

DOS RIOS ELEMENTARY



Primary Years  
Programme

# PARENT-STUDENT HANDBOOK





# Dos Rios Elementary School

2201 34th Street, Evans, Colorado 80620

**Admissions & Attendance:** (970) 348-1300 **Fax:** (970) 348-1330

**Health Office:** (970) 348-1326 **Nutrition Services:** (970) 348-1329

<https://www.greeleyschools.org/dosrios>



**Our Vision:** *Shared Learning, Shared Responsibility, Shared Success*

Dear Parents and Guardians of Dos Rios Elementary Students,

Welcome to our school! We hope this handbook is helpful as it includes much information specific to our school. Our Dos Rios Parent-Student Handbook is a complement to our District Six Parent-Student Handbook, which can be located online here: <https://www.greeleyschools.org/Domain/10131>. Additional information and updated information may be found on our school website: <https://www.greeleyschools.org/dosrios>. We believe a child's education is a responsibility shared by the school and family and that to effectively educate all students we must be partners in education. This reflects our school vision: *Shared Learning, Shared Responsibility, Shared Success*. We encourage parents and guardians to get involved as partners in education by communicating regularly with teachers and administration, volunteering, and participating in school events. This year, our theme is Be the Buffalo: Charge the Storm, and we are focused on creating a culture that values courageous conversations, fostering effective communication and positive relationships!

Dos Rios is an International Baccalaureate (IB) World School. This means our teachers are all trained in the philosophy and practices of IB, and at each grade level they create, implement, and reflect upon our global units of inquiry. How we approach instruction will greatly influence how we grow tomorrow's leaders to be internationally minded. We are excited that Greeley-Evans School District Six offers an International Baccalaureate Continuum of services from kindergarten through high school graduation with our partnerships and collaborative work with Brentwood Middle School and Greeley West High School. Below is the Dos Rios Mission Statement, which reflects our commitment to fostering international mindedness in our students:

*The Dos Rios staff, parents, and community are committed to empowering and encouraging students to become successful life-long learners and leaders in an ever-changing world. We will work together to create challenging and developmentally appropriate learning experiences that emphasize intellectual rigor and high academic standards. Personal integrity and democratic values will be fostered in our students to prepare them to become balanced, responsible, reflective and globally conscious citizens.*

One of the newest changes this year is regarding our **SCHOOL HOURS**, which are as follows:

## **Late Start Monday**

Morning Arrival: **8:30 a.m.**  
First Bell: **8:45 a.m.**  
Tardy Bell: **8:50 a.m.**  
Dismissal: **2:50 p.m.**

## **Tuesday-Friday**

Morning Arrival: **7:30 a.m.**  
First Bell: **7:45 a.m.**  
Tardy Bell: **7:50 a.m.**  
Dismissal: **2:50 p.m.**

I look forward to seeing all of our students and families where "It's a great day to be a Buffalo!"

Sincerely,

Dr. Matt Thompson, Dos Rios Principal

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# Dos Rios Elementary

## 2023-2024 Strategic Plan



### QUALITY FIRST INSTRUCTION

Best First Instruction Aligned to Colorado Academic Standards and International Baccalaureate Standards and Practices, with a focus on expressive academic language.

**Description:** Our teachers will use quality first-instruction practices to support mathematics and literacy, use a data-informed approach centered around International Baccalaureate Primary Years Programme and AVID practices, and implement high-leverage practices with scaffolds and differentiation to support academic discourse and writing. Professional development aligned with our literacy and math curricula as well as standards, assessment, and instructional alignment, facilitated planning, and IDTs, informed by an inquiry-based, constructivist pedagogy will be provided to teachers.

- **Academic Discourse:** 100% of students will engage in Higher Order Thinking skills that support academic discourse at least 60% of the time, measured by classroom observations.
- **AVID Strategies:** 100% of instructional staff in grades 2-5 will implement a consistent set of evidence based instructional practices and strategies that support expressive academic language and college and career readiness.
- **Grade-Level Expectations:** 100% of students will receive grade-level core instruction in literacy and math with appropriate scaffolds in the most inclusive environment.
- **Observation Feedback:** 100% of instructional staff will receive personalized instructional support from building coaches and administration through coaching cycles and observation/feedback loops.



### CLIMATE AND CULTURE

All students and staff will experience a strong sense of belonging and empowerment, continually refining and sustaining a positive climate and culture within the school community that develops agentic students and adults.

**Description:** We will refine best practices that support courageous conversations, which promote measureable school improvement within the areas of culture and academic growth and performance in a safe and trusting environment. We will continue to leverage family and community partnerships and maintain high expectations for all students and adults.

- **Student Culture:** 80% of students will respond favorably on the Panorama Student Survey related to teacher understanding and Social Emotional Learning; Attendance rates will be at 95% or above; and 100% of staff will receive professional development that supports behavior solutions focused on consistency, collaboration, and communication.
- **Staff Culture:** 90% of instructional staff will respond favorably on the Panorama Staff Survey on specific sections of the Panorama Staff Survey related to support by school leadership.
- **Family Partnership:** 80% of families (with a minimum 25% response rate) will respond favorably on sections of the Panorama Parent Survey related to engagement and partnership.

# Dos Rios Elementary International Baccalaureate World School



## Primary Years Programme

### ***What You Will See in a Primary Years Programme (PYP) School:***

#### **Inquiry-Based Learning**

Inquiry-based Learning includes teaching methods built on students' individual knowledge and interests, and emphasizes learning how to learn and how to find out, using both traditional and contemporary media.

#### **Units of Inquiry**

Each teacher has the mandate that the learning within their classroom must be engaging, relevant, challenging and significant. There are no time-filling worksheets in a PYP classroom! Teachers are viewed as facilitators and not 'distributors' of knowledge. All learning is framed under six Transdisciplinary Themes: Who We Are, Where We Are in Place and Time, How We Express Ourselves, How We Organize Ourselves, Sharing the Planet, and How the World Works.

#### **Communication**

In a PYP classroom all learning outcomes are transparent and accessible for the entire learning community including parents, students and other teachers.

#### **Collaboration**

Teachers work closely with their colleagues to constantly reflect, review and revise the program and collaboration is an expected part of the school community.

#### **What are students doing?**

- Students are making choices and decisions
- Students are using materials in flexible and imaginative ways
- Students are initiating inquiry and are asking questions
- Students are working collaboratively with others
- Students are sustaining their interest and are expanding their knowledge
- Students are constructing understanding

#### **International Baccalaureate Terminology and Policies**

As an IB World School, we have some unique language and policies that guide our IB practices. A table of Primary Years Programme Terminology, IB Policies, and our IB Complaint Procedure are included in the appendices at the end of this handbook. Policies include our Academic Integrity Policy, Admissions Policy, Enhanced Assessment Policy, Inclusion Policy, and Language Policy.

