

SECTION H: NEGOTIATIONS

Section H of the NEPN/NSBA classification system contains policies, regulations, and exhibits on the process of negotiating with bargaining units recognized by the school board and authorized under state law.

- HA** Negotiations Goals/Priority Objectives
- HAA** Evaluation of Negotiations

- HB** Negotiations Legal Status

- HC** Scope of Negotiations

- HD** Negotiation Style, Methods, and Procedures

- HE** School Board Negotiating Rights and Responsibilities

- HF** School Board Negotiating Agents

- HG** Superintendent's Role in Negotiations

- HH** Employee Negotiating Organizations

- HI** Rights and Responsibilities of Employee Negotiating Organizations

- HJ** Payment of Negotiating Costs

- HK** Release of Negotiations Information
- HKA** Media Relations during Negotiations

- HL** Preliminary Negotiated Agreement Disposition

- HM** Announcement of Final Negotiated Agreement

- HN** Negotiated Agreement Implementation

- HO** Impasse Procedures
- HOA** Binding Arbitration

- HP** Employee Job Actions
- HPA** Employee Walkouts, Strikes, and Work-to-the-Rule

- HQ** Negotiated Amendments and Renegotiations Procedures

SECTION H - NEGOTIATIONS

Section H contains policies, regulations and exhibits on the process of negotiating with bargaining units recognized by the school board and authorized under state law.

H Negotiations

TABLE OF CONTENTS

SECTION I - INSTRUCTION

Section I contains policies, regulations and exhibits on the instructional program. This section covers basic curricular subjects, special programs, instructional resources and academic achievement. It includes policies about the school year, school day, grading, graduation requirements, home schooling, school library and media center, textbook selection and adoption, field trips, teaching methods and school ceremonies.

IA Instructional Goals and Learning Objectives

IC School Year

ICA School Calendar

IE Organization of Instruction

IG Curriculum Development, Adoption and Review

IGD Curriculum Adoption

IGF Curriculum Review

IH Curriculum Programs

IHAMA Teaching about Drugs, Alcohol and Tobacco

IHAMC HIV/AIDS Education

IHBA Special Education Programs: Handicapped / Disabled /
Exceptional Students

IHBD Compensatory Education

IHBF Homebound Instruction

IHBG Home Schooling

IHBIB Primary/Pre-Primary Education

II Instructional Arrangements

IIB Class Size

IIJ Individualized Instruction

IJ Instructional Resources and Materials

IJK Instructional Materials Selection and Adoption

IJL Library Materials Selection and Adoption

IJNA Teacher Aides

IJOA Field Trips and Student Travel

IK Academic Achievement

IKAB Report Cards/Progress Reports

IKACA Parent Conferences (also GCMC)

IKB Homework

IKE Promotion, Retention and Acceleration of Students

IL Evaluation of Instructional Programs

IM Miscellaneous Instructional Policies

- IMA Teaching Methods
- IMBB Exemptions from Required Instruction
- IMDB Flag Displays

SECTION I: INSTRUCTION

Section I of the NEPN/NSBA classification system contains policies, regulations, and exhibits on the instructional program: basic curricular subjects; special programs, instructional resources, and academic achievement.

- IA** Instructional Goals and Learning Objectives
- IB** Academic Freedom
- IC** School Year
 - ICA** School Calendar
 - ICB** Extended School Year
 - ICC** Year-Round School
- ID** School Day
 - IDA** Evening Instructional Activities
- IE** Organization of Instruction
- IF** Instructional Approach
 - IFA** Heterogeneous/Ability Grouping
 - IFB** Active/Passive Learning
 - IFC** Multiculturalism
 - IFD** Continuous Progress Education
 - IFE** Nongraded Education
- IG** Curriculum Development, Adoption, and Review
 - IGA** Curriculum Development
 - IGB** Curriculum Research
 - IGC** Pilot Projects
 - IGD** Curriculum Adoption
 - IGE** Curriculum Guides and Course Outlines
 - IGF** Curriculum Review
- IH** Curriculum Programs
 - IHA** Basic Instructional Program
 - IHAA** English/Reading/Writing/Language Arts Education
 - IHAB** Mathematics Education
 - IHAC** Social Studies Education
 - IHAD** Science Education
 - IHAE** Physical Education
 - IHAF** Arts Education
 - IHAG** Music Education
 - IHAH** Foreign Language Education
 - IHAI** Vocational-Technical Education
 - IHAJ** Computer/Technology Literacy
 - IHAK** Citizenship/Values Education
 - IHAL** Teaching about Religion
 - IHAM** Health Education
 - IHAMA** Teaching about Drugs, Alcohol, and Tobacco
 - IHAMB** Family Life/Sex Education
 - IHAMC** HIV/AIDS Education
 - IHAN** Driver Education
 - IHAO** Environmental Education
 - IHAP** Consumer Education
 - IHAQ** Career/Transition-to-Work Education

IHB Special Instructional Programs
IHBA Special Education/Programs for Handicapped/Disabled/Exceptional Students
IHBB Gifted and Talented Education
IHBC Programs for At-Risk/Disadvantaged Students
IHBCA Programs for Pregnant/Parenting Students
IHBCB Programs for Substance Abusers
IHbcc Programs for Children in At-Risk Families
IHBD Compensatory Education
IHBDA Remedial Instruction
IHBDB Tutoring Programs
IHBDC Acceleration of At-Risk Students
IHBE Bilingual Instruction
IHBEA English as a Second Language
IHBF Homebound Instruction
IHBG Home Schooling
IHBH Alternative School Programs
IHBHA Alternative Schools
IHBHB Magnet Schools
IHBHC Weekend/Night School
IHBI Early Childhood Education
IHBIA Kindergarten Programs
IHBIAA Half-Day/Full-Day Kindergarten
IHBIB Primary/Pre-Primary Education
IHC Extended Instructional Programs
IHCA Summer School
IHCB Travel Study
IHCC Honors Program
IHCD Advanced College Placement
IHCDA Postsecondary Options/Concurrent Enrollment
IHCE School Camps
IHCEA School-Sponsored Camps
IHCEB Camps Conducted by Outside Groups/ Organizations
IHCF Child Care Programs
IHCFA School-Based Child Care
IHCFB Latchkey Programs
IHCFC Preschool Child Care
IHD Adult/Community Education
IHDA Adult Basic Education
IHDB Adult High School/GED Programs
IHDC Adult Vocational/Career Education
IHDD Community Education

II Instructional Arrangements
IIA Grouping for Instruction
IIB Class Size
IIC Scheduling Classes
IID Pull-Out Programs
IIE Student Schedules and Course Loads
IIF Team Teaching
IIG Differentiated Staffing
IIH Mixed Classes
II Independent Study
IIJ Individualized Instruction
IIK Contracting for Instruction/Performance Contracting
IIIL Open Classrooms
IIM Nongraded Classrooms
IIN Cooperative Learning

IIO	Peer Tutoring
IJ	Instructional Resources and Materials
IJA	Language Arts Resources and Materials
IJB	Mathematics Resources and Materials
IJC	Social Studies Resources and Materials
IJD	Science Resources and Materials
IJE	Art and Music Resources and Materials
IJF	Physical Education Resources and Materials
IJG	Health Education Resources and Materials
IJH	Foreign Language Resources and Materials
IJI	Vocational-Technical Resources and Materials
IJJ	Textbook Selection and Adoption
IJK	Supplementary Materials Selection and Adoption
IJKA	Technology Resource Selection and Adoption
IJL	Library Materials Selection and Adoption
IJM	Special Interest Materials Selection and Adoption
IJN	Instructional Services
IJNA	Teacher Aides
IJNB	Resource Teachers
IJNC	Resource Centers/Media Centers/School Library
IJNCA	Professional Library
IJND	Technology Resources
IJNDA	Computer-Assisted Instruction
IJNDB	Use of Technology Resources in Instruction
IJO	Community Learning Resources
IJOA	Field Trips
IJOB	Community Resource Persons/Speakers
IJOC	School Volunteers
IK	Academic Achievement
IKA	Grading/Assessment Systems
IKAA	Tests and Examinations
IKAB	Report Cards/Progress Reports
IKAC	Conferences
IKACA	Parent Conferences (Also GCMC)
IKACB	Student Conferences
IKAD	Grade Adjustment
IKB	Homework
IKC	Class Rankings/Grade Point Averages
IKD	Honor Rolls
IKE	Promotion, Retention, and Acceleration of Students
IKF	Graduation Requirements
IKFA	Early Graduation
IKFB	Graduation Exercises
IL	Evaluation of Instructional Programs
ILA	Test/Assessment Selection
ILB	Test/Assessment Administration
ILBA	District Program Assessments
ILBB	State Program Assessments
ILBC	National Program Assessments
ILC	Use and Dissemination of Assessment Results
ILD	Educational Surveys and Research/Effective Schools Research
IM	Miscellaneous Instructional Policies
IMA	Teaching Methods

IMB	Teaching about Controversial/Sensitive Issues
IMBA	Alternative Learning Experiences
IMBB	Exemptions from Required Instruction
IMBC	Opt-Out Procedures for Alternative Instruction
IMC	Controversial Speakers/Programs
IMD	School Ceremonies and Observances
IMDA	Patriotic Exercises
IMDB	Flag Displays
IMDC	Religious Observances and Displays
IME	School Assemblies
IMF	School Fairs
IMG	Animals in Schools
IMH	Class Interruptions
IMI	School Stores
IMJ	Collection of Money by Teachers
IMK	Planning and Recordkeeping by Teachers

SECTION I - INSTRUCTION

Section I contains policies, regulations and exhibits on the instructional program. This section covers basic curricular subjects, special programs, instructional resources and academic achievement. It includes policies about the school year, school day, grading, graduation requirements, home schooling, school library and media center, textbook selection and adoption, field trips, teaching methods and school ceremonies.

IA	Instructional Goals and Learning Objectives
IB	Academic Freedom
IC/ICA	School Year/School Calendar
IGA	Curriculum Development
IGD	Curriculum Adoption
IGF	Curriculum Review
IHA	Basic Instructional Program
IHAC	History and Civil Government Education
<i>IHACA*</i>	<i>Law-Related Education</i>
IHAE	Physical Education
IHAM	Health Education
IHAM-R	Health Education (Exemption Procedure) — Regulation
IHAMA	Teaching about Drugs, Alcohol and Tobacco
IHAMB	Family Life/Sex Education
IHAMB-R	Family Life/Sex Education (Exemption Procedure) — Regulation
IHAMC	HIV/AIDS Education
IHAMC-R	HIV/AIDS Education
IHBA	Special Education/Programs for Handicapped/Disabled/Exceptional Students
IHBB	Gifted and Talented Education
IHBD	Compensatory Education (Title 1)
IHBD-R	Parent Involvement in Education (Title 1) — Regulation
IHBEA	English as a Second Language
IHBF	Homebound Instruction
IHBG	Home Schooling
IHBIB	Primary/PrePrimary Education
IHBIB-R	Primary/PrePrimary Education — Regulation
IHCDA	Postsecondary Options/Concurrent Enrollment
IHCDA-R	Postsecondary Options/Concurrent Enrollment — Regulation
IJ	Instructional Resources and Materials
IJK	Supplementary Materials Selection and Adoption
IJL	Library Materials Selection and Adoption
IJNDA	On-Line Instruction
IJOA	Field Trips
IJOA-R	Field Trips — Regulation
IK	Academic Achievement
IKA	Grading/Assessment Systems
IKAB	Report Cards/Progress Reports

SECTION I – INSTRUCTION (continued)

IKE	Ensuring All Students Meet Standards
IKF	Graduation Requirements
IKFB	Graduation Exercises
IL	Evaluation of Instructional Programs
ILBA	District Program Assessments
ILBB	State Program Assessments
ILBC	Literacy and Reading Comprehension Assessments (Third Grade Literacy)
IMA	Teaching Methods
IMB	Teaching about Controversial/Sensitive Issues
IMBB	Exemptions from Required Instruction
IMDB	Flag Displays

Instructional Goals and Learning Objectives

The primary function of the Hinsdale County School District is to provide quality instruction. To achieve this objective, the Board directs the superintendent and the teaching staff to focus their work efforts on producing the highest quality instruction in all educational programs provided by the district.

