integral part of an assignment, such as a Science lab report, essay, or component of a project, will be a Content Knowledge Grade in most cases.)
- Determined by other factors such as work completion, class participation, neatness, effort, class behavior and attitude, student notebooks, and journals. This data may be collected through observation and objective indicators.

Work Habits Grade Descriptors for Trimester Grading Scale:

Name	Score	Min Percent
EXCEEDS EXPECTATIONS	A	3.5
MEETS EXPECTATIONS	B	2.6
INCONSISTENTLY MEETS	C	1.8
DOES NOT MEET EXPECTATIONS	U	0

Work Habits Grades will not be part of the grade point average (GPA).

Student grades are updated routinely and can be viewed through Infinite Campus by both parents/guardians and students. Deer Creek counselors are available to work with families on academic issues, peer relationships, and personal situations. The administrators are also available to meet with families and teachers. When communication is effective, the likelihood of student success is significantly improved.

Access to student assessment data (district and state assessments) can be found under [Student Insights](#).

HONOR ROLL

Honor roll is awarded each trimester to students who meet the following criteria:

- For High Honors, a Content Knowledge term grade point average (GPA) of 3.75 or higher AND Work Habits term grades of A or B in all classes.
- For Honors, a Content Knowledge term grade point average of 3.5 to 3.74 AND Work Habits term grades of A or B in all classes.

STUDENT RETAKES, MAKE-UP WORK, AND ADDITIONAL SUPPORT (Responsive Scheduling)

In order to redo work, students may be required to meet additional conditions, such as obtaining a parent/guardian signature on the original work, attending Responsive Scheduling (help sessions), or completing corrections with the unit of study.

Makeup work will be provided for any class in which a student has an excused absence. It is the student's responsibility to pick up any makeup assignments the day they return to class. There shall be two days allowed for makeup with an excused absence.

For additional information, please see Board Doc, JH - Student Absences and Excuses

During Base Camp, on Wednesdays, and Thursdays, teachers can create Responsive Scheduling help sessions and schedule students on those days to go directly to that teacher's class during Base Camp.

- Responsive scheduling is a feature in Infinite Campus that allows teachers to assign students to Responsive Scheduling (help sessions) offered during Base Camp on Access days (W/R).
- Teachers may schedule students for Responsive Scheduling for a variety of reasons, including additional help, make-up work, assessments, skills groups, school service work, etc.
- Students will check their schedules each day to see where they go during Base Camp on a Responsive Scheduling day. They will go directly to that teacher for Base Camp that day instead of their Base Camp teacher.
 - Students are expected to attend the responsive scheduling teachers have scheduled. If they do not, they will have an unexcused absence (not excusable by parents). If students have a pattern of unexcused absences during Base Camp, teachers will reach out to families.
 - If a student needs more time with a teacher, they should advocate to their teacher to get extra help and be scheduled for Base Camp.

LATE WORK POLICY

All work is expected to be turned in by the class period that it is due. All teachers accept late work for full Content Knowledge credit before the final unit assessment within the current unit of study. The Work Habits grade will be impacted by work that is turned in late.

ACADEMIC HONESTY POLICY

Cheating, plagiarism, or fraud include, but are not limited to:

- Copying the work of others (friends, published writers, internet or other resources) without proper citation.
- Allowing others to copy your work or doing the work for them.
- Presenting the work of others (words or ideas) as your own.
- Cheating on tests, quizzes or class work.
- Forging a parent/guardian signature.
- Using AI (artificial intelligence) without the teacher's permission.

First Incident

- The original assignment is not accepted.
- Parents/guardians are notified.
- Student will be required to redo the assignment under teacher direction.
- Student will receive full Content Knowledge credit for the redone assignment, but the Work Habits grade will be impacted.
- Administration is notified - record of academic dishonesty is marked in the student's Classroom Behavior tab in Infinite Campus.

Second Incident

- The original assignment is not accepted.
- In-school suspension is assigned.
- Parents/guardians are notified.
- Student will be required to redo the assignment during suspension.
- Student will receive full Content Knowledge credit for the redone assignment, but the Work Habits grade will be impacted.
- Record of academic dishonesty is updated in the student's disciplinary file under Behavior.

Subsequent Incidents

- Assignment receives a zero with no opportunity to redo the assignment for any credit.
- Out-of-school suspension is assigned.
- Parents/guardians are notified.
- Record of academic dishonesty is updated in the student's disciplinary file under Behavior.