# AVID (Advancement Via Individual Determination)



AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Dos Rios students in grades 2-5 universally participate in the AVID program. AVID is a school-wide system that prepares students to succeed in rigorous curriculum using the WICOR methods - Writing, Inquiry, Collaboration, Organization, and Reading. AVID students learn how to ask higher level questions and how to think deeply. ***At Dos Rios, if International Baccalaureate is the "What," AVID is the "How."***

AVID promotes a college- and career-readiness culture throughout the school.

## AVID Elementary

By teaching and reinforcing academic behaviors and higher-level thinking at a young age, AVID Elementary teachers create a ripple effect in later grades. Elementary students develop the academic habits they will need to be successful in middle school, high school, and college, in an age-appropriate and challenging way. Students learn about organization, study skills, communication, and self-advocacy. AVID Elementary students take structured notes and answer and ask high-level questions that go beyond routine answers. Teachers provide the academic foundation students need to be on a path for college and career success. AVID Elementary closes the opportunity gap before it begins.

## AVID Secondary

The power of AVID Secondary is the impact on students in both the AVID Elective class and for students across the campus. Teachers can incorporate AVID skills and strategies in any classroom to help students to become college- and career-ready. The Secondary AVID Elective Class is designed for students who have the desire and determination to work toward attaining college- and career-oriented goals. Students in the AVID Elective class may be the first in their family to attend college, may be from populations that have been traditionally underserved in four-year colleges/universities, and/or have special circumstances and need additional academic support. The AVID elective class adheres to the AVID Standards, which include the domains of Student Agency, Rigorous Academic Preparedness, and Opportunity Knowledge.

To learn more about AVID and how we are working to prepare students for college and career readiness, please visit <https://www.greeleyschools.org/domain/3790>.



# General Information

## *Arrival and Dismissal Procedures*

### Bus Information







Riding on a school bus is a privilege. Students riding on District 6 buses are expected to conduct themselves in a manner that allows everyone on the bus to be safe. The bus drivers will explain the rules and expectations to all bus students. Unsafe behavior on the bus will result in written warnings which could lead to suspension from the bus. **If you have questions regarding school bus service or behavior, the District Six Transportation number is (970) 348-6800.**

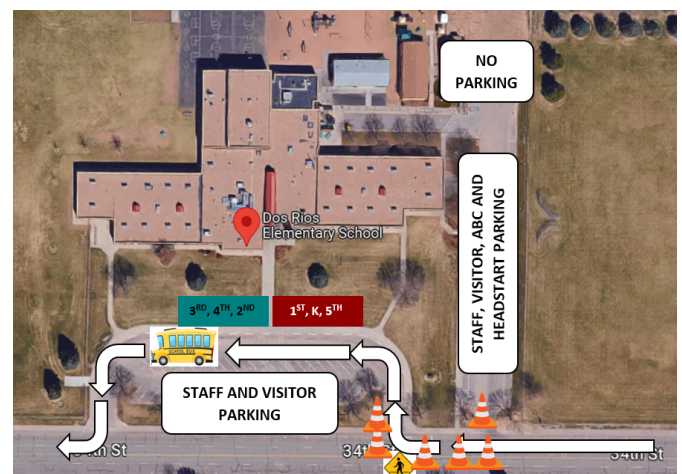
### Revised Arrival and Dismissal Routines

**Arrival:** Students arrive at school via walking, busing, daycare vans or parent drop off beginning at 8:30 a.m. on Mondays and 7:30 a.m., Tuesdays-Fridays. They may enter through the main, secure entry way. Once students enter the school, they should proceed directly to their homeroom. 2nd grade students will report to the cafeteria. Homeroom teachers will greet students at their hallway door, provide clear what-to-do directions, and begin their morning meeting, serving breakfast, and taking attendance/lunch count.

**Staggered Dismissal:** Students riding a bus or daycare van are dismissed at 2:50 p.m., and parent pick-up occurs beginning at 2:55 p.m., or once buses depart. Parents walking with students should assemble on the sidewalks and check their student out directly from the classroom teacher. Buses will stage in the main parking lot first. Once buses depart, driving parents may proceed from 34<sup>th</sup> Street. Parent pick up will occur in a single lane at the front of the school parallel to the sidewalk. We can load approximately eight (8) cars at a time, so please pull as far forward in line as you can. Teachers and students line up by homeroom and grade, as indicated by the map.

### Legend:

-  Homeroom dismissal assembly area, by grade
-  Traffic cones, directing traffic past east staff, visitor, ABC & Head Start Parking lot: RIGHT TURN ONLY
-  **Arrival:** buses arrive at 7:30 a.m.
-  **Dismissal:** buses load at 2:50 & depart at 3:00
-  Crosswalk across 34<sup>th</sup> Street
-  Traffic flow direction in staff & visitor parking lot



## Safe Walking Procedures

*In Collaboration with the City of Evans Police Department and Greeley-Evans School District 6, we highly recommend that students and families who walk and live to the west of 23<sup>rd</sup> Avenue **USE THE CROSSWALK 23<sup>RD</sup> AVENUE AT 37<sup>TH</sup> STREET.** Please do not cross 23<sup>RD</sup> Avenue at 34<sup>TH</sup> Street. Below are additional tips for parents teaching students pedestrian safety.*

### Choose the safest route to school

- Select a walking route with less traffic and fewer intersections.
- Pick places where there are sidewalks or paths separated from traffic.
- If there are no sidewalks or paths, walk as far from the motor vehicles as possible and, if possible, on the side of the street facing traffic.
- Limit the number of street crossings. When available, cross at a location with an adult school crossing guard.
- Avoid crossing busy or high-speed streets.

**Be a walking role model.** Children learn through experience. Walking with parents or another caregiver is an important way for children to practice crossing real streets and picking safe places to walk. There is no magic age when children are old enough to walk without an adult. But, as a parent, you should decide when your child has the skills and experience to deal with traffic safely without you.

### As you walk with your child, remember these safety tips:

- Wear bright-colored clothes, and carry flashlights or wear reflective gear if it is dark or hard to see.
- Look for traffic at every driveway and intersection.
- Be aware of drivers in parked cars that may be getting ready to move.
- Obey all traffic signs and signals.
- Cross the street safely:
  - Stop at the curb or edge of the street.
  - Look left, right, left and behind you and in front of you for traffic.
  - Wait until no traffic is coming and begin crossing.
  - Keep looking for traffic until you have finished crossing.
  - Walk, do not run across the street.
  - When possible, walk in groups and establish a walking school bus or bicycle train with at least one adult.

## Attendance

The **most** important key to your child's progress in school is consistent attendance. We ask for your cooperation in seeing that your child attends school every day and arrives on time. Our goal is to have 95% in attendance daily. Each day, teachers plan and provide experiences that guide children in their learning, so it is important that they are present. Colorado State law requires that children attend school on a regular basis. See the District 6 Attendance Policy and Procedures, included in the District Six Parent-Student Handbook, which can be located online here: <https://www.greeleyschools.org/Domain/10131> listed below. We appreciate your partnership in making this goal happen!