The extent and specific nature of these services shall be determined by time, space and budgetary limitations. The Board considers each of these services and their programs an important part of the total educational program of the district.

The goals of education for this school district shall be to:

1. Provide career counseling and career education for all students.
2. Teach for mastery of district standards.
3. Teach students to be competent in communicative, computational and decision-making skills.
4. Develop within students an excitement about learning.
5. Make provisions for students of different talents, intellectual capacities and interests.
6. Provide a comprehensive evaluation program.
7. Encourage all youth in the community to complete a high school program.
8. Provide students with the knowledge to develop sound mental and physical health.
9. Develop within students an appreciation of the aesthetic values of life and the capacity to use effectively their leisure time.
10. Develop within each student the confidence of knowing what is useful, relevant and meaningful for him.
11. Develop attitudes, interest and values within students that are essential attributes for citizenship in the home, community, nation and world.

File: IA

12. Teach students to appreciate and understand man in relationship to his environment.
13. Provide students with excellent computer skills.

Adopted July 6, 1992

Revised to conform with practice: date of manual adoption

LEGAL REF.: C.R.S. 22-32-109 (1)(t)

CROSS REF.: ADA, School District Goals and Objectives

School Year/School Calendar/Instruction Time

Prior to the end of the school year, the Board shall determine the length of time during which district schools shall be in session during the next school year. The number of hours/days of planned teacher-student instruction and of teacher-student contact shall be consistent with the Board's definition of "actively engaged in the educational process," shall meet or exceed the requirements of state law and shall include a sufficient number of days to allow the superintendent flexibility in preparing a calendar that supports the district's educational objectives.

The Board defines "actively engaged in the educational process" as time when students are working toward achieving educational objectives under the supervision of a licensed teacher, including:

- classroom instruction time
- individual student work time while at school, including study hall and library research
- passing periods between classes
- recess
- school-related field trips
- independent study insofar as such study is allowed under district policy
- assemblies

"Actively engaged in the educational process" shall not include:

- lunch
- time students spend before school waiting for classes to begin and time after the last class of the day, including waiting for the bus
- teacher preparation time

Supervision by a licensed teacher shall not require that the teacher be in the student's physical presence at all times, but that the teacher is exercising direction and control over the nature of the student's activities.

The district calendar for the next school year shall be prepared by the superintendent and presented to the Board for approval in the spring of each year. The superintendent shall consult with other districts in the area when preparing the calendar.

Calendars shall include the dates for all staff in-service programs scheduled for the upcoming school year. The administration will allow public input from parents and teachers prior to scheduling the dates for staff in-service programs.

File: IC/ICA

A copy of the calendar shall be provided to all parents/guardians of students enrolled in district schools. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days.

Adopted December 4, 1984

Revised February 2, 1988

Revised to conform to practice: date of manual adoption

Revised to conform to practice: September 13, 2000

Revised May 22, 2001

“Note” updated September 2007

Revised April 28, 2011

Revised August 24, 2017

LEGAL REFS.: C.R.S. 22-1-112 (*school year and national holidays*)
C.R.S. 22-32-109 (1)(n) (*duty to determine school year and instruction hours*)
C.R.S. 22-33-102 (1) (*definition of academic year*)
C.R.S. 22-33-104 (1) (*compulsory attendance law*)
C.R.S. 22-44-115.5 (*fiscal emergency*)
1 CCR 301-39, Rules 2254-R-2.06 (*school year and instruction hours; definition of contact/instruction time*)

CROSS REF.: EBCE, School Closings and Cancellations

Curriculum Development

Constant adaptation and development of the curriculum is necessary if the district is to meet the needs of the students in its schools.

To be successful, curriculum development must be a cooperative enterprise involving all staff members, carried out under the competent leadership of the superintendent, and using all available resources.

As standards for student outcomes and performance are adopted, the District shall provide a program of instruction based on and designed to enable students to meet the Board-adopted standards.

The Board expects its faculty and administration to regularly evaluate the education program and to recommend modifications of practice and changes in curriculum content as well as the addition of new courses to the instructional program.

All teachers have professional obligations to the school program beyond regular classroom duties, and these duties shall include work on curriculum committees. It is expected that all teachers will make a contribution to this work. The Board will hear regular reports on district programs as well as on the ongoing work of the curriculum committees.

Current practice codified 1995
Adopted: date of manual adoption

LEGAL REF.: 1 CCR 301-1, Rules 2202-R-3.13 (1)

Curriculum Adoption

The Board is legally responsible for determining, planning, selecting and evaluating the curriculum. The following guidelines shall be followed by the superintendent and teaching staff in the development of curriculum in the district.

1. A written curriculum shall be developed locally for all grade levels and subjects. The curriculum shall be revised and re-adopted by the Board according to a planned schedule. The curriculum shall be congruent with those subjects and skills tested by the state of Colorado.
2. The curriculum shall identify the specific subject, skills and attitudes to be taught and the student outcomes to be achieved. It shall state methods, materials and resources for teaching the curriculum and for assessing learning in each subject as well as the skills and attitudes to be taught. The adoption of instructional materials shall be integrated into and consistent with the curriculum.
3. H. G. Heath Elementary School curriculum shall have the core basic skills as its basis. The curriculum shall be based on the growth and development levels of children and shall provide for continuity, consistency and clarity of instructional focus. Curricular materials shall be aimed at promoting this focus.
4. The curriculum shall be developed in harmony with community needs, state guidelines and relevant federal mandates.

Complete sets of the curriculum guides shall be available to all teachers. Such guides also shall be available in the superintendent's office and in the public library for parental and/or public review and reference.

The superintendent shall develop regulations to carry out this policy in its entirety and insure its consistent implementation.

Adopted July 6, 1992

Revised to conform with practice: date of manual adoption

LEGAL REF.: C.R.S. 22-32-109 (1)(t)

Curriculum Review

The superintendent shall conduct a review of the curriculum and organize a report to the Board that demonstrates if the established curriculum and educational programs in the district are effective and related to the adopted goals set by the Board. The superintendent shall present to the Board the appropriate recommendations that may be necessary for the improvement of student growth.

The review shall include consideration of achievement results for all students, educational equity, curriculum breadth and depth and congruence of instructional strategies and assessments with Board-adopted student outcome and performance standards.

The review process shall include a statement of instructional goals by grade level, assessment or testing trend data that may be relevant, important new trends that are to be incorporated into the curriculum, recommended materials and input from the teaching staff.

The superintendent shall employ one or more externally identified content area curriculum experts to critique the proposed or existing curriculum in light of available knowledge regarding appropriate curricula in the areas being reviewed. Such reports and/or critiques shall be appended to the superintendent's report to the Board.

Adopted July 6, 1992

Revised to conform with practice: date of manual adoption

LEGAL REF.: 1 CCR 301-1, Rules 2202-R-3.13 (3)

Basic Instructional Program

The educational program shall provide formal studies to meet the general academic needs of all students to enable them to meet or exceed state and district content standards. To the extent possible, opportunities for individual students to develop specific talents and interests in more specialized fields shall also be provided.

An atmosphere shall prevail in which healthy growth is fostered, in which ability is recognized and excellence encouraged, and in which a productive life is held before students as a model to emulate.

The various instructional programs shall be developed with the view toward maintaining balanced, integrated and sequentially articulated curricula which will serve the educational needs of all students in the district.

Elementary program

At the elementary level, schools will provide yearly instruction and assessment in content standards in English language arts, mathematics, science, history, economics, geography, civics, music, visual arts, and physical education. Schools will provide interventions to prepare students for middle level education. In addition, as part of building citizenship skills, the school will instruct students about, and expect students to adhere to, the student code of conduct.

Middle school program

At the middle level, schools will continue to provide instruction and assessment in content standards. This instruction shall include three years of English language arts, three years of mathematics, three years of science, and three years of social studies, including instruction in civics, geography, history, and economics. Students will also have the opportunity to expand their talents and interests through an exploratory program that provides instruction in content standards and may include any combination of the following courses: visual arts, music, technical education, world languages, physical education, health, consumer and family studies, computer/keyboarding/business, and other appropriate middle level course offerings. The school will provide interventions to prepare students for high school. In addition, the middle school will instruct students about, and expect students to adhere to, the student code of conduct.

Senior high school program

The high school has been designed to serve the needs of students in grades nine through twelve. High school will balance core academic expectations for all students in the achievement of content standards while serving the diverse talents and interests of our students. It is the joint responsibility of staff, students, and parents/guardians to ensure that students meet the core academic expectations and develop those talents and interests over the four years of high school.

File: IHA

High school will provide students with the academic skills to pursue further education and to be a competent member of the workforce. In addition, students will be instructed about, and be expected to be, participating citizens. Students will adhere to the student code of conduct up to and including the day of graduation. Graduation shall be the culminating event for students after they have met the requirements for a high school diploma.

Preparation for postsecondary opportunities

Students are encouraged to plan for postsecondary opportunities so they will be adequately prepared upon graduation from high school. Each student who enrolls in the sixth grade, on the day of enrollment, will be encouraged to register with the state-provided, free online college planning and preparation resource, commonly referred to as "CollegeInColorado."

The Colorado Commission on Higher Education (CCHE) will provide information to the parents/guardians of eighth grade students about the admission requirements for institutions of higher education in Colorado. In addition, the district will make information available to these same parents/guardians about the courses the district offers that meet the CCHE admission requirements. This information will be made available to parents/guardians prior to the student's enrollment in his or her ninth grade courses.

Beginning in ninth grade, district personnel shall assist students to develop and maintain individual career and academic plans. The student's career and academic plan will be designed to assist the student and the student's parent/guardian in exploring the postsecondary career and educational opportunities available to the student, aligning course work and curriculum, applying to postsecondary education institutions, securing financial aid and ultimately entering the workforce.

Adopted September 22, 2005

Revised October 28, 2010

LEGAL REFS.: C.R.S. 22-1-104 (*teaching of history, culture and civil government*)
C.R.S. 22-1-108 through 22-1-110 (*instruction on the federal constitution and the effect of use of alcohol and controlled substances*)
C.R.S. 22-25-101 *et seq.* (*Colorado Comprehensive Health Education Act*)
C.R.S. 22-32-109 (1)(ff) (*notice of courses that satisfy higher education admission guidelines*)
C.R.S. 22-32-109 (1)(nn) (*career and academic planning for students beginning in ninth grade*)
C.R.S. 22-35-101 *et seq.* (*Concurrent Enrollment Programs Act*)
1 CCR 301-81 (*rules governing standards for individual career and academic plans*)

CROSS REFS.: IKF, Graduation Requirements
JIC, Student Conduct, and Subcodes

Hinsdale County School District RE-1, Lake City, Colorado

Basic Instructional Program

(Implementation Plan for Student Individual Career and Academic Plans)

In accordance with state law and the timeline prescribed by applicable State Board of Education rules (Rules), the district shall create a plan for the development and implementation of student individual career and academic plans (ICAP).

At a minimum, the district's ICAP plan shall address:

1. How the district will ensure that all students, beginning in the 9th grade, have access to and assistance in the development of an ICAP.
2. The roles and responsibilities of the student, parents and district staff in creating and updating an ICAP for the student.
3. The activities that will be addressed at each grade level of a student's ICAP.
4. How students' ICAPs will be stored.
5. If possible, the professional development that will be provided to appropriate district staff regarding ICAPs and the staff's role in implementing the district's ICAP plan.
6. The method that will be used to evaluate the implementation and effectiveness of the district's ICAP plan.

Adopted October 28, 2010

Law-Related Education

The Board of Education recognizes the importance of a law-related education program to enhance student awareness about the law, the legal system and the fundamental principles and values upon which our constitutional democracy is based. Other goals of the program shall be to promote responsible citizenship and encourage students to resist anti-social gang behavior and substance abuse.

The program shall include relevant curriculum materials, interactive teaching strategies and extensive use of community resource persons and expertise. The program shall include instruction on the United States Constitution and the Declaration of Independence and may include instruction in:

1. Rights and responsibility of citizenship.
2. Foundations and principles of American constitutional democracy.
3. Role of law in American society.
4. Organization and purpose of legal and political systems.
5. Disposition to abide by law.
6. Opportunities for responsible participation.
7. Alternative dispute resolution including mediation and conflict resolution.

