

Primero RE-2 Board Policies Primero RE-2 School District • Weston, Colorado

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.

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IA: Instructional Goals and Learning Objectives

The Board has adopted a standards-based system of education with content standards for specific courses of study. Content standards are a compilation of specific statements of what a student should know or be able to do relative to a particular academic area.

The superintendent shall have overall responsibility for implementing content standards into the instructional programs of all district schools. Instruction shall be conducted in order to achieve the relevant content standards and shall be designed so that student attitudes support personal achievement of relevant content standards. Learning methods used by teachers shall logically connect with the relevant content standards and appropriate assessments.

Implementation of standards-based education involves a continuous process of:

1. revising curriculum and programs of instruction to align them with the district's adopted content standards to provide students with the educational experiences needed to achieve the district's standards.
2. developing assessments which will adequately measure each student's progress toward achievement of the content standards.
3. addressing the different learning styles and needs of students of various backgrounds and abilities and eliminating barriers to equity.

Adopted: October 1998

LEGAL REFS: C.R.S. 22-7-407; C.R.S. 22-32-109 (1)(t)

CROSS REFS: AD, Educational Philosophy/School District Mission; AEA, Standards-Based Education

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IB: Academic Freedom

The Board seeks to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, and to inspire a meaningful awareness of and respect for the Constitution and the Bill of Rights.

Freedom of individual conscience, association and expression will be encouraged and fairness in procedures will be observed to safeguard the legitimate interests of a democratic society as set forth in the Constitution of the United States and the State of Colorado.

The final responsibility in the determination of the above rests solely with the Board.

Adopted: October 1998

LEGAL REFS: Constitution of Colorado, Article IX, Sections 15 & 16; C.R.S. 22-32-109 (1)(t); C.R.S. 22-32-110 (1)(r)

NOTE: While Colorado school districts are not required by law to adopt a policy on this subject, some content in this sample reflects legal requirements school districts must follow. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

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
- school-related field trips
- independent study insofar as such study is allowed under district policy
- Assemblies
- recess time
- passing periods between classes

"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

NOTE: For everything except lunch, the Board has discretion when determining what it means to be "actively engaged in the educational process." For example, the time between two classes or between a class and lunch period known as "passing time" may be included in the definition when the school calendar is developed. If the Board intends to include passing time, then it should include that bulleted point under the definition of "actively engaged in the educational process" in the first set of bullets above and delete it from those activities that are not included in the definition.

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.

The Board authorizes the administration in each school building to issue a school calendar based on the district calendar and in accordance with this policy. Administrators are encouraged to examine instruction time and calendar issues in the context of supporting the district's educational objectives.

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

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.

If a school day is lost due to an emergency, the Board at its next regular meeting shall ratify the administrative action in closing the school.

(Adoption date)

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 REFS.: [EBCE](#), School Closings and Cancellations

NOTE 1: State law establishes the school year as 1080 hours of planned teacher-student instruction for secondary school students (high school, middle school or junior high), 990 hours of such instruction for elementary school students other than kindergartners, 900 hours of such instruction for a full-day kindergarten program and 450 hours of such instruction for a half-day kindergarten program. The actual hours of teacher-student instruction may be reduced for parent/teacher conferences, staff in-service programs and closings due to student health, safety or welfare concerns to 1056 hours for secondary students, 968 hours for elementary students other than kindergartners, 870 hours for full-day kindergarten students and 435 hours for half-day kindergarten students. In no case shall a school schedule fewer than 160 days without specific prior approval of the commissioner of education. [C.R.S. 22-32-109 (1)(n)]

Teacher-Pupil Instruction Minimum Hours/Days

<i>Half-Day Kindergarten</i>	<i>450 hours (can be reduced* to 435 hours)</i>	<i>160 days</i>
<i>Full-Day Kindergarten</i>	<i>900 hours (can be reduced* to 870 hours)</i>	<i>160 days</i>
<i>Elementary (besides kindergarten)</i>	<i>990 hours (can be reduced* to 968 hours)</i>	<i>160 days</i>
<i>Secondary</i>	<i>1,080 hours (can be reduced* to 1,056 hours)</i>	<i>160 days</i>

**Can be reduced for parent/teacher conferences, staff in-service and closings necessary for student health, safety or welfare.*

NOTE 2: The school calendar for the current year might be presented as an exhibit coded ICA-E

[Revised June 2013]

IGA: 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. Carefully conducted and supervised experimentation for curriculum development also is desirable.