### Absences

If your child will be absent, please call the school office, (970) 348-1300, before 7:50 a.m. Students with excessive absences may be required to have a doctor's note in order for the absence to be excused. Students dismissed at or before 11:40 a.m. will be marked absent for a half day.

### Tardies



All students need to be in their seats by 7:45 a.m. Any student arriving after 7:50 a.m. is tardy and must go to the office to receive a tardy slip. Any student dismissed before 2:50 p.m. will also be marked tardy.

### **Student Check Out**

If possible, please schedule doctor appointments when the school is closed, and limit early checkout to no more than three (3) per school year if possible. Students checking out for a doctor's appointment must bring a written doctor's note the next day or it will be marked as an unexcused absence. Checking students out shortly before dismissal for parent conveniences is strictly prohibited. Learning happens until the last minute of school.

## ***Classroom Information***

### **Homework Expectations**

The benefits of homework include:

1. Clear communication with parents about the curriculum taught in the classroom.
2. Student practice of skills taught.
3. Students learn how to manage time in the classroom and at home.
4. Foster responsibility.
5. Build independent study skills.
6. Help students make the connection that learning takes place anywhere.

### **Amount of Homework**

The amount of homework a child receives is based on research of developmentally appropriate expectations of student age groups. Typically, the amount of homework given at each grade level will be as follows:

Kindergarten.....	5-10 minutes per night
First Grade.....	10-15 minutes per night
Second Grade.....	20-25 minutes per night
Third Grade.....	30-35 minutes per night
Fourth Grade.....	40-45 minutes per night
Fifth Grade.....	50-55 minutes per night

### **Grading**

Teachers use information gathered from student homework to make decisions regarding instructional pace, re-teaching or enriching curriculum. It is expected that the assigned homework will be completed. It may be recorded as complete, not complete, or receive a letter grade.

### **Parent Role**

Parents should assume the role of facilitator. As students advance from grade to grade, the parent should allow for more independence in the completion of classwork. Provide a consistent time and quiet place for your child to complete homework and make sure they have all of the supplies needed.

## **Classroom Parties**

At Dos Rios, we will have informal classroom celebrations on or near your child's birthday (**generally limited to 15 minutes**). Children who would like to bring treats for their classmates in honor of their birthdays are invited to do so. Weld County School District Six has adopted policies to ensure our students acquire healthy eating habits. ***Please bring healthy snacks such as fresh vegetables and fruits to share with other students. It is a requirement that any food brought to share at parties is store bought and not prepared at home.*** Please contact your child's teacher to **schedule an appropriate time in advance** for the celebration.

## ***Communication***

At Dos Rios, we know that communication is important for any partnership to be successful. Our communication with you will come in a variety of forms.

### **School Newsletter**

The school newsletter is published weekly via our website: <https://www.greeleyschools.org/dosrios>. In this newsletter you will find a calendar of events for the month, a note from the principal and any news about Dos Rios students, staff and activities.

### **Class Dojo**

ClassDojo is a classroom communication app used to share reports between parents and teachers. Teachers can track student behavior and upload photos or videos. The gamification style communication tool teaches developmental skills through real-time feedback. Most classrooms use this online app. Specific directions to follow your child's classroom teacher will be provided directly from your child's teacher.

### **Automated Phone Calls**

For certain events, such as attendance, Parent Engagement Meetings, Picture Day, or other special events, we may send out a school-wide phone message. The automated system usually sends the message to the phone number you listed as "home". These messages are translated in both English and Spanish.

### **Household Email**

We believe that email is an efficient and convenient way to communicate. Please be sure to include or update your preferred email address through the annual student update or by contacting the main school office, phone number: (970) 348-1300.

## ***Field Experiences / Field Trips***

As stated on the Board of Education Policy IJOA, field trips are student excursions and/or experiences for the purpose of gaining firsthand knowledge away from the classroom. The teacher shall provide the parents with information concerning the purpose and destination of the trip, transportation and eating arrangements, date and time of departure, and the estimated time of return. A parental permission slip shall be required for each student participating in the trip, including walking excursions. One or more adults (school personnel and/or parents) may accompany the class on the field trip. Parents wishing to attend the field trip will be identified by a predetermined process, and teachers are responsible for informing accompanying adults of their duties and responsibilities. Parents may need to provide their own transportation and pay their own way. Parents volunteering to chaperone during a field trip may not bring other children on the field trip. Parents participating in a field trip must pass a background check to comply with District 6 safety guidelines. Parents must register online at <https://www.greeleyschools.org/volunteer> **at least two weeks** prior to the field trip date.

If a parent/guardian decides to keep the student from the field trip, the student is still expected to attend school. Appropriate work and a working environment will be provided. Absent students will be marked unexcused unless they are sick or can provide official documentation (e.g., a doctor note).

If there are significant safety concerns with a particular student, the school may ask the parent/guardian to accompany their child on the field trip. If the parent/guardian is unable to do so, the school will provide work for the student to do at school in lieu of participating in the trip.

## ***Personal Property***

### **Items Not Allowed in School**

Students are to bring to school only those items which are needed for learning. Prohibited items such as electronic games, iPods, mp3 players, CD players, trading cards, laser pointers, and other toys, will be confiscated. Parents will be called and will be given an opportunity to come to the school to pick up the item. If these items are brought to school and stolen, the school is not responsible. Possession of items such as alcohol, drugs, tobacco, pocket knives, other weapons (or replicas of weapons), fireworks, or lighters is NEVER acceptable and WILL RESULT in consequences such as suspension and or expulsion. This list may include any other items deemed dangerous by school administration.

### **Cell Phones/Smart Watch**

For the safety of your child, you may wish they have a cell phone to use before or after school. - All cell phones or smart watches must be off and kept in the student's backpack during school hours. If a cell phone is used during school hours, it may be confiscated and the parent can retrieve it from the office. The school is not responsible for lost, stolen or damaged phones or smart watches.

### **Lost and Found**

All personal property that children bring to school should be clearly marked with their name. A Lost and Found rack is located near the cafeteria and should be checked periodically. Items remaining at the end of each month will be donated to a local charity.

# School Events

Upcoming school events are communicated in multiple ways. This includes being posted on our Dos Rios Website (<https://www.greeleyschools.org/dosrios>), school marquee, weekly newsletters, and Facebook page (<https://www.facebook.com/DosRiosGreeleySchools/>). We seek to reach our school community in multiple ways to ensure all are informed in a mode that works best for our stakeholders. Additional school events and grade-level field trips will be communicated throughout the year. If you have questions about upcoming school events, please contact your student's teacher or the main office at (970) 348-1300.

## Back-to-School Open House

Our traditional open house allows students and parents an opportunity to tour the school, meet teachers and staff, and learn about school and community resources at our vendor fair, with over 25 community vendors.