ARTIFICIAL INTELLIGENCE (Jeffco AI Beliefs)

For Artificial Intelligence, students must receive prior teacher approval to use AI on any assignment. Every assignment is subject to a verbal follow-up review to support assessment measures of a student's learning.

COMMUNICATION

COMMUNICATION

In addition to quality programs, another key component to student success is open communication between the student, teacher, and family. We have several systems in place to enable and encourage communication between the school and the home, including voice mail, e-mail, the Deer Creek website, Google Classroom, and Infinite Campus. For questions about a specific class, please contact the teacher directly.

Student grades are updated routinely and can be viewed through Infinite Campus by both parents/guardians and students. Deer Creek counselors are available to work with families on academic issues, peer relationships, and personal situations. The administrators are also available to meet with families and teachers. When communication is effective, the likelihood of student success is significantly improved.

Deer Creek utilizes Infinite Campus as the one and only place to communicate grades to students and parents. While Google Classroom is used to communicate teaching and learning, it should not be used to examine student grades and missing assignments. We recommend downloading the Infinite Campus app onto your mobile device and enable notifications within the app (in the app go to “settings” then “notification settings” and check any notification boxes you want on your device).

Infinite Campus

Jeffco utilizes a student information system called Infinite Campus, which can be accessed from the school website or by clicking on the Icon below. Parents/guardians may access contact information, student attendance, grades and progress reports, health and immunization records, emergency information, electronic usage agreements, and class schedule by logging into Infinite Campus. In addition, student fee payments, free and reduced lunch applications and the annual registration process can be done through Infinite Campus.



EMAIL

All Deer Creek faculty have Jeffco email accounts. Teachers and staff check their email daily, and email is the best tool to receive a timely response. Teacher emails can also be accessed through the Deer Creek web page or the Infinite Campus.

Please use the email ending in @jeffco.k12.co.us to ensure your message is sent to the person.

WEB SITE

The Deer Creek website is an excellent way to stay informed about school events, school news, and forms and documents. Go directly to the Deer Creek site at DeerCreekMountaineers.org, which provides links to Deer Creek and Jeffco resources.

NEWSLETTER & WEEKLY UPDATES

A monthly school newsletter is published to update you on important issues and events at Deer Creek. The newsletter is sent electronically and is also available on our web page. We will also send out weekly updates and reminders throughout the school year to all email addresses listed on Infinite Campus.

Building Wide Policies

ATTENDANCE

In order for students to fully benefit from Deer Creek's educational programs, regular attendance is necessary. When students miss more than 5 days of school in a trimester, a parent/guardian may be contacted by school personnel to discuss the issue and assist in creating a plan for regular attendance. If a pattern of absences continues, families will be notified in writing of [Jeffco's attendance policy](#) and the consequences for continued absences.

To report a student's absence or late arrival, parents/guardians are asked to record the absence in [Infinite Campus Parent Portal](#) or to call the attendance line prior to the start of school by calling (303) 982-3809. A recorded message will ask for the student's name, the spelling of the last name, the date and time to be missed and the reason for the absence. If a student is marked absent, a parent must call within 24 hours to excuse the absence. Otherwise, the absence will be marked as unexcused.

The following shall be considered **excused absences**:

- A student who is temporarily ill or injured or whose absence is approved by the school administration on a prearranged basis. Prearranged absences

shall be approved for appointments or circumstances of a serious nature only, which cannot be taken care of outside of school hours.

- A student who is absent for an extended period due to physical, mental, or emotional disability.
- A student attending a funeral, legal obligations, medical procedures or extenuating circumstances determined by the principal.
- A student attending a school sponsored activity or receiving Jeffco educational services.
- A student who is suspended or expelled.
- A student in out-of-home placement (as that term is defined by C.R.S. 22-32-138 (1)(h)), absent due to court appearances and participation in court-ordered activities so long as the student's assigned social worker verifies the student's absence was for a court appearance or court-ordered activity.

The district may require suitable proof regarding the above exceptions, including written statements from medical sources.

The following shall be considered **unexcused absences**:

Unexcused absences are defined as absences not covered by the foregoing exceptions. Each unexcused absence will be entered in the student's record. The parents or guardian of the student receiving an unexcused absence will be notified by the school of the unexcused absence.

The district may initiate judicial proceedings to enforce compulsory attendance if a student is absent four days in one month or 10 days in one year.