District personnel may prepare an annual report concerning the progress of the district in implementing law-related education. The report, if prepared, shall include an analysis of the effect of the law-related education program on the incidence of gang involvement and substance abuse by the students in the district.

The district shall provide opportunities for training instructors and administrators in gang awareness and substance abuse education in order to provide effective instruction to students concerning the dangers of gang involvement and substance abuse by the students in the district.

Adopted April 25, 2002

LEGAL REF.: C.R.S. 22-25-104.5

Health Education

The Board is committed to a comprehensive health education and health service program as an integral part of each student's general education. The health education program should emphasize a contemporary approach to health information and the skills and knowledge necessary for students to understand and appreciate the functioning and proper care of the human body.

In addition, the student shall be presented with information regarding complex social, physical and mental health problems which will be encountered in society. In health education, students should examine the potential health hazards of social, physical and mental situations which exist in the broad school-community environment and learn to make intelligent, viable choices on alternatives of serious personal consequence.

The Board believes that the greatest opportunity for effective health education lies within the public schools because of the opportunity to reach almost all children at an age where positive, lifelong health habits may be engendered and the availability of qualified personnel to conduct health education programs and health services. Good health is a dynamic, not a static, quality and therefore depends upon continuous, lifelong attention to scientific advances and acquisition of new knowledge.

In addition to the requirements listed below, the customary policies and regulations concerning the approval of new curriculum content, units and materials shall apply to any comprehensive health education courses offered by the district:

1. Instructional materials to be used in comprehensive health education courses shall be available for inspection by the public during school hours. A public meeting shall be scheduled to receive public comments.
2. Parents/guardians of all students shall be notified that such courses have been scheduled and that they may request that their child be exempt without penalty from a specific portion of the comprehensive health program on the grounds that it is contrary to their religious beliefs. If the request for the exemptions is from a specific portion of the health education curriculum that concerns human sexuality, no reason must be given by the parent/guardian when requesting the exemption.
3. The notice to parents will be given within a reasonable time prior to instruction and shall include a detailed, substantive outline of the topics and materials to be presented in the portion of the planned curriculum that concerns human sexuality.

File: IHAM

4. The Board shall approve an exemption procedure. If a student is granted an exemption, an alternate educational assignment shall be arranged.
5. Teachers who provide instruction in comprehensive health education shall have professional preparation in the subject area, either at the preservice or inservice level.

Adopted January 24, 2002

Revised July 24, 2003

Revised August 26, 2004

LEGAL REFS.: 20 U.S.C. 7906 (*prohibition against the use of Title I Funds to operate a program of contraception in the schools contained in the No Child Left Behind Act of 2001*)
C.R.S. 22-1-110.5
C.R.S. 22-25-105
C.R.S. 22-25-106 (4)
C.R.S. 22-25-110 (2)

CROSS REFS.: IGA, Curriculum Development
IGD, Curriculum Adoption
IHACA*, Law-Related Education
IHAMB, Family Life/Sex Education
JLC, Student Health Services and Requirements, and subcodes

Health Education
(Exemption Procedure)

1. Exemption will be granted from a specific portion of the health education curriculum upon the request of the student's parent/guardian.
2. A request for exemption must be submitted in writing to the superintendent at least 10 school days in advance of instruction in that portion of the curriculum for which the exemption is requested.
3. The superintendent will confer with the teacher to determine the length of time a student will be exempt. The teacher will develop an alternative activity for which the student will receive credit.
4. The superintendent will inform the parent/guardian of disposition of the request within 5 school days of receipt of the request.

Adopted November 21, 2002
Revised August 26, 2004
Revised March 22, 2012

Teaching about Drugs, Alcohol and Tobacco

In accordance with state and federal law, the district shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs from early childhood (preschool) through grade 12.

The drug and alcohol education program shall address the legal, social and health consequences of drug and alcohol use. It shall include special instruction as to the effects upon the human system; the emotional, psychological and social dangers of such use with emphasis on non-use by school-age children, and the illegal aspects of such use. The program also shall include information about effective techniques for resisting peer pressure to use illicit drugs or alcohol.

The objectives of this program, as stated below, are rooted in the Board's belief that prevention requires education and that the most important aspect of the policies and guidelines of the district should be the education of each individual to the dangers of drugs, alcohol and tobacco.

1. To create an awareness of the total drug problem—prevention, education, treatment, rehabilitation and law enforcement on the local, state, national and international levels.
2. To relate the use of drugs and alcohol to physical, mental, social and emotional practices.
3. To encourage the individual to adopt an appropriate attitude toward pain, stress and discomfort.
4. To develop the student's ability to make intelligent choices based on facts and to develop the courage to stand by one's own convictions.
5. To understand the need for seeking professional advice in dealing with problems related to physical and mental health.
6. To understand the personal, social and economic problems causing the misuse of drugs and alcohol.
7. To develop an interest in preventing illegal use of drugs in the community.

The curriculum, instructional materials and strategies used in this program shall be recommended by the superintendent and approved by the Board.

Adopted November 6, 1990

File: IHAMA

Revised August 26, 2004

LEGAL REFS.: 20 U.S.C. §7116 (*Safe and Drug-Free Schools and Communities Act of 1994*)

C.R.S. 18-18-102 (5)

C.R.S. 22-1-110

C.R.S. 22-32-109 (1)(bb)

C.R.S. 25-14-103.5

CROSS REFS.: ADC, Tobacco-Free Schools

IHACA*, Law-Related Education

JICH, Drug and Alcohol Use by Students

Family Life/Sex Education

The Board believes that the purpose of family life and sex education is to help students acquire factual knowledge, skills and attitudes which will result in behavior that contributes to the well-being of the individual, the family and society.

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the prime responsibility to assist their children in developing moral values. The schools should support and supplement parents' efforts in these areas by offering students factual information and opportunities to discuss concerns, issues and attitudes inherent in family life and sexual behavior including inquiring into traditional moral values.

The school district shall teach about family life and sex education in regular courses on anatomy, physiology, health, home economics, science and so on. If a separate family life or sex education program is developed, it shall be a non-required, noncredit course.

In addition to the requirements listed below, the customary policies and regulations concerning the approval of new curriculum content, units and materials shall apply to any course(s) dealing with family life and sex education offered by the district:

1. Instructional materials to be used in family life/sex education shall be available for inspection by the public during school hours. A public meeting shall be scheduled to receive public comments.
2. Parents/guardians of all students shall be notified that such courses have been scheduled and that they may request that their child be exempt without penalty from a specific portion of the program on the grounds that it is contrary to their religious beliefs. If the request for the exemption is from a specific portion of the family life/sex education curriculum that concerns human sexuality, no reason must be given by the parent/guardian when requesting the exemption.
3. The notice to parents will be given within a reasonable time prior to instruction and shall include a detailed, substantive outline of the topics and materials to be presented in the portion of the planned curriculum that concerns human sexuality.
4. The Board shall approve an exemption procedure. If a student is granted an exemption, an alternate educational assignment shall be arranged. Exemptions shall be implemented in a manner that does not draw undue attention to or cause undue embarrassment for students.

File: IHAMB

5. Teachers who provide instruction in family life/sex education shall have professional preparation in the subject area, either at the pre-service or inservice level.

Adopted January 24, 2002
Revised July 24, 2003
Revised August 26, 2004

LEGAL REFS.: C.R.S. 22-1-110.5
C.R.S. 22-25-104 (6)
C.R.S. 22-25-106 (4)
C.R.S. 22-25-110 (2)
20 U.S.C. 7906 (*No Child Left Behind Act of 2001*)

CROSS REFS.: IGA, Curriculum Development
IGD, Curriculum Adoption
IHAM, Health Education

Family Life/Sex Education
(Exemption Procedure)

1. Exemption will be granted from a specific portion of the health education curriculum upon the request of the student's parent/guardian.
2. A request for exemption must be submitted in writing to the superintendent at least 10 school days in advance of instruction in that portion of the curriculum for which the exemption is requested.
3. The superintendent will confer with the teacher to determine the length of time a student will be exempt. The teacher will develop an alternative activity for which the student will receive credit.
4. The superintendent will inform the parent/guardian of disposition of the request within 5 school days of receipt of the request.

Adopted November 21, 2002
Revised August 26, 2004
Revised March 22, 2012

HIV/AIDS Education

The Board of Education recognizes that Human Immunodeficiency Virus (HIV) infection and Acquired Immune Deficiency Syndrome (AIDS) pose a public health crisis. At the present time, society's most effective weapon against this deadly disease is public education.

The number of AIDS cases steadily is increasing. In the course of living their daily lives, students will come in contact with people who are both HIV infected (asymptomatic) and at the later stages of AIDS. Therefore the district's health education program shall include factual information regarding HIV infection and how the virus is transmitted. Students shall be told what voluntary behaviors put them at risk of infection and also shall be motivated to prevent infection by making wise decisions in their daily lives.

The Board believes that HIV/AIDS instruction is most effective when integrated into a comprehensive health education program. Instruction shall be developmentally appropriate to the grade level of the students and shall occur in a systematic manner. The Board particularly desires that students receive proper education about HIV before they reach the age when they may adopt behaviors that put them at risk of contracting the disease.

In order for education about HIV to be most effective, the superintendent or designee shall ensure that faculty members who present this instruction receive continuing inservice training that includes appropriate teaching strategies and techniques. Other staff members not involved in direct instruction but who have contact with students shall receive basic information about HIV/AIDS and instruction in the use of universal precautions when dealing with body fluids.

School faculty, parents, community members including physicians, and students as appropriate shall be involved in the development of HIV education. In accordance with Board policy, parents/guardians shall have an opportunity to review the HIV education program before it is presented to students.

Parents/guardians of all students shall be notified when HIV/AIDS instruction is scheduled so they may request that their child be exempt on the grounds that it is contrary to their religious beliefs. If the request for the exemption is from a specific portion of the HIV/AIDS curriculum that concerns human sexuality, no reason must be given by the parent/guardian when requesting the exemption.

Current practice codified 1995
Adopted: date of manual adoption
Revised January 24, 2002
Revised August 26, 2004

File: IHAMC

LEGAL REFS.: C.R.S. 22-1-110.5
C.R.S. 22-25-101 *et seq.* (*Comprehensive Health Education Act*)
20 U.S.C. 7906 (*No Child Left Behind Act of 2001*)

CROSS REFS.: EBBA, Prevention of Disease/Infection Transmission
IHAM, Health Education
IHAMB, Family Life/Sex Education

HIV/AIDS Education
(Exemption Procedure)

1. Exemption will be granted from a specific portion of the health education curriculum upon the request of the student's parent/guardian.
2. A request for exemption must be submitted in writing to the superintendent at least 10 school days in advance of instruction for which the exemption is requested.
3. The superintendent will confer with the teacher to determine the length of time a student will be exempt. The teacher will develop an alternative activity for which the student will receive credit.
4. The superintendent will inform the parent/guardian of disposition of the request within 5 school days of receipt of the request.

Adopted November 21, 2002

Revised August 26, 2004

Revised March 22, 2012

Special Education Programs for Students with Disabilities

In keeping with the intention of the state of Colorado and this Board of Education to offer educational opportunities to all students which will enable them to lead fulfilling and productive lives, the district shall provide appropriate educational opportunities to students with disabilities in accordance with the requirements of state and federal law.

Any student identified as a child with disabilities pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (the IDEIA) who is between the ages of three and 21 and who has not been awarded a regular high school diploma and graduated from high school has the right to a free appropriate public education. These eligible students with disabilities shall be provided individualized programs appropriate to meet their educational needs, as determined by the students' individualized education program (IEP) or Individual Family Service Plan (IFSP) teams.

A student identified as a child with disabilities under the IDEIA shall become eligible for special education and related services on his or her third birthday. A student reaching age 21 after the beginning of an academic year shall have the right to complete the semester in which his or her 21st birthday occurs or attend until he or she graduates, whichever comes first. In such a case, the child is not entitled to extended school year services during the summer following such current academic year.

Students with disabilities are required by federal law to be included in state and district-wide assessments, with appropriate accommodations where necessary. Any IEP developed for a student with disabilities shall specify whether the student shall achieve the district's adopted content standards or whether the student shall achieve individualized standards which would indicate the student has met the requirements of his or her IEP.