The curriculum shall provide a program of instruction based on and designed to enable students to meet or exceed the Board-adopted standards for student performance. In order to meet the needs of all students, a variety of educational programs and instructional strategies should be offered.

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.

Adopted: October 1998

Revised: October 2000; July 2002

LEGAL REFS: C.R.S. 22-7-407; 1 CCR 301-1, Rules 2202-R-2.07 (2)

CROSS REF: AEA, Standards-Based Education; IA, Instructional Goals and Learning Objectives

IGD: Curriculum Adoption

The Board of Education is required by state law to determine the educational programs to be carried on in the schools of the district. The curriculum shall be aligned with the Board-adopted content standards to ensure that each student will have the educational experiences needed to achieve the relevant standards.

Accordingly, after planning by the faculty and with the approval of the administration, all new programs and courses of study as well as the elimination and extensive alteration of the content of current programs and courses shall be presented by the superintendent to the Board for its consideration and action.

Generally, new courses will be introduced on an experimental basis and will be evaluated at least annually by the Board. When the administration feels that an experimental course should become a regular part of the curriculum, such a recommendation will be presented by the superintendent to the Board for approval.

Adopted: October 1998

Revised: October 2000; July 2002

LEGAL REFS: C.R.S. 22-7-407; C.R.S. 22-32-109 (1)(t)

CROSS REF: AEA, Standards-Based Education; IA, Instructional Goals and Learning Objectives

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IGF: Curriculum Review

The curriculum shall be reviewed at least once every five years by administrators, teachers, parents, accountability committee members and others deemed appropriate by the Board of Education. The reviews shall determine if the established curriculum and educational programs in the district are effective and reflect relevant content standards and district goals as adopted by the Board of Education.

Regulations shall be developed that outline the courses to be reviewed, the sequence of course review, the specific activities involved in the curriculum review, and the areas to be included in the review.

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

Adopted: October 1998

LEGAL REF: C.R.S. 22-54-101 *et seq.*

CROSS REF: AEA, Standards-Based Education; IA, Instructional Goals and Learning Objectives; IL, Evaluation of Instructional Programs, and subcodes; KB, Parent Involvement in Education

IHA: Basic Instructional Program

The educational program shall provide both formal studies to meet the general academic needs of all students and, to the extent possible, opportunities for individual students to develop specific talents and interest in more specialized fields.

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 school-age children in the district.

Elementary program:

The program of instruction in the elementary schools shall include the language arts (reading, writing, spelling and oral and written expression), the social sciences, mathematics, science, physical education, health, music, and arts and crafts. Each of the subject matter fields shall embrace, insofar as is practical, instruction in study and work habits, library usage, safety, thrift, conservation, health and hygiene, citizenship, the establishment of purpose and the development of character.

Junior high school program:

The junior high schools shall provide experiences in the language arts (literature, reading, writing, spelling and oral and written expression), mathematics, science (life science and physical science), social studies, art, physical education, health, industrial arts, home economics and music.

Senior high school program:

The senior high school shall include a variety of courses in the fields of language arts, mathematics, science, social studies, foreign language, home economics, industrial arts, business education, health and physical education, art and crafts, music, vocational education and driver education.

Adopted: October 1998

LEGAL REFS: C.R.S. 22-1-104; C.R.S. 22-1-108 though 22-1-110; C.R.S. 22-25-101 *et seq.*

IHAC: History and Civil Government Education

The Board of Education recognizes the importance of teaching history and civil government in a framework of standards-based education. The Board also acknowledges that a vital part of educating students is the creation of a climate within the schools which enhances the dignity and importance of each individual through examination of the contributions of all peoples to history and civil government.