Early Dismissal

All students must be checked out by a parent/guardian with a photo ID.

If your student needs to be dismissed during the school day, please record the early dismissal in the Infinite Campus Parent Portal or call the attendance line before arriving at the school. If possible, please make the request early in the day to ensure there is enough time for us to receive it. Requests made after 11:45 am, or within 2 hours of pick up time may not be honored until your arrival.

Pre-Arranged absence form

Pre-arranged absence form needs to be completed and turned into the attendance office for 3 or more days. Absences for more than 3 days will **NOT be accepted** through the request campus portal or hotline. Students must be in good academic standing and have no more than 10 absences (excused or unexcused) for the absence to be excused. Completing this form does not guarantee an excused absence as the Principal will determine if the absence is excused.

Lunch Out of Building

Parents/guardians taking students out of the building during scheduled lunch times are asked to return to school before the start of the next class.

Automated Attendance System

Deer Creek uses an automated attendance system that will contact the designated parent/guardian in the evening if a student absence is unexcused. If you receive a call regarding an absence that you believe to be in error, please have your student talk/e-mail the teacher to find out if it is in error; teachers will then work with the attendance secretary to correct any errors.

Deer Creek Middle School is a closed campus. Once students arrive at school, they will be considered “truant” if they leave without being checked out of the attendance office by a parent/guardian. This includes the time before school starts, after bus or car drop-off, or upon arrival on foot. Behavior infractions while truant will be addressed as if the student is “on school grounds.”

TARDINESS

Students are considered tardy when they are not in class and ready to begin when the bell rings. The school opens at 8:40 AM each morning and 1st period begins at 8:50 AM. Students who arrive at school after 8:50 must sign in at the main office and will be given a pass; however, this pass does not excuse the tardiness, it only allows the student to proceed to class. Parents/guardians may call the attendance line to excuse a 1st period tardy, but repeated tardiness may result in school consequences. Families who have students who are habitually late to 1st period may be contacted to discuss the issue and assist in creating a plan for regular attendance.

Students who are late to class during the school day may be given consequences by the classroom teacher or Admin. If a pattern of tardiness occurs, families may be contacted by a counselor or administrator to determine a course of action to support a student in demonstrating timeliness during school. Students who have

more than one unexcused tardy in a school day may have a lunch detention as a consequence.

Frequently asked questions about attendance

My student was marked absent or tardy during the day and I believe it was a mistake, what do I do?

- Log into the campus portal and click on attendance. Sometimes staff have comments on why the absence or tardy is marked unexcused.
- Students are encouraged to speak with their teachers on why they were marked unexcused. If the student and teacher agree that it is a mistake, the teacher will reach out to the attendance secretary to resolve the issue. Only staff can request a previous attendance change.

I submitted a request through the Absence Requests tool in campus. How do I know if you got it or if it was approved?

- Log into the Absence Request tool in the Campus Portal. Click on View Requests at the bottom of the screen. Click on the request and check the status.
- You can also check Attendance in the Campus Portal.
- Please remember any request made after 11:45 am or within 2 hours of pick up time may not be honored until your arrival.

Clubs

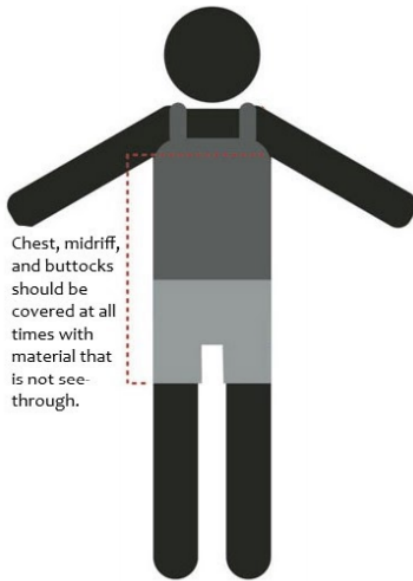
If students are wanting to start a club, they need to seek approval from administration first and then find a sponsor/supervisor. In the meeting with the administration, rules and policies will be discussed.

DRESS CODE

Deer Creek recognizes that the responsibility for the dress and appearance of students generally rests with individual students and their parents/guardians, and that students may wish to express themselves through their dress and appearance. Student attire shall not, however, be disruptive to the educational environment or compromise the maintenance of a safe and orderly school. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements outlined in this policy.