Adopted July 6, 1992

Revised to conform with practice: date of manual adoption

Revised April 28, 2011

LEGAL REFS.: 20 U.S.C. §1401 *et seq.* (*Individuals with Disabilities Education Improvement Act of 2004*)
29 U.S.C. §701 *et seq.* (*Section 504 of the Rehabilitation Act of 1973*)
C.R.S. 22-7-407 (6)
C.R.S. 22-7-409 (1.2)(d)(II) (*assignment of scores on statewide assessments for students with disabilities*)
C.R.S. 22-20-101 *et seq.* (*Exceptional Children's Educational Act*)

1 CCR 301-8, Rules 2220-R-1.00 *et seq.* (*Rules for the Administration of the Exceptional Children's Educational Act*)

File: IHBA

CROSS REFS.: ACE, Nondiscrimination on the Basis of Disability
AEA, Standards Based Education
IA, Instructional Goals and Learning Objectives
IHBIB, Primary/Preprimary Education
JF-E, Admission and Denial of Admission
JK*-2, Discipline of Students with Disabilities

Gifted and Talented Education

The District strives to meet the educational needs of all students. In meeting this concept, the District recognizes the unique characteristics of gifted children and further recognizes the need to develop special programs to respond to their individual abilities and competencies.

The Board of Education, therefore, requires that the superintendent develop a program for gifted and talented children. The Board further requires that the superintendent of schools insures the following in accordance with appropriate statutes and operational guidance from the Colorado Department of Education:

- ▶ a plan for the definition and identification of gifted and talented students;
- ▶ the provision of programs to meet their unique learning needs; and
- ▶ a plan for training of key staff for administering, supervising and teaching such programs.

In addition, a secondary school student may apply, through the district office, to the Colorado Department of Education to attend an approved gifted and talented educational program provided by the department through contract. The student also may apply for tuition assistance and for assistance in defraying transportation expenses. The Colorado Department of Education will select students eligible to participate in this program.

Adopted: January 7, 1998

LEGAL REFS.: C.R.S.22-20-101 through 22-20-114 (Exceptional Children's Education Act)
C.R.S. 22-26-107

Compensatory Education (Title I)

Pursuant to federal law, school districts receiving Title I funds to provide educational services to students must do so in accordance with Title I of the No Child Left Behind Act of 2001. It is the Board of Education's intent that Title I funds shall be used efficiently and effectively to benefit the academic opportunities and progress of students in Schoolwide or Targeted Assistance Programs.

Title I funds shall be used to provide educational services that are in addition to the regular services provided for district students. By adoption of this policy, the Board ensures equivalence among schools in teachers, administrators and auxiliary personnel and equivalence in the provision of curriculum materials and supplies.

District personnel shall establish written procedures which include a process to demonstrate that Title I funds are used to provide services in project areas that are at least comparable to the services provided through state and local funds in attendance areas not receiving Title I funds and to maintain appropriate records documenting compliance with this policy.

Current practice codified 1995
Adopted: Date of manual adoption
Revised July 24, 2003

LEGAL REFS.: 20 U.S.C. §1001 *et seq.* (*Title I of the No Child Left Behind Act of 2001*)

CROSS REFS.: GCBA, Instructional Staff Contracts/Compensation/Salary Schedules
GDBA, Support Staff Salary Schedules
KB, Parent Involvement in Education
KB-E-1, School-Level Title I Parent Involvement Policy (School/Parent Compact)

Remedial Education

The District strives to meet the educational needs of all students. In meeting this concept, the District recognizes the unique characteristics of children with a need for special programs to respond to their individual abilities and competencies.

The Board of Education, therefore, requires that the superintendent develop a program for students in need of remedial education. The Board further requires that the superintendent of schools insures the following in accordance with appropriate statutes and operational guidance from the Colorado Department of Education:

- ▶ a plan for the definition and identification of students with a need for remedial education assistance;
- ▶ the provision of programs to meet their unique learning needs; and
- ▶ a plan for training of key staff for administering, supervising and teaching such programs.

Adopted: January 7, 1998

LEGAL REFS.: Title 1, Part A, Improving America's School Act (IASA), P.L. 103-382

Homebound Instruction

The purpose of homebound instruction is to maintain continuity in the educational process for those students who, because of a temporary extended illness or condition, cannot attend school. Homebound instruction shall not be used in lieu of the student's normal educational placement.

The district shall provide instruction, as appropriate, for students confined to home or hospitalized upon the request of parents and with the approval of the family physician.

1. In each instance the physician must certify that the student will be unable to attend school for the length of time specified and that he or she is capable of receiving home instruction. The physician also shall be asked to give an estimate of the probable length of the student's convalescence.
2. A parent should request the homebound/hospital instruction as soon as it is determined that the student's condition will require it so that instruction may begin as soon as the student is able to receive it.

Homebound instruction, although correlated with what the student is missing in the classroom, shall be geared to the student's needs and what the student is capable of doing during the period of convalescence. The school shall provide textbooks and supporting materials.

The superintendent shall determine how many hours of weekly instruction students shall receive.

Preference shall be given to regular staff members, and particularly to the student's own teacher(s), when they wish to serve as homebound instructors. They shall be paid an hourly rate established annually by the administration.

Adopted July 6, 1992

Revised to conform with practice: date of manual adoption

Revised December 13, 2007

LEGAL REF.: C.R.S. 22-33-104 (2)(i)

Home Schooling

When a parent/guardian of a student who has attained the age of seven years and is below the age of 16 wants to establish a home-based educational program for his/her child, the following procedures shall be followed in accordance with law:

1. The parent/guardian must submit on an annual basis written notification of establishment of the home-based program to the district's director of student services. The initial written notification shall be submitted at least 14 days before the program is established.
2. The parent/guardian must certify in writing, the name, age, place of residence and number of hours of attendance of each of his/her children enrolled in the program.
3. The superintendent shall give the parent 14 days written notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law.
4. Each student in a home-based program shall be evaluated when the student is in the third, fifth, seventh, ninth and 11th grades. The student's academic progress shall be evaluated either by giving a nationally standardized achievement test or by submitting an evaluation of the student conducted by a qualified person as defined in state law.

The student's test or evaluation results shall be submitted to the district or to an independent or parochial school in Colorado. If the test or evaluation results are submitted to an independent or parochial school, the name of the school shall be provided to the district.

5. If the student's composite score on the test is above the 13th percentile, the student shall continue to be eligible for the home-based educational program and exempt from compulsory attendance. If the score is at or below the 13th percentile, the parent/guardian shall be given the opportunity to have the student re-tested using an alternate version of the same test or a different nationally standardized test selected by the parent/guardian from a list supplied by the State Board of Education.
6. If the evaluation conducted by a qualified person indicates that the student is making sufficient academic progress according to ability, the student shall continue to be exempt from compulsory attendance.
7. If the composite score on a retest continues to be at or below the 13th percentile or if the evaluation conducted by a qualified person indicates that the student is not making sufficient academic progress, the district shall take steps to require the parent/guardian to enroll the student in a public, independent or parochial school.

Extracurricular and interscholastic activities

Students participating in home-based educational programs have the same rights as district students to participate in district extracurricular and interscholastic activities. Such participation is subject to the same rules of any interscholastic organization or association of which the district is a member, applicable law and the district's eligibility requirements.

If a student withdraws from the school district more than 15 days after the start of the school year and enters a home-based educational program, the school district shall remain the child's district of attendance for purposes of extracurricular and interscholastic activities. If the child was eligible to participate in extracurricular or interscholastic activities when he or she withdrew from the public school, the child remains eligible to participate at that school for the remainder of the academic year.

Habitually truant students

Any student who has been declared habitually truant at any time during the last six months of attending public school before the proposed enrollment in a home-based educational program may not be enrolled unless the parent/guardian first submits a written description of the curricula to be used along with the written notification required in paragraph #1 above.

Re-entering district schools

A student from a home-based program may re-enter the district's schools at any time. With the consent of the student's parent/guardian, the district shall place the student at the grade level deemed most appropriate by the district. All students from home-based programs must demonstrate proficiency in the district's academic standards at their appropriate placement level. The district may test the student to determine placement.

The district shall accept the transcripts from a home-based educational program. In order to determine whether the courses and grades earned are consistent with district requirements and the district's academic standards, the district shall require submission of the student's work or other proof of academic performance for each course for which credit toward graduation is sought. In addition, the district may administer testing to the student to verify the accuracy of the student's transcripts. The district may reject any transcripts that cannot be verified through such testing. See policy IKF.

Part-time Enrollment

A student may apply to the superintendent for participation in the district's secondary education program on a part-time basis. At the MS/HS level a student must enroll in a minimum of 2 courses. Approval will be granted by the superintendent on a space-available basis only. Elementary students must be enrolled full-time.

If the home-schooling student is accepted on a part-time basis, all school rules and policies pertaining to student behavior and attendance will be applied as they are for full-time students. No full-time regular education resident student shall be displaced from his/her program due to the attendance of a home-schooling student on a part-time basis.

Current practice codified 1995

Adopted: date of manual adoption

Revised February 20, 2001

Revised June 22, 2006

Revised July 29, 2012

Revised December 13, 2013

LEGAL REFS.: C.R.S. 22-7-409 (1.2)(d)(I)(C)(III) (*home school students not required to take state assessments*)
C.R.S. 22-32-116.5 (*extracurricular and interscholastic activities*)
C.R.S. 22-33-104.5 (*home-based education law*)
C.R.S. 22-33-104.5 (3)(f) (*scores on nationally standardized tests or evaluations required in paragraph 4 above, are not considered when the state awards academic performance grades to each school*)
C.R.S. 22-33-107 (*compulsory attendance law*)

CROSS REFS.: JGA, Assignment of New Students to Classes and Grade Levels
JHB, Truancy
JJJ, Extracurricular Activity Eligibility

NOTE 1: The parent/guardian of a student who wants to establish a home-based education program may choose any public school district in the state to be the student's district of residence by notifying the district as set forth in paragraphs 1 and 2 of this policy. C.R.S. 22-33-104.5 (3)(e) and C.R.S. 22-33-104.5 (6)(a)(II)(A). However, if a student withdraws from public school more than 15 days after the start of the school year, the district from which the student withdraws remains the district of attendance for the purposes of extracurricular and interscholastic activities. C.R.S. 22-33-104.5 (6)(a)(II)(B).

NOTE 2: State law does not require a district to permit home-schooled students to attend only part of the educational program. However, if the district decides to permit part-time enrollment, and the student is enrolled for at least 90 hours of teacher-pupil instruction/contact time during the semester, the district may count the student and receive part-time state funding. C.R.S. 22-33-104.5 (6); 1 CCR 301-39, 2254-R-5.13. The district could consider including in its home school policy that enrollment will be denied unless the student is enrolled for at least 90 hours per semester. If the district does not wish to maintain a minimum hours requirement, the district should make part time enrollment subject to district availability of space and resources.

NOTE 3: State law prohibits a district from requiring a home-schooled student to enroll in a district course or complete any district credits as an eligibility requirement or condition of participating in any extracurricular activity at a district school unless "the extracurricular activity is an extension of the course, such as a performing arts group." C.R.S. 22-32-116.5 (4)(c), 22-33-104.5 (6)(b)(I).

NOTICE OF INTENT TO HOME SCHOOL

We, the undersigned parents and/or guardians, do hereby serve notice to the superintendent of Hinsdale County School District RE-1 that we have established and are in charge and control of a non-public home-based educational program pursuant to *CRS 22-33-104.5*.

Children's names Children's ages Children's grade levels

Our place of residence is:

The number of hours/days of attendance for this school year are:

The test or evaluation results of our children will be submitted to Hinsdale County School District RE-1, Lake City Community School when they are tested or evaluated up to completion of grades three, five, seven, nine and eleven.

Signatures: _____

Date: _____

Date: _____

Primary/Preprimary Education

Kindergarten programs

The district shall establish and maintain a kindergarten program or programs. A kindergarten program may be a half-day or full-day program, and the district shall receive state funding for students enrolled in these programs on a half-day or full-day basis, in accordance with state law.

Preschool programs

All district preschool programs shall comply with the rules established by the Department of Education and with the rules for child care centers established by the Department of Human Services.

Children with disabilities

In meeting its obligation to offer an individualized program for children with disabilities at age three, the district shall provide a special education preschool program at no cost to students who have been identified as children with disabilities pursuant to applicable law.