- August 10, 2023, 4:00 p.m. - 6:00 p.m.

## Parent Engagement Meetings / School Accountability Committee

We routinely host Parent Engagement Meetings and School Accountability Committee meetings to discuss school data, school improvement plans, grants, budgets and staffing. This is a public meeting. Committee members are able to provide feedback and recommendations about many areas of our school. If you are interested in this committee, please give your name to the office.

- September 14, 2023, 5:30-6:30 p.m., Dos Rios Inquiry Centre
- November 9, 2023, 5:30-6:30 p.m., Dos Rios Inquiry Centre
- January 11, 2024, 5:30-6:30 p.m., Dos Rios Inquiry Centre
- March 21, 2024, 5:30-6:30 p.m., Dos Rios Inquiry Centre

## Parent-Teacher Conferences

Formal conferences between teachers and parents are held twice during the school year. Your child's teacher will set up conference appointments: once in October and once in February. The purpose of the first conference is to set goals for the year. The purpose of the spring conference is to monitor your child's progress and set new goals. These spring conferences are generally student-led conferences. Please contact your child's teacher to arrange an informal conference any time during the year.

- October 9, 2023, 8:00 a.m. -7:00 p.m.
- February 5, 2024, 8:00 a.m. -7:00 p.m.

## School-Wide Assemblies

Our assemblies help students build connections to each other and the school. We honor students for academics, attendance, and behavior and CELEBRATE being a Buffalo! *Every month on the last scheduled Friday at 8:00 a.m.*

- August 25, 2023
- September 29, 2023
- October 20, 2023
- November 17, 2023
- December 15, 2023
- January 26, 2024
- February 23, 2024
- March 29, 2024
- April 19, 2024
- May 20, 2024

## ***Visiting and Volunteering***

We would love to have you come help with the great happenings at our school!

As partners in your child's education, we can do much more together than we can do alone. In order to ensure a safe, secure environment, we require all visitors and volunteers to check in at the office to complete a background check and receive a badge. Staff and students will notice your badge and help to welcome you. They will gladly answer any questions you may have.

Contact our parent family liaison for information about volunteering in the classroom.

Volunteers can also get started by visiting the District 6 website and registering online:  
<https://www.greeleyschools.org/volunteer>.



# Health Services

## District 6 Health Service Website

If your child will need any medication or treatment at school, please see the District 6 Health Services Website: <http://www.greeleyschools.org/Page/8187> or [www.greeleyschools.org](http://www.greeleyschools.org) > departments > health services.

## School Health Clerks

District 6 School Health Clerks are the main care-givers in health offices in all district and charter schools. They perform first aid and care for ill children, administer medications, perform health screenings, manage immunization and health records. They are available to answer questions and are able to contact School Registered Nurse Consultant at all times. Health Clerks have taken a health clerk training course and have yearly CPR, First Aid, Medication Administration, and other training as needed for specific student health needs.

## School Registered Nurse Consultants

District 6 has School Registered Nurse Consultants who work as a team with health clerks, school administration and staff to provide physical, mental, and social support to help children learn. School Registered Nurse Consultants are trained with an RN-BSN degree and have obtained School Nurse licensure through CDE. School Nurses are responsible for preparing health care plans, documenting health histories, collaborating with our special education team on educational plans, delegating to unlicensed personnel who provide care for students, assisting with health education units, consulting with outside health providers and agencies.

## Illness/Injury, Emergency Information

- Accidents/Illness/Injury: Health office staff or other qualified personnel will administer first aid for any ill or injured student. Parents/guardians will be contacted, and in extreme cases, 911 may be called.
- Emergency information: We need to be able to contact you if your child is ill or injured. **PLEASE KEEP EMERGENCY CONTACT INFORMATION UPDATED WITH THE FRONT OFFICE STAFF.**

## Medications

- If your child requires medication of any type during school, including prescription or over-the-counter medicine (pills, syrups, cough drops, eye drops, creams, ointments, inhalers, injectable), there are three options:
  - Parents/Guardians may come to school and give it to their child at the appropriate time.
  - Parents/Guardians and health care providers may complete and sign a physician authorization form allowing delegated school personnel to administer the medication. The medication must be in a pharmacy-labeled bottle or original packaging with instructions.
  - Parents/Guardians may discuss with their health care provider an alternative schedule so the medication can be given outside of school hours.
- Medications of any sort (including over the counter or prescription medications) are not to be in the possession of students, except for those with written authorization from their health care provider, their family **and** school registered nurse consultant.

# Nutrition Services

Weld County School District 6 Nutrition Services Department takes a proactive approach to offering healthier and fresher foods for the students in our community. Our 'home-cooked' meals are prepared fresh daily utilizing whole, natural ingredients. Eliminating processed foods and replacing them with items made 'from scratch' has allowed the department to significantly reduce the amount of sodium, preservatives and other artificial ingredients that are served to our students. In addition, the Nutrition Services Department continues to expand its Farm to School Program by purchasing fresh produce from local growers. This provides our students with the freshest fruits and vegetables as possible, while also supporting the local community. Thank you for allowing your student to dine with us. Here is some additional information about our program:

## **Free & Reduced Meal Benefits**

Your student(s) may qualify to receive their breakfast and lunch meals for free or at a reduced rate. Meal Benefit Applications are available on the district's website and are completed as part of our annual registration process. Application processing can take up to 10 business days with families responsible for all meal costs until the application is approved. Once approved, meal applications are good for the entire school year and carry over for the first thirty (30) days into the next school year.

## **Low Balance/Charging Policy**

If your student(s) meal balance begins to run low, nutrition staff will provide verbal reminders to students and utilize auto-call and low-balance letters to communicate the need for additional funds to be placed on the meal account. However, a student's meal account may have insufficient funds to cover the cost of a meal. Our policy in District 6 is to allow Elementary students to charge up to two (2) meals. All meal charges are to be paid in full by the end of the school year.