- Students must wear footwear with a protective sole, a top, and a bottom (pants, shorts, leggings, skirt, etc.) while on school premises.

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- Students must wear clothing that completely covers midriff (front and back) and private areas (genital region, nipples, and buttocks).
 - Tops must have sleeves or straps.
 - Bottoms must provide adequate coverage while walking, sitting, and standing.
 - Clothing must cover undergarments (waistbands and bra straps excluded).
 - See-through, mesh, or sheer garments may only be worn with clothing underneath that meets the dress code.
 - Some courses and activities may have specific requirements (i.e. safety gear, athletic attire, uniforms, footwear, hair tied back).
 - No hats, hoods, sunglasses, facial masks (except for “medical safety masks”), face makeup, bandanas, or other attire/accessories that obscure the face or distracts within the learning environment (i.e. costume-esque - for example, capes, tails, cat ears, etc., and anything else questionable at the discretion of administration) are allowed inside the building during school hours, unless approved by school administration for religious, cultural, or medical reasons.
 - Attire cannot contain inappropriate messages:
 - No vulgarity, obscenity, violence, guns, weapons, drugs, alcohol, tobacco, or sexual images or references.
 - No hate/demeaning speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
 - No gang-related attire or grooming, including clothing, jewelry, bandanas, emblems and/or badges which by virtue of color, arrangement, trademark, or other attribute is associated with any gang membership or affiliation.
 - No attire that poses a health or safety concern, including chains and spikes.
 - Reasonable cleanliness of student clothing is required as a matter of general health and welfare.



The school administration will make the final determination regarding the compliance of all attire. In accordance with Jeffco Policy JICA, violation of the student dress code shall include notifying the student of the violation and a requirement that the dress or appearance be corrected before the student reenters the classroom, school environment, and/or school-sanctioned activity or event. Students will have the following options to comply with the dress code for the remainder of the day:

- Wear their own alternative clothing, if available at school
- Wear the school-provided gym uniform
- Call a parent/guardian to bring alternative clothing

At the discretion of the school administration, a parental conference may be held. Repeated violations may result in disciplinary action.

HALL PASSES

Students must acquire an official pass from a staff member to be in the halls during class time. If students do not have a pass, they will be sent back to their classroom to obtain a pass. Students should use the passing period to use the restroom, get a drink, refill water bottles, and get supplies from lockers in order to minimize missed class time.

BASE CAMP (ADVISEMENT)

- Base Camp meets every day.
- Students should utilize Base Camp time in a productive manner that is not disruptive to other students in the classroom.
- During work time, students are expected to read or work independently on schoolwork.
- Students are expected to participate fully in all aspects of Base Camp in an appropriate manner that communicates respect to all students and adults in the classroom.

RESPONSIVE SCHEDULING

Deer Creek is using the Base Camp period on Wednesdays and Thursdays to schedule students out of their regular Base Camp class and into help sessions. These sessions may be for extra help, make-up work, clubs, support groups, or other small group needs. These are called responsive scheduling. If a student is requested, they are required to attend the session.

- Students are expected to check their daily schedule in Campus during the week to check for Responsive Scheduling that teachers have scheduled for them.
- Students can check to see if they have responsive scheduling by following the directions provided in [this link](#).
- Parents/Guardians cannot excuse a missed session.

LUNCHES

Students may bring their own lunch from home, receive the free standard lunch from the cafeteria, or purchase a la carte items. Students may deposit money into their personal lunch accounts at any time.

- Negative balances (lunch loans) are not allowed.
- If a student does not have sufficient funds in their lunch account, they will not be able to purchase a la carte items, but they can receive a free lunch.

If students forget lunch, students may get free lunch from the cafeteria. Parents may drop off food in the front office and students will receive a pass to pick it up at the beginning of their lunch. We do not accept food deliveries from outside vendors for students (i.e. GrubHub, Uber Eats, etc.).

Families are encouraged to use the SchoolCafe system to pay and monitor lunch accounts. With this program, parents/guardians may deposit money into their student's lunch account, monitor amount spent per day, check balances, be alerted when a student's account falls to a specified level, and set up automatic payments

to the account when it is depleted. A link to SchoolCafe is available on the school website under Family Resources.

Student ID cards are required to get lunch from the cafeteria. If students do not have their ID card, a new ID will be printed once the student pays the \$5 in cash. You can also print a paper copy from Infinite Campus - all you need is the barcode that identifies the student. Students who do not bring their physical ID card will be released to get their lunch after all other students have received their lunch.