Colorado preschool program

In addition, when the district receives funding from the state to do so, the district shall provide a preschool program as part of the Colorado Preschool Program for three-, four- and five-year-old children who lack learning readiness due to significant family risk factors, who are in need of language development or who are receiving services from the Department of Human Services as neglected or dependent children. All enrolling three-year-olds must lack overall learning readiness that is attributable to at least three of the significant family risk factors.

Parents/guardians wishing to have their children participate in this program shall make application to the district. Participants then shall be selected on the basis of greatest need.

In an effort to offer a well-rounded learning experience, the preschool program is be open to students who have not been identified as **children with disabilities** pursuant to applicable law or who are not eligible for the program because of the factors listed above.

Current practice codified 1995
Adopted: date of manual adoption
Revised April 25, 2013

LEGAL REFS.: C.R.S. 22-20-101 *et seq.* (*Exceptional Children's Educational Act*)
C.R.S. 22-28-101 *et seq.* (*Colorado Preschool Program Act*)
C.R.S. 22-32-119 (1) (*requires establishment of kindergarten program*)
C.R.S. 22-43.7-201 *et seq.* (*full-day kindergarten capital construction funding*)
C.R.S. 22-44-118 (*full-day kindergarten reserve*)

File: IHBIB

C.R.S. 22-54-103 (9.5) *(definition of preschool enrollment)*

C.R.S. 22-54-103 (10) *(funding for kindergarten)*

C.R.S. 22-54-108.5 *(mill levy to fund full-day kindergarten)*

C.R.S. 22-54-130, 131 *(full-day kindergarten funding)*

C.R.S. 26-6-102 (1.5) *(definition of child care center)*

1 CCR 301-8, Rules 2220-R-1.00 *et seq. (Rules for the Administration of the Exceptional Children's Educational Act)*

CROSS REFS.: BDFC*, Preschool Council
IHBA, Special Education Programs for Students with Disabilities

Concurrent Enrollment

The Board believes that students who wish to pursue postsecondary level work while in high school should be permitted to do so. In accordance with this policy and accompanying regulation, high school students may receive course credit toward the fulfillment of high school graduation requirements for successful completion of approved postsecondary courses offered by institutions of higher education.

This policy and accompanying regulation do not apply to students seeking to enroll in postsecondary courses pursuant to the Accelerating Students through Concurrent Enrollment (ASCENT) program. Students seeking to enroll in the ASCENT program shall work with district administrators and meet the applicable requirements of the Concurrent Enrollment Programs Act (the Act).

Definitions

For purposes of this policy and accompanying regulation, the following definitions shall apply.

"Concurrent enrollment" means the simultaneous enrollment of a qualified student in a district high school and in one or more postsecondary courses at an institution of higher education.

"Qualified student" means a person who is less than 21 years of age and is enrolled in the 9th grade or higher grade level.

"Postsecondary course" means a course offered by an institution of higher education and includes coursework resulting in the acquisition of a certificate; an associate degree of applied sciences, general studies, arts, or science; and all baccalaureate degree programs.

"Institution of higher education" means:

- a. A state university or college, community college, junior college, or area vocational school as described in title 23, C.R.S.;
- b. A postsecondary career and technical education program that offers postsecondary courses and is approved by the state board for community colleges and occupational education pursuant to applicable state law; and
- c. An educational institution operating in Colorado that meets the Act's specified criteria.

Eligibility

File: IHEDA

Qualified students seeking to enroll in postsecondary courses at the district's expense and receive high school credit for such courses shall follow the procedure accompanying this policy, see IHEDA-R.

Academic credit

Academic credit granted for postsecondary courses successfully completed by a qualified student shall count as high school credit toward the Board's graduation requirements, unless such credit is denied.

High school credit shall be denied for postsecondary courses that do not meet or exceed the district's standards. High school credit shall also be denied for a postsecondary course substantially similar to a course offered by the district, unless the qualified student's enrollment in the postsecondary course is approved due to a scheduling conflict or other reason deemed legitimate by the district. Concurrent enrollment is not available for summer school.

Agreement with institution of higher education

When a qualified student seeks to enroll in postsecondary courses at an institution of higher education and receive high school credit for such courses, the district and the participating institution shall enter into a written cooperative agreement in accordance with the Act.

Payment of tuition

The district shall pay the tuition for up to 24 credit hours of postsecondary courses successfully completed by a qualified student and for which the qualified student receives high school credit. A qualified student may enroll in up to 6 credit hours of postsecondary courses per academic term.

The tuition paid by the district for the qualified student's successful completion of an approved postsecondary course shall be in accordance with the Act and the district's cooperative agreement with the institution of higher education. The institution of higher education may charge additional tuition and/or associated fees to the qualified student or the student's parent/guardian in addition to the tuition paid by the district. The student or the student's parent/guardian is responsible for any required textbooks or other materials.

Prior to paying the tuition for any qualified student, the district shall require the student and student's parent/guardian to sign an agreement stating if the student fails or otherwise does not complete the postsecondary course for any reason without consent of the principal of the high school in which the student is enrolled, the student and/or the student's parent/guardian shall repay the amount of tuition paid by the district on the student's behalf.

Transportation

The district shall not provide or pay for the qualified student's transportation to the institution of higher education.

Notice

Information about concurrent enrollment options shall be made available to high school students and their parents/guardians on an annual basis.

April 26, 2012

LEGAL REFS.: C.R.S. 22-35-101 *et seq.* (Concurrent Enrollment Programs Act)
1 CCR 301-86 (State Board of Education rules regarding the Administration of the Concurrent Enrollment Program)

CROSS REFS.: IJNDAB*, Instruction through Online Courses
IKF, Graduation Requirements

Concurrent Enrollment

(Procedure for students seeking to enroll in postsecondary courses)

1. Academic plan of study

The qualified student shall establish, in consultation with the superintendent, an academic plan of study that describes all of the courses (including postsecondary courses) the student intends to complete to satisfy the Board's high school graduation requirements. Prior to the qualified student's enrollment in a postsecondary course, the superintendent shall review and approve the student's academic plan of study in accordance with applicable State Board of Education rules.

2. Application

The qualified student shall complete the district's concurrent enrollment application form and submit it to the superintendent at least 60 days prior to the end of the academic term immediately preceding the term of the student's proposed enrollment in a postsecondary course. The requested postsecondary course(s) on the student's application shall be consistent with the student's approved academic plan of study. The superintendent may waive the 60 day requirement at his or her discretion.

The superintendent shall approve or disapprove the student's application in accordance with this regulation's accompanying policy and shall notify the student of the decision. The decision of the superintendent shall be final.

Adopted 4/26/2012

Class Size

The Board is aware that class size has bearing upon effective teaching. It therefore directs the superintendent to establish a reasonable and equitable class enrollment for each teacher.

The Board understands that achieving this goal is dependent upon financial ability of the district. In determining the size of various classes, the administration shall consider the following factors:

1. The type of load which will help the teacher be most effective with the students in the class.
2. The experience of the teacher and his familiarity with district programs and policies.
3. Required preparation and correction time for the particular class.
4. Physical makeup of the classroom and its equipment to insure the safety of the students and teacher.

The Board shall periodically review the size of various classes and make a determination as to the appropriateness of such size.

Adopted June 4, 1985

Revised to conform with practice: date of manual adoption

Individualized Instruction

The Board shall encourage those programs, instructional arrangements and forms of class organization which provide opportunities for each student to progress in school at his own pace and attain the highest educational achievement possible for him as an individual.

It believes that such programs must necessarily provide for a high degree of individualized instruction and a wide variety of teaching/learning materials.

Further, the Board recognizes that individualized instruction becomes meaningless in the long run unless it is accompanied by means through which a student's progress can be evaluated and measured in relation to his own abilities and the progress he alone has shown.

The Board shall support and encourage its staff to examine, study and try out new programs, as described above, to individualize instruction and learning.

Current practice codified 1995

Adopted: date of manual adoption

Instructional Materials Selection and Adoption

The Board recognizes that knowledge is changing and expanding and that it may be necessary to use various types of materials in addition to the basic and fundamental textbooks.

For the purpose of this policy, materials shall be defined as any instructional materials including but not limited to books, periodicals, newspapers, pictures, diagrams, maps, charts, slides, filmstrips, films, records, audiotapes, videotapes and computer programs.

The Board believes that teachers and administrators should have a large role in selection and recommendation of materials. Teachers are encouraged to use a wide range of learning aids, provided the expense incurred in purchasing these aids remains within the limits of the budget.

The superintendent shall develop a plan which will allow teacher participation in the selection of materials. This plan shall be part of the budgeting process, and Board approval shall be assumed by its inclusion in the adopted annual budget.

Adopted July 6, 1992

Revised to conform with practice: date of manual adoption

LEGAL REF.: C.R.S. 22-32-109 (1)(t)

CROSS REFS.: DB, Annual Budget, and subcodes
KEC, Public Concerns/Complaints about Instructional Resources

Supplementary Materials Selection and Adoption (Instructional and Recreational Films)

Recreational films may be used in the schools occasionally for behavioral reward and during holidays. A notice will be sent home five days prior to the showing of the film. At that time, if a parent objects to the film, that parent will have the right to keep his child from viewing the film and another activity will be provided for the student.

If the objecting parent requests that the film not be shown to any students, Board policy and regulations KEC, Public Concerns/Complaints about Instructional Resources, will be followed. The film will not be shown until this policy has been followed.

In selecting films, the same criteria used to select printed and non-printed materials will be followed with the addition of the following criteria:

1. Recreational films will be ordered only from recognized educational film distributors such as BOCES, etc.
2. Only films rated "G" will be considered.
3. Age appropriate subject matter will be chosen.
4. Recognized review sources will be consulted.
5. Films will relate to the curriculum when desirable.

Notice will not be sent home for educational films.

Approved March 8, 1988

Revised to conform with practice: date of manual adoption

Supplementary Materials Selection and Adoption
(Recreational Films)

Dear parent or guardian:

On _____ the _____ is
(date) (class)
planning to watch the film _____
(title, source, subject)

Should you wish to view this material, you may visit the media center or classroom during regular school hours. You may arrange to view the film by making an after-school appointment with the media specialist or teacher.

Should you wish this material to be withheld from: _____'s
(student's name)

use, please sign this form and return it to the school by _____.
(date)

If this form is not received by the date stated, your silence will be considered approval and the student will be allowed to view the film.

The staff will not, by its own action, deny the right to view the film to any student.

Sincerely,

Library Materials Selection and Adoption

Philosophy and objectives

The Board has adopted the philosophy expressed by the American Library Association documents *The Freedom to Read*, *The Library Bill of Rights* and *The School Library Bill of Rights* as a theoretical basis for selection of media center materials.

The Board believes that the media center is an integral part of the district's educational program whose purpose is to enhance, enrich and facilitate curriculum as well as to help fulfill the intellectual and educational needs of students, faculty and the administration. The media center shall support the pursuit of independent learning and recreational interests of students.

The objectives of the media center are:

1. To provide services to pre-school, grades K-6, faculty and administration with limited services to parents and the public, as the needs arise.
2. To provide instructional and information materials and services for student curricular, extra-curricular and recreational needs.
3. To provide curriculum support and informational materials and services to the faculty and administration.
4. To provide support materials and services and to coordinate with the Lake City Public Library, interlibrary loan, BOCES, the state library system, Pathfinder Regional Library Service System and other appropriate sources to obtain additional materials and services.

Selection

The Board shall delegate the authority to select media center materials to professionally trained media center personnel working under the direction of the administration.

Requests and suggestions for materials shall be encouraged and solicited from administrators, faculty, students, parents and members of the community. The final selection of materials recommended for purchase, however, shall be the responsibility of the trained media personnel.

The following criteria shall serve as a guide in the selection of materials:

1. Educational significance

2. Contribution the material makes to the curriculum and to the interests of the students
3. Favorable reviews found in professional selection sources
4. Favorable recommendations based on preview and examination of materials by professional personnel when possible
5. Reputation and significance of the author, producer or publisher
6. Contribution the material makes to the breadth of representative viewpoints on controversial issues
7. High degree of potential user appeal
8. High artistic quality and/or literary style
9. Quality and variety of format
10. Value commensurate with cost and/or need
11. Timeliness
12. Integrity
13. Lasting value
14. Appropriateness for age, emotional development and ability level
15. Respect for humanity is fostered
16. Materials are designed to motivate students and staff to examine their own attitudes and behaviors
17. Materials motivate students and staff to comprehend their duties, responsibilities, rights and privileges as participating citizens in a pluralistic society

The needs of the media center shall be based on a knowledge of the curriculum and of the existing collection.