## **Meal Payments**

Payments to your student's account may be made a number of ways:

- Cash can be sent with your student to pay for each meal and/or be placed on their meal account.
- Checks are accepted at all schools for meal accounts.
- Credit/Debit cards are accepted online at [www.greeleyschools.org](http://www.greeleyschools.org)
- Set up a lunch account at <https://family.titank12.com/>. *Please allow 24 hours for payment to post to your students' meal account.*

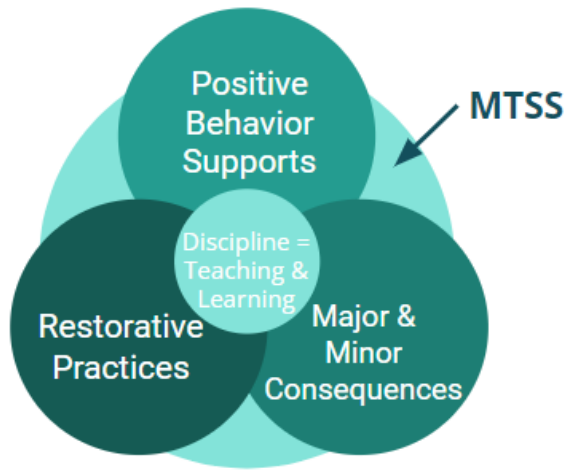
## **Meal Prices**

Student Breakfast: FREE  
Adult Breakfast: \$2.60  
Student Lunch: FREE  
Adult Lunch: \$4.00

## **Student Wellness**

Research shows that children perform better in school when they eat healthy and are physically active. To support academic achievement and healthy living, Weld County School District 6 offers exciting wellness opportunities for both students and employees. With devotion to wellness programming for the entire district, healthy initiatives are changing behaviors for life. District 6 has strategies in place to improve eating habits, increase physical activity, and provide a healthier school atmosphere. For more information about the wellness program, please visit [www.greeleyschools.org/wellness](http://www.greeleyschools.org/wellness).

# Positive Behavioral Supports (PBS)



*The undisciplined child enters into discipline by working in the company of others; not being told he is naughty.*

*Discipline is, therefore, primarily a learning experience and less a punitive experience if appropriately dealt with.*

—Maria Montessori

We believe that children learn best when they feel good about themselves, are making positive decisions for themselves, act responsibly, and live up to good standards of behavior. We also believe that every child has the right to learn and a teacher has the right to teach without interference from a disruptive child. Dos Rios is part of a State and District initiative called Positive Behavioral Supports (PBS). Through this initiative, the staff focuses and

recognizes positive and appropriate behavior from students. Students may earn Buffalo Bucks, which distinguishes students who exhibit good citizenship and politeness without being reminded. Teachers and staff members give Buffalo Bucks to students exhibiting those behaviors. When Buffalo Bucks are collected, students may redeem them for a prize from their classroom Buffalo Buck store.

We seek to provide students with skills and strategies that support independent and facilitated problem solving.

## *Teaching and Learning*

### **PROACTIVE RELATIONSHIPS AND COMMUNICATION**

We believe effective management of behaviors is closely tied to ***fostering positive relationships*** with students and ***maintaining excellent communication*** with all stakeholders: parents, students, support staff, teachers, and administration. Early, positive, and proactive communication with parents and guardians typically prevents undesirable behaviors. Every effort should be made by staff members to contact parents or guardians on a regular basis. Class Dojo is our preferred method of communication. We also provide school-wide communications through ParentLink with our weekly newsletters, Facebook, and on our school website.

### **SAFETY, PREDICTABILITY, EQUITY AND INCLUSION**

Students are more successful and engaged when they feel safe. We build safe and inclusive environments through relationships and well-established school and classroom procedures and routines. It is important to review our procedures with students during the first days of school and after periods of absence or after an extended break. Reinforce procedures and routines with repeated practice, as needed. Practice makes permanent, only perfect practice makes perfect. Essential Agreements are developed collaboratively and adhered to by all parties. They are created and posted within each classroom and structure the norms with which the classroom runs. Equity and inclusion is about supporting students with what they need which looks different for each individual. We believe that the best place for students to learn is in the classroom with their peers.

## MODELS OF EXPECTED BEHAVIOR

All staff should be mindful of student behavior expectations and adhere to them in the same manner as they would expect children to do. As adults in the building, modeling of desired behaviors is one of the best ways to teach children of our expectations. Staff members are required to be discreet and respectful in all matters of discipline, avoiding haste and prejudice, yet firmly insisting on good order. Special attention should be given to the habits, morals, and manners of pupils. Every teacher should maintain and support positive behaviors within the classroom community.

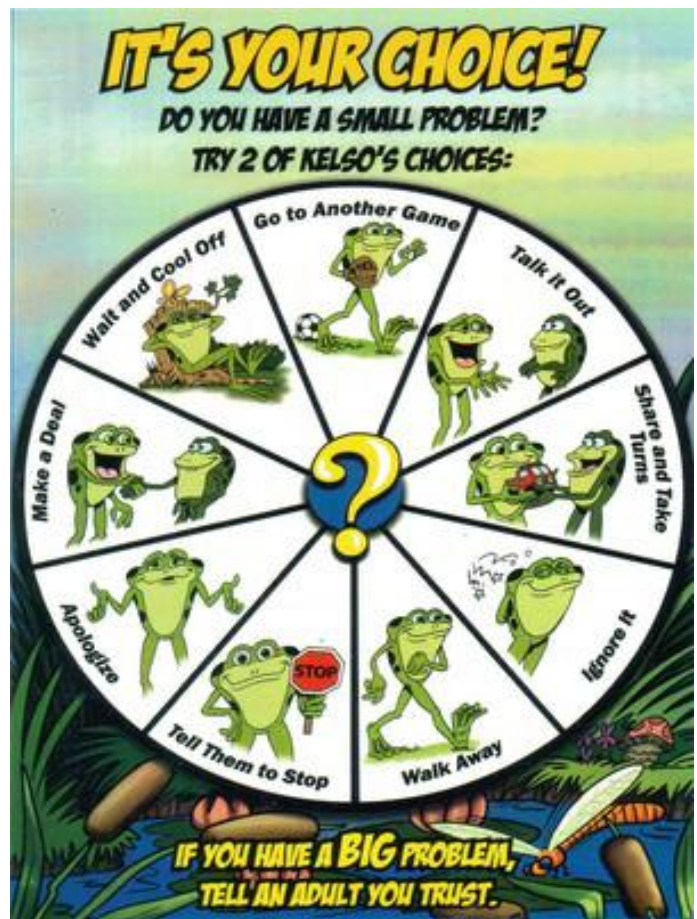
## Bully Prevention

*Second Step* is our SEL curriculum and is designed to foster social skills with students and prevent conflict as well.

A Bully is defined as “an overbearing person who habitually badgers and intimidates smaller or weaker people.” Bully Prevention is taught with a *Second Step* curriculum within Dos Rios’ Positive Behavior Support system, and is taken very seriously.

All students are taught a variety of problem solving techniques including Stop, Walk and Talk and Kelso’s choices. Dos Rios staff members are committed to preventing bullying from occurring.

It is important for students and families to know the difference between bullies and friends who get mad at one another over a disagreement. When both parties harm the other person, it is a conflict. When someone intimidates another person using their power (size, social, knowledge), it is considered bullying. When someone repeatedly bothers another and encourages others to bother that person, it is bullying.



# ***Positive Behavior Incentives***

## **INTERNATIONAL BACCALAUREATE (IB) AWARDS**

Every month, staff identifies students who best demonstrate our IB Learner Profile Attributes: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced, and Reflective. These students are eligible to receive wide recognition for seeking to become more internationally minded through their actions. The IB Award includes a letter home to parents, an IB sticker, a school T-shirt, and a certificate awarded at our monthly assembly. Once a year we honor our Global Citizens with an award for the student who demonstrates all ten IB learner profile traits.