Although students will often utilize their technology in class, it is important for students to develop healthy social interactions and have time away from device screens. Accordingly, the lunch room and recess time are considered Technology-Free Zones, where students can interact with one another without the interference or distraction of technology, including Chromebooks, laptops, tablets, iPads, cell phones, Bluetooth devices, and any other electronic devices. All devices (computers, cell phones, wireless earbuds, etc.) should be stored in the student's locker during the lunch period.

Students will have opportunities throughout the school year to choose their lunch table. Once lunch tables have been chosen, there will not be any opportunities to move tables until the next time the entire lunch group chooses new seats. Individual table change requests are not permitted.

FOOD AND DRINK

Water is the only food or drink allowed outside of the cafeteria - including breakfast. Students are encouraged to bring refillable water bottles for use throughout the day to maintain hydration. Water bottles should have a tight-fitting lid that is **not** a squeeze top. Students may refill bottles during the passing period. Students will be asked to dispose of all drinks besides water outside of the cafeteria. Snacks are not permitted in the classroom or the hallways.

Deer Creek prohibits the consumption of energy drinks (Red Bull, Monster, Amp, Rockstar, NOS, etc.) at school. Energy drinks are distinct from sports drinks (which are for hydration and electrolyte replacement) and traditional soft drinks (which typically have lower or no caffeine and don't contain the stimulant blends). All students who bring energy drinks to school will be asked to throw them away.

MEDICATIONS

The school does not provide medications for students, but there are procedures for medications to be given to students during the school day. A Medication Agreement Form must be completed by a parent and signed by a health care provider for all prescription, over the counter, or homeopathic medications administered at school

or during a school sponsored event. All medication must be supplied to the Health Room in the original pharmacy container label stating the student's name, name of medication, dosage, route and number of doses per day, times of administration, and date of discontinuance if relevant. The medication may not be expired.

An authorized prescribing physician may indicate a need for a student to carry his or her own medication. The parent must submit written permission on the Medication Agreement Form for a student to self-carry a one-day dose of medication. If a student abuses or misuses the privilege of self-carrying one day's dose of medication, the privilege may be revoked. Students distributing any type of medication, drugs, or other substances to other students for any reason will be subject to suspension followed by expulsion, according to district policy.

PERSONAL

PERSONAL PROPERTY

Once on school property, students must dismount from skateboards, scooters, and bicycles and walk them to the appropriate rack. Bicycles, scooters and skateboards must be locked outside on the racks. Students must provide their own lock to secure their bicycles, scooters, and skateboards to the racks. Skateboards, scooters and bicycles are not allowed on the buses.

All students are assigned a locker with a built-in combination lock. Under no circumstances should students share their combination with others. All personal items are brought to school at the student's own risk – the school does not guarantee the security of personal items against loss, theft or damage. During the school day, backpacks, coats, phones, wireless earbuds, lunches, and non-classroom related items are to be stored in lockers.

Personal items that cause a distraction or disruption to the learning environment or are used in violation of school policy will be confiscated. Items will be held in the main office until the end of the school day. For repeat occurrences, the student may need to return a signed Parent/Guardian Acknowledgement form, or a parent/guardian may pick up the item. Repeated violations will result in disciplinary action.

LOCKERS

Each student is annually assigned a locker with a built-in combination lock.

- Students are prohibited from divulging their combinations or sharing their locker with anyone.

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- Deer Creek is not responsible for lost or stolen items, regardless of value.
 - Lockers remain the property of Jeffco and can be searched at any time.
 - Students who abuse their locker privilege may have their lockers taken away.
 - Students may add free-standing shelving, organizers, and decorations to their lockers, but may not damage or make permanent changes - no paint, stickers, wallpaper, and/or hardware. If there is physical damage to a locker or if custodial staff have to remove stickers or other adhesives, students will be assessed a fine commensurate with the time required to repair the damage.
 - Students may not decorate or alter the outside of their lockers.

LOST AND FOUND

A Lost and Found Box is located in the main hall near the Cafetorium. All items left in Lost and Found before Thanksgiving Break, Winter Break, Spring Break, and Summer Break will be donated or disposed of.