Weeding

In order to maintain a current and highly usable collection of materials, library personnel shall provide for continuing renewal of the collection, not only by the addition of up-to-date materials but by the judicious elimination of materials which no longer meet needs or find use.

Gifts

Gifts from individuals and organizations are appreciated and encouraged but the media center reserves the right to reject materials which do not meet the selection standards defined in Board policy.

Adopted July 10, 1990

LEGAL REF.: C.R.S. 22-32-110 (1)(r)

CROSS REFS.: IJ, Instructional Resources and Materials
KEC, Public Concerns/Complaints about Instructional Resources

Library Materials Selection and Adoption (Procedure on Challenged Materials)

Care is taken by qualified district personnel to select valuable material for all users of the library. Despite this, occasional objections to a selection may be made due to many factors, including the vastly different levels of student maturity and ability.

The freedom to read and the professional integrity of the staff in providing materials of value based on established selection procedures must be defended rather than the materials.

When material is challenged, the *Routine Procedure for Handling Requests for Removal of Materials From the Hinsdale County School District RE-1* will be followed precisely in order to assure just, objective and reasoned treatment of the request and to preserve the professional integrity of school personnel.

Questioned material will not be withdrawn from circulation until a final decision has been reached and all steps of the procedure have been completed.

Routine Procedures for Handling Requests for the Removal of Media Materials from the Hinsdale County School District RE-1

Level 1

1. The complainant will discuss all requests for removal of materials with the media specialist or staff member.
2. Should the complainant initially contact a teacher, an administrator or a member of the Board, he will be directed to arrange a personal meeting with the media specialist or appropriate staff member to discuss the problem.
3. The media specialist or appropriate staff member will be notified by the school representative of the complaint and, if not contacted by the complainant within one work week, will attempt to contact the person lodging the complaint.
4. The media specialist or staff member will meet with the person making the complaint. At that time, the staff member will attempt to resolve the problem through an informal discussion and to determine if the complaint involves the use of the material by a certain child or if the person desires the removal of the material from the collection.
5. Should the complainant refer to the use of the material by one child (or children within the complainant's family) no further procedure will be followed except to prevent that child (or children) from reading or viewing the item in question.

6. Should the complaint be withdrawn following the discussion with the media specialist or staff member, no further procedure will be followed.
7. Should the complainant desire to remove the material from the collection, the steps outlined in level 2 will be followed.

Level 2

1. All requests to remove materials from the collection or objections to viewing must be in writing.
2. The superintendent will give the person requesting the removal of the materials the form approved by the Board entitled *Request for the Reevaluation of Media Materials*. This form will be used for all requests and is available in the office. The form is based on a document approved by the National Council of Teachers of English. A copy of the required form is included as exhibit IJL-E.
3. The superintendent will make two copies of the complaint. One copy will be given to the complainant, one will be filed in the school office and the original will be given to the superintendent.
4. The administrator will present the reconsideration request to the reconsideration committee established for this purpose. This committee will be composed of the following members:
 - a. One certificated/licensed staff member not involved in the current procedure
 - b. One member of the Board
 - c. The superintendent or his designee, if involved in the current procedure
 - d. Two members of the accountability committee appointed by the Board
 - e. One media person (as a consultant to the committee)
5. The reconsideration committee will be called to a meeting by the superintendent within two days of receiving the request.
6. The reconsideration committee will take initial action on a written request received on the proper form within two weeks of receiving the request.
7. If the material in question is printed, each member of the committee will read it at a separate reading. If the material is not printed (visual, audio, or both) the committee members will view or listen to it either together or separately, but will not discuss it until they have filled out individual evaluation forms.

8. The committee will have access to reviews of the material in question; will be able to meet with the media specialist or the complainant to discuss the reasons for either the complaint or the value of the material to the collection; and will reach a final decision within 60 days of the receipt of the written request.
9. A written report will be sent from the committee to the superintendent within five days of the final decision. The superintendent will make two copies of the report; one for the office files and one to be sent to the media specialist. The original report will be sent to the person who requested the reevaluation of the materials.
10. The superintendent will make an official report to the Board regarding the committee's decision. Material that has been reevaluated and adopted by the committee will not be subject to further review without special approval by the Board.
11. Should the complainant appeal to the Board for approval to initiate further review, the Board may determine that further review is or is not necessary. If the Board considers that further evaluation is necessary, it will request that the material in question be evaluated by a committee of recognized scholars from the staffs of universities and colleges maintained by the state of Colorado. Such a committee, comprised of three authorities in the discipline area covered by the material and two experts in the library-media field, will be selected by the superintendent in consultation with representatives of the institutions concerned.
12. Upon receipt of the report from the committee of scholars, the Board will decide whether to retain the material in the school collection or remove it. The Board will announce its decision at an official meeting. The decision of the Board will be final unless litigation overrules.

Current practice codified 1995
Approved: date of manual adoption

Library Materials Selection and Adoption (Request for Reevaluation of Library Media Materials)

The policy of the Hinsdale County School District RE-1 is to accept written requests for reevaluation of educational materials used in the Hinsdale County Public School. Please use this form if initiating a request. The procedures for the review of questioned materials have been established. Copies of the procedures and forms for initiating the request are available in the School office. After the forms are completed they should be sent to the Office of the Superintendent, Hinsdale County Public School, Post Office Box 39, Lake City, Colorado 81235.

REQUEST FOR REEVALUATION OF LIBRARY MEDIA MATERIALS

Request initiated by _____
Telephone _____ Address _____
City _____ State _____ Zip _____
Complainant represents Himself _____
Organization _____
state name of organization _____

BOOK:

Author _____ Hardcover _____ Paperback _____
Title _____
Publisher _____ Date of publication _____

AUDIOVISUAL MATERIAL:

Title _____
Producer _____
Type of Material (state filmstrip, motion picture, etc.) _____

1. To what in the material do you object? (Please be specific: cite pages or frames)

2. In your opinion what harmful effects upon pupils might result from the use of this material?

3. Do you perceive any educational value in the use of this material?

4. Did you review the entire material?_____ If not, which section did you review? _____
5. Are you aware of the judgment of this work by critics?

6. Are you acquainted with the purpose of the library media center in including this work in the collection? _____
7. What do you believe is the theme or purpose of this work?

8. Do you believe this work has value for any student in the Hinsdale County Public School?_____ If so, for what age group would you consider it appropriate? _____
9. Was this material required for a class?_____ If so, which class?
subject _____ teacher _____
10. Are you aware of the teacher's purpose in using this material?

11. In the place of this material would you care to recommend other material of equal or better value which would convey as clearly a picture or perspective of a society or a set of values? _____
12. What would you prefer the school to do about this work?
 - a. Do not assign or recommend it for my child. _____
 - b. Withdraw it from all students. _____
 - c. Establish a committee to reevaluate the work. _____

Teacher Aides

Instructional aides shall work with children needing extra help either individually or with groups, depending on the needs of the teacher. Substitutes for such aides shall be provided when requested by the teacher.

Aides shall be on duty at their assigned location for such periods of the day as their duties require plus a period of time prior to and after the completion of their duties as may be assigned by the superintendent.

Aides may be allowed to deal with discipline problems at the discretion and under the direction of the teacher or administrator.

Adopted December 4, 1984

Field Trips

The Board recognizes that the first-hand learning experiences provided by field trips are most effective and worthwhile means of learning. It is the desire of the Board to encourage field trips as part of and directly related to the total school program.

Specific guidelines and appropriate administrative procedures shall be developed to screen, approve and evaluate trips and to ensure that all reasonable steps are taken for the safety of the participants.

These guidelines and procedures shall ensure that all field trips have the approval of the superintendent and the principal and that all overnight trips and trips exceeding 200 miles round trip have the prior approval of the Board of Education.

Current practice codified 1995
Adopted date of manual adoption
Legal references updated September 2003

LEGAL REF.: C.R.S. 13-22-107 (*parental liability waivers*)
C.R.S. 40-10-116 (1)(b)

CROSS REFS.: EEAG, Student Transportation in Private Vehicles
JJH, Student Travel

Field and Activity Trips

Educational field trips shall be planned and conducted in accordance with the following guidelines:

1. The teacher shall review the educational value of the field trip with the superintendent and receive approval prior to making arrangements for the field trip.
2. A parental permission slip is required for each student participating in the trip. Field trip permission slips are available in staff handbooks and the school office.
3. The teacher will provide parents with information concerning the purpose and destination of the trip, transportation and eating arrangements, date and time of departure, estimated time of return, and a detailed itinerary when a field trip will extend beyond a school day.
4. Participating students may be asked to pay a pro rata share of costs for any special transportation, admission fees, etc. District funds may be available through the superintendent for students needing assistance with such expenses.
5. One or more adults in addition to the teacher will accompany each class on field trips unless otherwise approved by the superintendent. Teachers are responsible for informing accompanying adults of their duties and responsibilities. On overnight trips, both male and female adults shall accompany the class to insure adequate supervision.
6. The teacher shall review acceptable standards of conduct with students prior to the trip. The teacher has primary responsibility for the conduct of the students. Students who do not exhibit adequate self-control with teacher supervision may be excluded from field trips.
7. The teacher planning the trip will be responsible for arranging an appropriate educational experience and supervision for students who do not participate in the field trip.
8. Students' safety is a primary consideration at all times.
9. The buddy system, or partners, is recommended to insure constant awareness of each student's whereabouts, needs and participation.
10. Should an emergency occur, the teacher is responsible for notifying the superintendent by telephone as soon as possible.
11. School vehicles ordinarily will be used for transportation. Commercial carriers may be used for certain trips.
12. The use of private vehicles by staff members for transporting small groups of students may be authorized in certain instances, provided the driver has the required liability insurance. Transportation by students will not be permitted.
13. Requests for school vehicle transportation shall be directed to the superintendent at least 2 weeks prior to anticipated use.
14. Any requests for special commercial transportation will be submitted to the superintendent.

15. Students will not be permitted to leave the field trip group during the trip unless they are released to parents.
16. If students return to the school from a trip after school hours, the teachers and the superintendent will make provisions for their safe departure home, taking into account the age of the students and the hour.

Current practice codified 1995
Approved: date of manual adoption
Revised October, 2003

School Volunteers

The Board of Education recognizes the need to develop a volunteer program to support district instructional programs and extracurricular activities. The purpose of the volunteer program shall be to:

1. Assist employees in providing more individualization and enrichment of instruction.
2. Build an understanding of school programs among interested citizens, thus stimulating widespread involvement in a total education process.
3. Strengthen school/community relations through positive participation.

A volunteer is a person who works on an occasional or regular basis at school sites or other educational facilities to support the efforts of professional personnel. Such an adult volunteer worker shall serve in that capacity without employee benefits of any type. Pursuant to state law, some volunteers may be covered by Workers' Compensation and liability protection.

Use of volunteers within the district is not to conflict with or replace any regularly authorized personnel allotment. Volunteers shall not teach but may reinforce skills taught by the professional staff.

Volunteers will work with students under the immediate supervision and direction of a licensed person.

Volunteers are expected to comply with all policies and regulations set forth by the district.

Volunteers shall be insured for industrial injury/illness and liability under the district insurance programs.

Adopted August 26, 2004

LEGAL REFS.: C.R.S. 8-40-202 (*Workers' Compensation Act*)
C.R.S. 24-10-103 (4)(a) (*Colorado Governmental Immunity Act*)

Academic Achievement

It is the responsibility of the Board of Education to focus its attention and energy on the quality of education provided in the district and on the achievement of our students. The Board is accountable to and is the representative of the entire community in setting academic priorities to ensure the best use of funds made available to the district.

The Board's goal is to improve student achievement by setting clear academic expectations for students through academic content standards. It is the Board's belief that all students can learn given appropriate time and instruction.

All students are expected to meet or exceed the district's academic content standards before they transition from level to level and before they are eligible to graduate. While all students are expected to reach the standards, the Board acknowledges that differences in performance will exist among students. In academic areas, just as in social growth and development, children have diverse capabilities and individual patterns of growth and learning.