## **ATTENDANCE**

Our school and district goal for average attendance is 95%! Our school average during the 2022-2023 school year was 90.51%. Covid has changed priorities for families. Good attendance is a good indicator of success in school. Students are honored at our school-wide assemblies for meeting our attendance goals.

## **BUFFALO BUCKS**

- Buffalo Bucks are given to reinforce positive behaviors, given with a 5:1 ratio of positives to negatives.
- Students are told in writing and/or orally exactly why the ticket was earned.
- A system should be in place to help students safely organize/store tickets.
- A classroom system is in place to reward students within the classroom.
- The Buffalo Buck should be the primary form of a classroom economy.
- Students have been made aware of the school-wide system.

## **IB BRAG TAGS**

- IB Brag Tags are IB cards on lanyards, which recognize students for specific IB Attributes.
- Students are taught the purpose of Brag Tags and how to receive them.
- Teachers hand them out to students throughout the day that they see living the IB Attributes and going above and beyond.
- Staff positively recognize any student they see wearing a Brag Tag in the school.
- Staff members have a system for collecting Brag Tags at the end of the day.

## **SCHOOL-WIDE ASSEMBLIES**

Held monthly during the year, we honor students for good attendance, academics, and behavior. We focus on building a positive school culture and celebrate each other at these school PBIS assemblies. Students often perform, and we have a visit from our school mascot, Thunder!

## **MONTHLY PBIS INCENTIVE**

The Student Culture Team creates and organizes a monthly incentive for positive behavior. Students earn this celebration by demonstrating positive behavior throughout the month.



# ***Restorative Practices***

Restorative Practices in schools are philosophically based in fostering relationships, strengthening understanding, repairing harm, and building strong communities. Identifying and addressing the needs and harms that occur when there is conflict in the school community by cultivating empathy and modeling conflict resolution skills serves students and adults alike. Restorative Practices, when practiced with fidelity, create a safe space for connection and dialogue. When facilitated by our trained practitioners, Restorative Practices lead to a more equitable and inclusive environment for students, staff, families, and community members. At the core, Restorative Practices are built on what are known as the 5 Rs: Relationship, Respect, Responsibility, Repair, and Reintegration:

## **RELATIONSHIP**

Restorative Practices recognize that when a wrong occurs, individuals and communities feel violated. It is the damage to these relationships that is primarily important and is the central focus of what restorative practices seek to address. When relationships are strong, people experience more fulfilling lives, and communities become places where we want to live. Relationships may be mended through the willingness to be accountable for one's actions and to make repair of harms done.

## **RESPECT**

Respect is the key ingredient that holds the container for all restorative practices, and it is what keeps the process safe. It is essential that all persons in a restorative process be treated with respect. One way we acknowledge respect is that participation in a restorative process is always optional. Every person is expected to show respect for others and for themselves. Restorative processes require deep listening, done in a way that does not presume we know what the speaker is going to say, but that we honor the importance of the other's point of view. Our focus for listening is to understand other people, so, even if we disagree with their thinking, we can be respectful and try hard to comprehend how it seems to them.

## **RESPONSIBILITY**

For restorative practices to be effective, personal responsibility must be taken. Each person needs to take responsibility for any harm that was caused to another, admitting any wrong that was done, even if it was unintentional. Taking responsibility also includes a willingness to give an explanation of the harmful behavior. All persons in the circle are asked to search deeply in their hearts and minds to discover if there is any part of the matter at hand for which they have some responsibility. Everyone needs to be willing to accept responsibility for his or her own behavior and the impacts it has on other individuals and the community as a whole.

## **REPAIR**

The restorative approach is to repair the harm that was done, and the underlying causes, to the fullest extent possible, recognizing that harm may extend beyond anyone's capacity for repair. Once the persons involved have accepted responsibility for their behavior and they have heard in the restorative process about how others were harmed by their action, they are expected to make repairs. This allows us to set aside thoughts of revenge and punishment. It is essential that all stakeholders in the event be involved in identifying the harm and having a voice in how it will be repaired. It is through taking responsibility for one's own behavior and making repairs that persons may regain or strengthen their self-respect and the respect of others.

## **REINTEGRATION**

For the restorative process to be complete, persons who may have felt alienated must be accepted into the community. Reintegration is realized when all persons have put the hurt behind them and moved into a new role in the community. This new role recognizes their worth and the importance of the new learning that has been accomplished. The person having shown him or herself to be an honorable person through acceptance of responsibility and repair of harm has transformed the hurtful act. At the reintegration point, all parties are back in the right relationship with each other and with the community. This reintegration process is the final step in achieving wholeness.

# ***Behavior Response and Consequences***

We believe that students best learn from their behavior when they are empowered to be accountable for their actions. We seek to balance our response to student behavior first by providing clear expectations, procedures, and routines and next by responding in a supportive manner that focuses on safety, de-escalation, repairing harm / mediation, and accountability. We also provide due process and document our communications and actions in response to student behavior.

Most student behavior is addressed by the teacher or staff member observing the behavior. We use tools from the *Second Step* social emotional learning (SEL) curriculum, and a three-tiered approach to behavior response: REFOCUS Forms (green), MINOR Referrals (yellow), and MAJOR Referrals (pink). The *Second Step* resources are tools to be used *with* students to help them process their thinking and generate a plan of action or solution. Our REFOCUS Form is available for both the primary and intermediate levels. This universal tool is also available for students to process their situation (Actions, Reflection, and Choices) to identify how they will do things differently in the future. We also use MINOR Referrals to document more serious offenses and as a communication tool between school and home. The MAJOR Referrals are used to refer students for administrative action for major disciplinary infractions which affect the safety of others and will likely result in an in-school or out-of-school suspension.

## **MINOR OFFENSES**

Issues and behaviors that distract other students from the learning process, behaviors that may lead to harm, behaviors that are without malice or forethought, or that are disrespectful to adults in the building.

The resolution and consequences for a *MINOR discipline issue* will be handled by the staff member during the discipline issue. Staff use Restorative Practices to process with students. Staff and parents also partner with our grade-level teams and or members of our mental health team to help students process the incident, grow from the experience, and repair any harm done.

## **MAJOR OFFENSES**

These include inappropriate behavior that is intended to hurt another person's body, things or feelings. A referral for these offenses will be made by the teacher or staff member with a Major Referral form. Any significant physical action or aggression, gang behavior, possession or use of a weapon or illicit substance or facsimile is a major referral. When the administrator receives an office referral, they will fully investigate what happened to assess situations and deliver consequences in a consistent way. Every child will receive DUE PROCESS. Administration will follow District Six School Board policy. Consequences for major offenses may result in an in-school or out-of-school suspension, the development of a behavior or safety plan, a referral to law enforcement, and or a recommendation for expulsion.