TECHNOLOGY

CELL PHONES/PERSONAL TECHNOLOGY POLICY

Use of cell phones by students is not allowed during the school day. Cell phones, wireless bluetooth earbuds (AirPods) or headphones, smart watches, smart glasses, or other unapproved communication devices brought to school must be silenced and kept in the student's locker during the school day, including passing periods and lunch period. The District does not require students to bring cell phones to school, and students who choose to bring cell phones to school are doing so voluntarily. The school does not guarantee the security of personal devices against loss, theft or damage.

Cell phones, wireless earbuds, or other communication devices carried or used in violation of school policy will be confiscated and held in the main office until the end of the day. Repeated violations will result in disciplinary action outlined below.

Students have access to building phones during the school day; families may contact students through the main office during school hours by speaking with someone in the office and the school will get the message to the student. Students

feeling ill will be sent to the clinic, and the Clinic Health Aide will contact parents as necessary.

Cell Phones/Personal Technology Consequences:

The following consequences are kept for the remainder of the school year. Students will receive a “clean slate” the following school year.

1st - 3rd Offenses:

Cell phone or other technology is brought to the office and is stored in the office until the end of the school day. Students can retrieve their technology by stopping by the office on their way out of the building.

Parents/Guardians will be informed by the 3rd offense at the latest.

4th Offense:

Student is now expected to store their technology in the office at the start of each school day. They can retrieve their technology by stopping by the office on their way out of the building

Parents/Guardians will be informed.

CHROMEBOOKS and TECHNOLOGY

All Deer Creek students will use a Chromebook provided through the district Tech4Ed program during the school day. These devices and the support provided for their use are paid for, in part, by an annual \$50 technology access fee.

Privately owned laptops, Chromebooks, and other devices may be used at home, but are not allowed at school, as they do not have access to the networks, apps, software, security, and assessments that district devices utilize.

Chromebook Use

During the school day, chromebooks are to be used only for academic purposes, and only with staff approval. Students are not allowed to stream music or videos unrelated to instruction, or play unauthorized video games, during the school day. Student use of technology demands personal responsibility and an understanding of the appropriate handling of such devices, the data processed on them, and the acceptable and unacceptable uses of such devices. Failure to follow the district Technology Usage Agreement (signed at registration) may result in disciplinary action.

Chromebook Care

Students are responsible for the care and protection of their assigned device, as well as keeping it charged and bringing it to school each day. Students should report damage, loss, or theft immediately using the Chromebook Help Request form found on our student links page tinyurl.com/DCMSstudents

Chromebook Repair

Most Chromebook issues can be resolved by resetting the device. Please ensure the Chromebook is plugged in and follow the directions [here](#).

If the issue cannot be resolved by resetting the device or if the Chromebook is damaged, please fill out the Chromebook Help Request form found on our student links page tinyurl.com/DCMSstudents

The TechforEd program covers reasonable incidental damage that might occur throughout the life of the Chromebook. Ongoing issues will result in the following consequences for damaged Chromebooks:

- 1st offense:
 - Student will fill out [Technology Use Reflection Document](#)
- 2nd offense:
 - Student will fill out [Technology Use Reflection Document](#)
 - Community Service in the Library
- 3rd and 4th offense:
 - Student will fill out [Technology Use Reflection Document](#)
 - Community Service in the Library
 - \$100 fine if device is repairable, \$275 fine if device is not repairable
- 5th
 - Student will fill out [Technology Use Reflection Document](#)
 - Community Service in the Library
 - Family conversation with Dean and/or DTL to discuss ongoing support.

Students will be fined if there is evidence of intentional damage, extreme negligence or excessive force to the Chromebook, even if it is the first occurrence. Intentional damage includes missing keys (\$25 for 1-5 keys, 6+ \$100), disconnected trackpads (\$25), screens that fall out with disconnected wires (\$100 - \$275), and graffiti/engraving on the Chromebook (\$25-\$100)

Headphones

In order to most effectively use Chromebooks in the classroom, students are asked to bring listening devices (wired headphones or wired earbuds only) to school daily as part of their school supplies; however, they are not to be used unless directed by the teacher for instructional purposes only. Students are not allowed to stream music or videos unrelated to instruction, or play unauthorized video games, during the school day.

There are no extra listening devices in the building available for student check out. Please see the personal technology section for more information.

Data Privacy

Jeffco Public Schools takes your student's data privacy seriously. All digital tools used for instruction go through an approval process maintained by a partnership between Jeffco's IT Security Oversight & Data Governance team and the Jeffco Ed Tech team. You can find a list of the tools used at [Deer Creek website](#).