The school staff and students are directly responsible for student learning. The Board expects each student to study and learn to the best of his/her ability, and each staff member to help in developing and maintaining a climate that encourages and supports academic achievement and high standards of behavior. The district academic content standards are to be the focal point of classroom instruction.

To fulfill this expectation, all students will be provided challenging instructional programs. Student learning and performance will be continuously monitored against the standards through the use of valid and reliable measures.

Adopted October 28, 2010

LEGAL REFS.:

C.R.S. 22-7-401 *et seq.* (*Education Reform*)

C.R.S. 22-11-101 *et seq.* (*Education Accountability Act of 2009*)

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
AED*, Accreditation

Grading/Assessment Systems

It is the philosophy of the Board that students will respond more positively to the opportunity for success than to the threat of failure. The district shall seek, therefore, in its instructional program to make achievement both recognizable and possible for students. It shall emphasize achievement in its processes of evaluating student performance.

Classroom assessment practices shall be aligned with the district's content standards and assessment program. Assessment is an integral part of the teaching and learning process that should occur continuously in the classroom. The primary purpose of classroom assessment shall be to enable teachers to make instructional decisions for students on a continual basis.

Students shall not correct or grade each other's schoolwork when the corrections or grades will be subsequently reported or provided to the teacher. Schoolwork includes all student work, including homework, tests, papers, classroom assignments, etc.

Schoolwork may be corrected/graded by students if the identity of the student whose work is being corrected/graded is protected or the student's parent/guardian has consented in writing to correction/grading by fellow students.

Students are encouraged to engage in informal self-assessments as they study and attempt to solve problems, monitor their own progress and improve their learning.

Grading system

The administration and professional staff shall devise a grading and/or assessment system for evaluating and recording student progress and to measure student performance in conjunction with district content standards. The records and reports of individual students shall be kept in a form meaningful to parents as well as teachers. The grading/assessment system shall be uniform district-wide at comparable grade levels.

The Board shall approve the grading, reporting and assessment systems as developed by the faculty, upon recommendation of the superintendent.

The Board recognizes that classroom grading and/or assessment systems, however effective, are subjective in nature but urges all faculty members to conduct student evaluations as objectively as possible.

Adopted February 20, 2001

LEGAL REFS.: C.R.S. 22-7-407 (*district content standards*)
Falvo v. Owasso School District, 220 F.3d 1200 (10th Cir. 2000) (*grading student work by fellow students is prohibited by FERPA*)

CROSS REFS.: AEA, Standards Based Education
IA, Instructional Goals and Learning Objectives
IK, Academic Achievement
IL, Evaluation of Instructional Programs, and subcodes
JRA/JRC, Student Records/Release of Information on Students

Report Cards/Progress Reports

The Board feels that it is essential for parents/guardians to be kept fully informed of their student's progress in school.

The type of progress reports sent to parents/guardians shall be devised by the professional staff shall reflect students' progress toward attainment of state and district content standards.

Except for the college entrance exam, results of the Colorado State Assessment Program shall be included on each student's final report card for that school year and made part of the student's permanent academic record. Results of the college entrance exam shall be included on each student's transcript. However, if a student retakes the exam at a later time at the student's expense, the student may request that the later results be placed on the transcript in place of the earlier results.

A written report shall be provided all parents/guardians four times a year with interim reports as needed. Interim reports shall be required for students in danger of failure. Conferences also shall be used as an integral part of the reporting system.

Adopted February 2, 1981
Revised February 20, 2001

LEGAL REFS.: C.R.S. 22-7-409 (1.9) (*state assessment results included on student report card*)

Parent Conferences

Teachers shall be available for parent conferences whenever they are needed. Usually, such conferences shall be held before or after school but if this is not convenient, other times shall be arranged.

Formally scheduled parent-teacher conferences shall be held on a semi-annual basis for all students in elementary school. Parents shall be notified of all such conferences. Other parent-teacher or parent-student-teacher conferences shall be scheduled whenever it is felt that the educational and/or social progress of the student will be aided by such conferences.

Adopted February 2, 1988

Revised to conform with practice: date of manual adoption

File: IKB

Homework

Teachers shall be responsible for providing homework for up to 10 continuous days to students who are absent.

Adopted January 7, 1986

Honor Roll

MS/HS honor rolls will be based on a student's nine-week or semester grade point average using the following scale: A=4, B=3, C=2, D=1, F=0.

"A" Honor Roll

An overall 3.75 – 4.0 average when grades in all courses are averaged together and no grade less than B; no behavior grade less than S.

"A-B" Honor Roll

An overall 3.25 – 3.74 average when grades in all courses are averaged together and no grade less than B; no behavior grade less than S.

Adopted September 13, 2000 to conform with practice
Revised November 13, 2000

Ensuring All Students Meet Standards Promotion and Retention of Students

The Board believes that early identification of students who are not making adequate progress toward achieving standards and effective intervention are crucial. In accordance with the Board's policy on grading and assessment systems, teachers shall assess the teaching and learning process on a continual basis. Teachers shall identify students early in the school year who are not making adequate progress toward achieving state and district academic standards and may choose to implement an individual learning plan for each such student.

The plan shall be developed by the student's teacher and/or other appropriate school staff with input from the student's parents/guardians. The student's parents/guardians shall agree in writing to support the plan. Neglect by the parents/guardians with regard to participating in development of the plan or agreeing to support the plan shall not affect implementation of the plan.

The plan shall address the specific learning needs of the student. Strategies designed to address those needs may include tutoring programs, after-school programs, summer school programs, other intensive programs and other proven strategies. Teachers are encouraged to collaborate on the development of such plans and to use a variety of strategies consistent with the student's learning style and needs.

Each semester, students with individual learning plans shall be reassessed in the content areas covered by the plan.

In order to provide the services necessary to support individual learning plans, the superintendent shall develop intervention, tutoring, after-school or summer programs and other intensive programs in the content areas covered by state and district standards. The Board shall commit resources in the budget to support these programs.

As determined by the superintendent and in accordance with applicable law, students not meeting applicable state and district academic standards may not be promoted to the next grade level or allowed to graduate. The procedure to retain a student in kindergarten, first, second or third grade due to the student's significant reading deficiency shall be in accordance with the regulation on early literacy and reading comprehension and applicable law.

When students are retained in the same grade level, the teacher shall evaluate the previous teaching and learning experiences of the student, including whether specific aspects of the individual learning plan were appropriate and effective. Based on this evaluation the teacher shall modify the plan to ensure that the student's needs will be met and that the student's educational experience from the previous year is not merely repeated.

Retention due to social, emotional or physical immaturity shall be used on a very limited basis. After consulting with the student's parents/guardians, teacher and other professional staff and in accordance with applicable law, the superintendent

File: IKE

shall determine whether it is in the best interests of the student to be retained for such reasons.

Middle school students must have a passing yearly average in 3 of 4 core classes (English, mathematics, science, social studies) in order to be promoted to the next grade.

The superintendent shall be notified of all cases of failure that may lead to retention.

High school students' grade level for the next year will be determined at the end of each school year based on total credits earned as follows:

Minimum of 6 credits = sophomore
Minimum of 12 credits = junior
Minimum of 18 credits = senior

Adopted February 2, 1988
Revised February 20, 2001
Revised May 22, 2004
Revised June 23, 2013

LEGAL REF.: C.R.S. 22-32-109 (1)(hh)

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
AEA, Standards Based Education
IA, Instructional Goals and Learning Objectives
IK, Academic Achievement
IKA, Grading Assessment Systems
ILBA, District Program Assessments
ILBB, State Program Assessments
ILBC and ILBC-R, Early Literacy and Reading Comprehension

Graduation Requirements

In pursuit of its mission to ensure that all students reach their learning potential, the Board of Education has established the following graduation requirements.

State and district content standards

All students must meet or exceed state and district content standards prior to becoming eligible to graduate.

Units of credit needed

A total of 22 credits earned during grades nine through twelve are required for graduation. Beginning with the 9th grade class of 2001-2002, 24 credits are required for graduation. A credit is defined as the amount of credit given for the successful completion of a course that meets four days per week for a minimum of 60 minutes daily for at least 36 weeks or the equivalent. Successful completion means that the student obtained a passing grade for the course.

Credit from other institutions and home-based programs

All students entering from outside the district must meet the district graduation requirements. The superintendent shall determine whether credit toward graduation requirements shall be granted for courses taken outside the district. Students who are currently enrolled in the district and wish to obtain credit from outside institutions, or through "on-line" programs, must have prior approval from the superintendent.

The district shall accept the transcripts from a home-based educational program. In order to determine whether the courses and grades earned are consistent with district requirements and district academic standards, the district shall require submission of the student's work or other proof of academic performance for each course for which credit toward graduation is sought.

Independent study

Independent study, work experience and experienced-based programs approved in advance by the superintendent may be taken for high school credit. Students must submit a request for approval that includes a summary of the educational objectives to be achieved and monitored by a faculty member.

Student course load

The course load for freshmen, sophomores, juniors and seniors shall be a minimum of 6 credits per school year. Students who wish to take fewer credits in any given school year must obtain advance permission from the superintendent.

Years of attendance

The Board of Education believes that most students benefit from four years of high school experience and are encouraged not to graduate early. However, in some cases, students need the challenge provided by post secondary education or other opportunities at an earlier age. Therefore, the superintendent may grant permission to students wishing to graduate early, provided the student has met all district graduation requirements.

Required credits/courses

Students enrolled 9th grade or above, 2000-2001. *Students enrolled in 9th grade 2001-2002 and thereafter.*

Credits	Area	Credits
4	English	4
3	Mathematics	3/4 [3 math / 4 science <i>or</i> 4 math / 3 science]
3	Science	4/3
4	Social Studies (including civics beginning w/2003-2004 9 th grade)	4
2	Physical Education	2
2	Community/School Service	2
<u>4</u>	Electives	<u>5</u>
22	Total	24

Adopted September 13, 2000 to conform with practice
 Revised February 20, 2001
 Revised April 24, 2001
 Revised November 13, 2003

LEGAL REF.: C.R.S. 22-33-104.5 (*home-based education law*)
C.R.S. 22-1-104 (*teaching history, cultural and civil government*)

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
AEA, Standards Based Education
IA, Instructional Goals and Learning Objectives
IHBG, Home Schooling
IHCDA, Postsecondary Options/Concurrent Enrollment
IK, Academic Achievement
ILBA, District Program Assessments
ILBB, State Program Assessments
ILBC, Literacy and Reading Comprehension Assessments
IJNDA, On-Line Instruction

State Program Assessments

The district shall participate in statewide performance assessment programs and in the Colorado Student Assessment Program if schools, classes or students from the district are selected for a statewide sample and when students within a grade or grades are being assessed.

Students who have participated in the English Language Proficiency Program pursuant to state law for more than three years shall be ineligible to take state assessments in a language other than English.

Pursuant to state law, statewide assessments will be administered during the period between the second Monday in March through the third Monday in April each year.

The Colorado Department of Education is required to provide diagnostic academic growth information for each student enrolled in the district and for each public school in the district based on the state assessment results for the preceding school years. This information shall be included in each student's individual student record. Appropriate school personnel, including those who work directly with the student, shall have access to the student's statewide assessment results and longitudinal academic growth information and shall explain that information to the student's parent/guardian.

Except for the college entrance exam, results of the assessment shall be included on each student's final report card for that school year and made part of the student's permanent academic record. Results of the college entrance exam shall be included on each student's transcript. However, if a student retakes the exam at a later time at the student's expense, the student may request that the later results be placed on the transcript in place of the earlier results.