# Student Use of District Technology

Greeley-Evans School District 6 provides a Chromebook and district email account for every student. District Six also utilizes the GoGuardian service to monitor and enhance the school's ability to screen inappropriate content and monitor student and staff online activities. Having an email account also allows students to email teachers questions and receive classroom updates. Depending on the teacher, students may also be able to turn in assignments using email.

All students will receive training on appropriate use of technology before teachers provide them with their usernames and passwords. Training includes dealing with potential bullying, handling email from unknown senders, general email etiquette, and informing students that email messages leave a permanent digital record. Parents are encouraged to use CommonSense Media resources to learn how to support their children as they navigate the online world. Resources can be accessed by visiting the following website (<http://www.commonsensemedia.org>).

Acceptable use of email falls under the Board of Education policy governing student use of the Internet and electronic communications. Policy JS states that no student shall access, create, transmit, retransmit, or forward material or information:

1. That promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons.
2. That contains pornographic, obscene, or other sexually oriented materials, either as pictures or writings, that are intended to stimulate erotic feelings or appeal to prurient interests in nudity, sex, or excretion.
3. That harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons in violation of the district's nondiscrimination policies.
4. That uses inappropriate or profane language likely to be offensive to others in the school community.
5. That is knowingly false or could be construed as intending to purposely damage another person's reputation.
6. That contains personal information about themselves or others, including information protected by confidentiality laws.
7. Using another individual's Internet or electronic communications account without written permission from that individual.
8. That impersonates another or transmits through an anonymous remailer proxy.

## Chromebook Replacement and Repair Fees

The need to replace lost and damaged property will result in fees being assessed for the lost or damaged items, just like sports jerseys or library books or textbooks. The following are approximate prices assessed in relation to Chromebooks and are subject to change to cover the true cost of replacement or repair.

- Broken screen - \$130
- Plastic casing around display bezel - \$25
- Power adapter - \$29.75
- Damaged keyboard - \$25
- Replacement Chromebook - \$328

# APPENDICES

## *Primary Years Programme Terminology*

The Primary Years Programme (PYP) is saturated with new and unfamiliar terminology, and at times it can be confusing for students, parents, or teachers who are to the PYP. Below is a listing of terms and definitions:

<b>PYP Term (and Acronym)</b>	<b>Definition</b>
<b>International Baccalaureate (IB)</b>	A global network of schools, educators, students, and parents whose mission is “to develop inquiring, knowledgeable, and caring young people who help to create a better world through intercultural understanding and respect.
<b>IB Policies</b>	Collaboratively created policies for Dos Rios specific to IB. This includes our Admissions Policy, Enhanced Assessment Policy, Language Policy, Inclusion Policy, and Academic Honesty Policy.
<b>Primary Years Programme (PYP)</b>	A transdisciplinary framework of international education for students <b>ages 3-12</b> designed to foster the development of the whole child.
<b>Middle Years Programme (MYP)</b>	A program of international education designed to help students <b>ages 11-16</b> develop as active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning.
<b>Diploma Programme (DP)</b>	A challenging two-year program of international education for students <b>ages 16-19</b> that leads to a qualification that is widely recognized by the world’s leading universities.
<b>Action Cycle</b>	This cycle includes the steps Choose, Act, Reflect. This is used to frame how action takes place.
<b>Agency</b>	IB seeks to grow agentic learners (students who have <b>agency</b> ) through a three-pronged approach involving, <b>Voice, Choice, and Ownership</b> . An explicit focus on agency encourages active, inquiring students to take responsibility for their own learning.
<b>Approaches to Learning (ATL)</b>	These are the skills which can be explored and developed not only within the Programme of Inquiry but also within single/stand alone subjects. These skills have been categorized in the PYP as <b><i>Social Skills, Thinking Skills, Research Skills, Communication Skills, and Self-management Skills.</i></b>
<b>Central Idea</b>	The Central Idea describes the enduring understanding we want students to gain at the end of a unit of inquiry. The central idea should be concise, true, and conceptually driven, and should generate purposeful inquiry and allow for critical thinking.
<b>Descriptor</b>	The descriptor further explains what students will be inquiring into under each transdisciplinary theme. This description should be referred to continually to ensure the

	relevance of the central ideas beneath it. It should be used as a tool to ensure the balance of the units of inquiry under each theme. All aspects of the descriptions of the transdisciplinary themes should be explored at some point in the programme of inquiry.
<b>Enhancements</b>	In 2018, the Primary Years Programme underwent updates to its programme standards and practices to allow more flexibility and clarity within the programme. Grounded in the central ideas and key and related concepts, a deeper relationship between disciplinary and transdisciplinary learning will further support, enrich and connect learning. The teaching of science and social studies, although encouraged, will no longer be required to take place solely within the programme of inquiry. A renewed focus on purposeful, collaborative planning will ensure the authentic balance and articulation of all subjects across the six transdisciplinary themes and within each grade / year level. Improved guidance will clearly define the 'what, why, when and how' of transdisciplinary learning, to better support the understanding and exploration of how the different elements of the programme strengthen the transdisciplinary learning experience and what that could look like in practice.
<b>Essential Agreements</b>	Agreements developed collaboratively that all parties agree to adhere to. They are created and posted within classrooms and structure the norms of how the classroom is run. Additionally, Essential Agreements are created among staff for different purposes.
<b>Essential Elements of the PYP</b>	There are 5 elements of the PYP: Knowledge (Transdisciplinary Themes), Skills (Approaches to Learning), Attitudes, Key Concepts, and Student Action. These elements provide young students with what they need to equip them for successful lives both now and in the future.
<b>Exhibition</b>	A culminating experience where students are given the opportunity to exhibit the attributes of the IB Learner Profile that have been developing throughout their engagement with the PYP. Our 5th grade students synthesize the essential elements of the PYP and share them with the whole school community in a project around taking Action.
<b>Formative Assessment</b>	This describes assessment that will be completed throughout the unit of inquiry. It is ongoing and informs teaching. Ideally, there are formative assessment tasks for each line of inquiry.
<b>Inquiry</b>	In an inquiry-based classroom, curriculum is integrated and children are encouraged and given opportunities to question, explore, practice, manipulate, respond, and be engaged in learning.
<b>Key Concepts</b>	The key concepts help teachers and students to consider ways of thinking and learning about the world, and act as a provocation to extend and deepen student inquiries. While planning each unit of inquiry, teachers decide which key concept(s) will drive the unit. This helps to identify the lines of inquiry, teacher questions and sample learning experiences. The Key Concepts are as follows: <b><i>Form, Function, Perspective, Reflective, Connection, Change, and Causation.</i></b>
<b>Learner Profile</b>	The <b>Learner Profile</b> are the attributes which describe an "internationally-minded" person. They best describe the type of student we hope will graduate from the PYP. Therefore, we seek to promote students who are <b><i>Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced, and Reflective.</i></b>
<b>Lines of Inquiry (LOI)</b>	<b>Lines of Inquiry</b> decompose the central idea and define the scope of the inquiry that will be explored within the unit. This is generally phrased as "An inquiry into . . ." or "Exploring . . .".



<b>Parent Communication Documents (PCD)</b>	An information sheet given to families at the beginning of each Unit of Inquiry that explains the focus and gives ideas on how to support at home.
<b>Portfolios</b>	The <b>portfolio</b> is a collection of student work, organized around the six Transdisciplinary Themes that includes student reflection around the Essential Elements. This is collected and organized by grade, and follows the student from kindergarten to 5th grade.
<b>Programme of Inquiry (POI)</b>	The <b>Programme of Inquiry</b> consists of six Transdisciplinary Themes, which each grade (kindergarten explore four) explore in-depth. The Transdisciplinary Themes represent multiple perspectives, have global significance and allow significant knowledge, concepts and skills to be explored and utilized within a meaningful context.
<b>Provocation</b>	A task or hook to kick off the unit that gets kids engaged in the concept, fostering curiosity, and asking questions.
<b>Related Concepts</b>	A concept that organizes subject-specific knowledge, understanding, and skills. Examples include systems, cycles, identities, cultures, etc.
<b>Student-Initiated Action</b>	Taking <b>action</b> is an integral conclusion to the learning that incorporates students making connections to what they have learned, applying a variety of real life skills, demonstrating an enduring understanding through concepts and reflecting on the attributes of the learner profile.
<b>Student-led Conferences</b>	<b>Student-led conferences</b> are formal conferences, typically held in the spring semester and led by the students, where children are involved in discussing their work and progress with their parents. Teachers help students prepare to lead their own conferences so students can be successful in sharing about their learning with others. The <b>portfolio</b> can be used to support student facilitation.
<b>Summative Assessment</b>	This describes the assessment that will be completed at the end of the unit. Teachers design a task which will allow students to demonstrate their understanding of the central idea. Teachers also decide on the best assessment tool to identify the level of understanding (e.g., rubric, exemplar, checklist, etc.) that clearly defines what will be looked for.
<b>Teacher Questions</b>	<b>Teacher Questions</b> align with the lines of inquiry and drive the learning experiences. They can be explored through posing questions to students, through researching, and or through hands-on exploration. Teacher questions are conceptually driven and are open-ended.
<b>Transdisciplinary Themes</b>	Universal themes with relevance across the traditional subject areas, and within and across cultures, that define the body of lasting knowledge valued in a PYP school. These include <b><i>Who We Are, Where We Are in Place and Time, How We Express Ourselves, How We Organize Ourselves, Sharing the Planet, and How the World Works.</i></b>
<b>Units of Inquiry (UOI)</b>	The <b>units of inquiry</b> outline the six (or four in kindergarten) units a grade level will explore from the school's Programme of Inquiry. A unit of inquiry should be relevant, engaging, and significant to the students.

# ***Dos Rios IB Policies***



As an International Baccalaureate Primary Years Programme school, we have collaborated with school and community partners to create, reflect on, and regularly update programme policies in the areas of Admissions, Academic Integrity, Assessment, Inclusion, and Language. These policies are publicly accessible and may be reviewed on our school website:  
<https://www.greeleyschools.org/Page/25751>.

## ***Dos Rios IB Complaint Procedure***

Persons who have a concern or complaint regarding the International Baccalaureate programme have access to informal and formal procedures at Dos Rios Elementary and in District 6. This includes requests for appeals of International Baccalaureate programme decisions taken by the school. General procedures are as follows:

1. Informal discussion at the building level; or 2. Formal complaint using one of the following procedures.

### **A. COMPLAINTS CONCERNING DISCRIMINATION**

A student or parent/guardian who believes that they have been discriminated against in violation of District policies AC, AC-E1 or AC-R2, may file with the District's Compliance Officer or Title IX Coordinator a complaint charging the district, any student or any school employee with unlawful discrimination or harassment.

Complaints may be made orally or in writing. Persons who wish to file a written complaint are encouraged to use the forms AC-E2 or AC-E3. All complaints shall include a detailed description of the alleged events, the dates the alleged events occurred, the names of the parties involved, including any witnesses, and your suggestions regarding resolving the complaint. The complaint shall be made as soon as possible after the incident.

In compliance with Titles VI & VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act, the Genetic Information Nondiscrimination Act of 2008, and Colorado law, Weld County School District 6, Greeley, Colorado, does not unlawfully discriminate against otherwise qualified students, employees, applicants for employment, or members of the public on the basis of disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, or need for special education services. Discrimination against employees and applicants for employment based on age, genetic information, and conditions related to pregnancy or childbirth is also prohibited in accordance with state and/or federal law.

Complaint procedures have been established for students, parents, employees, and members of the public. The following person has been identified as the compliance officer and Title IX Coordinator for the district:

Assistant Superintendent of Human Resources, Annette Overton  
1025 Ninth Avenue, Greeley, CO 80631

Phone: 970-348-6074

Email address: [joverton@greeleyschools.org](mailto:joverton@greeleyschools.org)

#### **B. STUDENT CONCERNS, COMPLAINTS AND GRIEVANCES**

Pursuant to Board policy JII, decisions made by school personnel which students believe are unfair or in violation of pertinent Board policies or individual school rules may be appealed to the principal or a designated representative or by following the specific appeal process created for particular complaints. Grievance and investigation procedures are available for students to receive prompt and equitable resolution of allegations of discriminatory actions on the basis of disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, or need for special education services.

#### **C. PUBLIC COMPLAINTS**

In accordance with Board policy KE-R and its accompanying policy, this regulation contains the procedures to follow when a member of the public files a formal complaint against the district. Any member of the public may file a formal complaint within the same school year that the incident or concern that is the subject of the complaint occurred. Any complaint filed outside of this timeline shall not be considered.

#### **D. PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS OR STRATEGIES**

In accordance with Board policy KEC, the Board, though it is ultimately responsible for all curriculum and instructional materials including library books, recognizes the need and right of students to have free access to many different types of books and materials. It also recognizes the right of the professional staff to select books and other materials supportive of the district's educational philosophy and goals. The Board has approved principles governing the selection of all instructional materials including library books and has established policies pertaining to the selection process. The Board shall provide avenues for citizens to express concerns about educational materials used in the district. All complaints regarding the teaching of controversial issues and/or the materials used therein shall be reviewed through Board policy KEC-E, Request for Review of Instructional Materials.

In compliance with Titles VI & VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act, the Genetic Information Nondiscrimination Act of 2008, and Colorado law, Weld County School District 6, Greeley, Colorado, does not unlawfully discriminate against otherwise qualified students, employees, applicants for employment, or members of the public on the basis of disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, or need for special education services. Discrimination against employees and applicants for employment based on age, genetic information, and conditions related to pregnancy or childbirth is also prohibited in accordance with state and/or federal law.

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