Adopted February 20, 2001
Revised June 23, 2013

LEGAL REFS.: C.R.S. 18-1.3-407 (3.4)(c) (*students receiving educational services or diplomas from the district under an agreement between the Colorado Department of Corrections and the district shall not be included in computing the district's performance on statewide assessments or the district's levels of attainment on the performance indicators*)
C.R.S. 22-7-406 (*state assessment development schedule*)
C.R.S. 22-7-409 (*state assessment implementation schedule*)
C.R.S. 22-7-409 (1.2)(d)(II) (*assignment of scores on statewide assessments for students with disabilities*)
C.R.S. 22-11-101 *et seq.* (*Education Accountability Act of 2009*)
C.R.S. 22-11-203 (2)(a) (*principal required to provide educators access to their students' academic growth information "upon receipt" of that information*)
C.R.S. 22-11-504 (3) (*policy required to ensure explanation of student assessment results and longitudinal growth information*)

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
AEA, Standards Based Education
AED*, Accreditation

File: ILBB

ILBA, District Program Assessments
JLDAC, Screening/Testing of Students
LC, Relations with Education Research Agencies

Early Literacy and Reading Comprehension (Colorado READ Act)

The Board believes reading is the skill most closely associated with success in school. In accordance with this belief and state law, the district shall provide students enrolled in kindergarten, first, second and third grades with instructional programming and interventions to enable these students, to the greatest extent possible, to achieve reading competency and attain the skills necessary to achieve the Board's and state's academic achievement goals.

Assessments and READ plans

In accordance with the Colorado Reading to Ensure Academic Development Act (READ Act) and applicable State Board of Education rules, the district shall assess the reading readiness level of every kindergarten student and the literacy and reading comprehension level of every first, second and third grade student. If the assessment of the student indicates the student has a significant reading deficiency, a READ plan shall be developed for the student in accordance with this policy's accompanying regulation.

Student retention due to student's significant reading deficiency

The decision to retain a student due to the student's significant reading deficiency shall be made by the superintendent, in accordance with applicable law and in consultation with the student's parent/guardian, the student's teacher and other appropriate school personnel.

The meeting to discuss the possible retention of a student with a significant reading deficiency and the notice required by the READ Act are addressed in this policy's accompanying regulation.

Beginning in the 2016-17 school year, if a decision is made to promote a student to fourth grade even though the student continues to be identified as a student with a significant reading deficiency, the superintendent or superintendent's designee shall make the final decision regarding whether the student is promoted or retained.

Reporting

The district shall annually report to the Colorado Department of Education (CDE) the state-assigned student identifier for each student enrolled in the district who has a READ plan. Other information required by the READ Act and applicable State Board of Education rules shall also be reported to CDE.

The district shall also use the reported student data to develop and implement district and school improvement plans in accordance with the Education Accountability Act of 2009 and applicable State Board of Education rules.

Adopted June 23, 2013

LEGAL REFS.: C.R.S. 22-7-1201 *et seq.* (Colorado Reading to Ensure Academic Development (READ) Act)
C.R.S. 22-11-101 *et seq.* (Education Accountability Act of 2009)

File: ILBC

1 CCR 301-1, Rules 2202-R-1.00 *et seq.* (State Board of Education rules for the Administration of the Accreditation of School Districts)

1 CCR 301-92, Rules 2202-R-1.00 *et seq.* (State Board of Education rules for the Administration of the Colorado Reading to Ensure Academic Development (READ) Act)

CROSS REFS.: AE, Accountability/Commitment to Accomplishment

AED*, Accreditation

IK, Academic Achievement

IKE, Ensuring All Students Meet Standards

Early Literacy and Reading Comprehension (Procedures to Implement the Colorado READ Act)

The district shall comply with the Colorado Reading to Ensure Academic Development Act (READ Act) and applicable State Board of Education rules in implementing this regulation. This regulation addresses the procedures the district shall follow in creating a student's READ plan, communicating with the student's parent/guardian concerning the creation, contents and implementation of the student's READ plan, and determining whether a student with a significant reading deficiency will advance to the next grade level.

A. Development of a READ plan

A READ plan shall be developed for a student in kindergarten, first, second or third grade who is identified with a significant reading deficiency in accordance with the READ Act and applicable State Board of Education rules. If the student is in kindergarten, the READ plan shall be a component of the kindergartner's individualized readiness plan. Alternatively and in lieu of a READ plan, the district may address the student's identified significant reading deficiency in the student's Individualized Education Program (IEP), in accordance with applicable law.

Components of the READ plan

At a minimum, the student's READ plan shall include:

1. the student's specific reading skill deficiencies;
2. the goals and benchmarks for the student's growth in attaining reading competency;
3. the instructional programming and interventions that will be provided;
4. the manner in which the student's progress will be monitored;
5. the strategies the student's parent/guardian is encouraged to use in assisting the student;
6. any additional services the student's teacher deems available and appropriate to accelerate the student's reading skills.

Communication with the student's parent/guardian

The student's teacher and other school personnel shall meet with the student's parent/guardian, if possible, to create the student's READ plan. At this meeting, the student's teacher shall discuss the following with the student's parent/guardian:

1. The state's goal for all children in Colorado is to graduate from high school having attained skill levels that adequately prepare them for postsecondary studies or the workforce.
2. Research indicates achieving reading competency by the end of third grade is a critical milestone in achieving this goal.
3. If the student enters fourth grade without achieving reading competency, the student is significantly more likely to fall behind in all subject areas beginning in fourth grade and continuing in later grades.

File: ILBC-R

4. If the student's reading skill deficiencies are not remediated, it is likely the student will not have the skills necessary to complete the coursework required to graduate from high school.
5. The nature of the student's reading skill deficiency, including an explanation of what the significant deficiency is and the basis upon which the teacher identified the deficiency.
6. Under state law, the student qualifies for and the district is required to provide targeted, scientifically based or evidence-based interventions to remediate the student's specific, reading skill deficiencies, and the student's READ plan shall include these interventions.
7. The student's parent/guardian plays a central role in supporting the student's efforts to achieve reading competency and is strongly encouraged to work with the student's teacher in implementing the student's READ plan.
8. The student's READ plan includes strategies the parent/guardian is encouraged to use at home and is encouraged to supplement the intervention the student receives in school.
9. There are serious implications to a student entering fourth grade with a significant reading deficiency. If the student continues to have a significant reading deficiency at the end of the school year, state law requires the parent/guardian, student's teacher and other school personnel to meet and consider retention as an intervention strategy.

At the conclusion of the meeting, the student's teacher shall provide the student's parent/guardian with a written explanation of the information discussed in items 1-9 above, along with a copy of the student's READ plan.

If the student's parent/guardian is unable to attend the meeting, the student's teacher shall provide the student's parent/guardian with a copy of the student's READ plan, a written explanation of items 1-9 above, and a written explanation of the scientifically based or evidence-based reading instructional programming and other reading-related services the student will receive under the plan as well as the strategies the parent/guardian is encouraged to apply to assist the student.

B. Student promotion or retention

Within 45 days before the end of any school year, school personnel shall provide a written notification to the student's parent/guardian if a student in kindergarten, first, second or third grade continues to be identified as a student with a significant reading deficiency.

At a minimum, the written notification to the student's parent/guardian shall state:

1. There are serious implications to a student entering fourth grade with a significant reading deficiency and, therefore, state law requires the student's parent/guardian, student's teacher and other school personnel to meet and consider retention as an intervention strategy and determine whether the student, despite having a significant reading deficiency, is able to maintain adequate academic progress at the next grade level.
2. School personnel will work with the student's parent/guardian to schedule a date, time and place for the meeting.

The written notification shall not be required if:

1. the student is a student with a disability who is eligible to take the alternative statewide assessment or whose disability substantially impacts the student's progress in developing reading skills, resulting in the student's significant reading deficiency;
2. the student is a student with limited English proficiency and the student's significant reading deficiency is due primarily to the student's language skills; or
3. the student is completing the second school year at the same grade level.

Meeting to discuss possible retention

At the meeting to discuss the student's possible retention due to the student's significant reading deficiency, school personnel shall discuss the following with the student's parent/guardian:

1. There are serious implications to a student entering fourth grade with a significant reading deficiency and, therefore, state law requires the student's parent/guardian, student's teacher and other school personnel to meet and consider retention as an intervention strategy and determine whether the student, despite having a significant reading deficiency, is able to maintain adequate academic progress at the next grade level.
2. The importance of achieving reading competency by third grade because students who do so are more likely to graduate from high school and attain a postsecondary credential.
3. The student's body of evidence and the likelihood that the student, despite having a significant reading deficiency, will be able to maintain adequate academic progress at the next grade level.
4. The increased level of intervention instruction the student will receive in the next school year regardless of whether the student advances to the next grade level.
5. The potential effects on the student if he or she does not advance to the next grade level.

At the conclusion of the meeting or as soon as possible after the decision is made to promote or retain the student, school personnel shall provide the student's parent/guardian with a written statement regarding the decision and the basis for the decision.

Adopted June 23, 2013

Teaching Methods

It is the desire of the Board that the best available strategies and methods for bringing about learning be utilized in the district's schools. The instructional staff shall be expected to keep abreast of new and more promising instructional ideas and practices developed in schools throughout the nation and to apply those which have potential for improving the learning program in the district's schools.

An educational climate shall be established which shall be conducive to rational thought, free inquiry and respect for the dignity of the individual. Students shall be taught how to think rather than what to think and shall be provided the opportunity to identify, express and defend their opinions without penalty or fear of reprisal or ridicule.

Strategies and methods shall focus on the personalization of learning including appraisal of individual learning styles, abilities and disabilities; assessment of individual learning needs, and development, implementation and evaluation of individual learning programs.

The Board recognizes that on occasion a teaching method or strategy may be utilized which some parents may find objectionable. Parents are encouraged to discuss their concerns with the classroom teacher at the beginning of the school year or any other appropriate time.

Learning alternatives may be provided when a student's parent/guardian determines that the student should not be exposed to the assigned methods, activities or presentations.

Adopted March 12, 1981

Revised July 6, 1992

Revised to conform with practice: date of manual adoption

LEGAL REF.: C.R.S. 22-32-109.2

CROSS REFS.: IMBB, Exemptions from Required Instruction
KEF*, Public Concerns/Complaints about Teaching Methods, Activities or Presentations

Exemptions from Required Instruction

If the religious belief and teachings of a student or his parents or legal guardian are contrary to the content of a school subject or to any part of a school activity, the student may be exempt from participation. To receive such an exemption, the parent or legal guardian must present a written request for exemption to the school principal, stating the conflict involved.

If a student is unable to participate in a physical education class, he must present to the school principal a statement from a physician stating the reason for his inability to participate.

Exemptions from required instruction do not excuse a student from the total semester hours required for graduation.

Current practice codified 1995
Adopted: date of manual adoption

LEGAL REFS.: C.R.S. 22-25-106 (4)
C.R.S. 22-25-110

CROSS REFS.: IHAM, Health Education
IHAMB, Family Life/Sex Education

Flag Displays

The superintendent shall see that the United States flag is prominently and permanently displayed in each academic classroom when classes are in session. The flag displayed shall measure no less than either 12 x 18 inches if in a frame or 2 x 3 feet if on a flagstaff.

The United States and Colorado flags shall be displayed on a flagpole on the principal school building or on that building's grounds at all times during days while school is in session except during inclement weather. The flag displayed shall measure no less than 3 x 5 feet in size.

Traditional customs and practices of displaying the flags of the United States and of Colorado shall be observed. Flags shall be handled with respect at all times.

The United States flag or any depiction or representation of the flag displayed for public view and permanently attached to any part of school buildings or grounds shall conform with federal laws regarding flag displays and use. However, temporary displays of instructional or historical materials or student work products used as part of a lesson that includes the flag shall be allowed even if they do not conform with federal law as long as they are not permanently affixed or attached.

District employees and students have the right to reasonably display the flag of the United States on their own person, personal property, and/or property under their temporary control, such as a desk or locker.

Current practice codified 1995

Adopted: date of manual adoption

Revised May 25, 2006

References updated September, 2007

LEGAL REFS.: Tinker v. Des Moines Indep. Comm. Sch. Dist., 393 U.S. 503 (1968)
C.R.S. 18-11-205 (*flags that can be displayed on permanent flagpole*)
C.R.S. 22-32-109 (1)(s) (*flag displays at administration buildings*)
C.R.S. 22-32-109 (1)(ii) (*duty to adopt policy regarding reasonable display of U.S. flag by students and school district employees*)
C.R.S. 27-2-108 (2)(c)(3) and (4) (*duty to display U.S. flag in classrooms*)
C.R.S. 27-2-108.5 (*personal display of flag*)
4 U.S.C. Section 7 (*position and manner of display*)

CROSS REFS.: GBEB, Staff Conduct
GBEBA, Staff Dress Code
JIC and subcodes, Student Conduct
JJC, School Displays
JK and subcodes, Student Discipline
KI, Visitors to Schools