In order to achieve a greater level of awareness, understanding, and knowledge of the contributions of all peoples, and pursuant to state law, the instruction program of the district shall include the teaching of:

1. the history and civil government of the State of Colorado; and
2. the history and civil government of the United States.

The teaching of the history and civil government of the United States shall include the history, culture, and contributions of minorities, including but not limited to, American Indians, Hispanic Americans, and African Americans.

Beginning with students entering their first year of high school in the 2003-2004 year, student must satisfactorily complete a course on the civil government of the State of Colorado and the United States in order to graduate.

In an effort to increase civic participation among young people, the Board shall convene a community forum on a periodic basis, but not less than every ten years, for all interested persons to discuss adopted content standards in civics, including the history, culture and contributions of minorities. This forum will also consider curriculum, programs of instruction, district assessments, addressing different learning styles and needs of students of various backgrounds and eliminating barriers to equity, and professional development.

Adopted: October 1998

Revised June 2003

LEGAL REF: C.R.S. 22-1-104 (*teaching history, cultural and civil government*)

IHACA*: 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 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 of 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: October 1998

Revised: October 2000

Revised June 2003

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

IHAE: Physical Education

The Board of Education believes that a coordinated physical education program should be developed for grades 1 through 12 with supervision appropriate for each level.

The physical education program in the district shall:

1. promote organic and physical development which is fitness in terms of speed, strength, power, endurance, agility and body efficiency;
2. encourage motor skill development of the individual through drill and correct practice of fundamentals which can be applied to an activity or game situation;
3. develop knowledge of the rules, strategies and historical aspects of various sports;
4. instill proper attitudes toward play such as sportsmanship, ethics and personal relationships of the participants;
5. establish desirable habits of personal health and safety and a concern for the welfare of others;
6. offer opportunities for participation in activities which will be useful and enjoyable in adult life.

Ideally, daily physical education and/or physical fitness activities shall be provided for all students, including those with special medical or physical needs.

The Board, recognizing the importance of physical education for all students, is committed to providing adequate funds for facilities, equipment, personnel and supplies within the district's financial ability to do so with due recognition to the necessity for balancing available funds among all areas of curriculum.

Adopted: October 1998

LEGAL REFS: C.R.S. 22-25-101 through 22-25-112

CROSS REFS: IMBB, Exemption from Required Instruction; JLCA, Physical Examination of Students

IHAK: Character Education

The Board of Education believes that, while parents are the primary and most important moral educators of their children, the school and community should reinforce parental efforts. Therefore, the Board directs the superintendent to develop, with input from parents and other community members, a character education program.

The program shall be designed to help students cultivate skills, habits, and qualities of character that will promote an upright, moral, and desirable citizenry and better prepare students to become positive contributors to society, including:

- honesty
- respect
- responsibility
- courtesy
- respect for and compliance with the law
- integrity
- respect for parents, home and community
- the dignity and necessity of a strong work ethic
- conflict resolution skills

Teachers shall strive to model and promote the guidelines of behavior established in the character education program.

Adopted: June 2001

LEGAL REFS: C.R.S. 22-29-101 *et seq.* (*character education program strongly encouraged by state law*)

CROSS REFS: ADA, School District Educational Objectives

IHAM: Health Education

The Board of Education 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 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 forum 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 from a specific portion of the program on the grounds that it is contrary to their religious beliefs.
3. The Board shall approve an exemption procedure. If a student is granted an exemption, an alternate educational assignment shall be arranged.
4. Teachers who provide instruction in comprehensive health education shall have professional preparation in the subject area, either at the pre-service or in-service level.

Adopted: October 1998; Revised: October 2000; April 2003

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. 22-25-105; 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; IMAMB, Family Life/Sex Education; JLC, Student Health Services and Requirements, and subcodes

IHAM-R: Health Education - Regulation (Exemption Procedure)

1. Exemption will be granted from a specific portion of the health education curriculum on the grounds that the material taught is contrary to the religious beliefs and teachings of the student or the student's parent/guardian.
2. A request for exemption must be submitted in writing to the principal at least four (4) school days in advance of instruction in that portion of the curriculum for which the exemption is requested. The request must state the particular conflict involved.
3. The principal will consider the request. If granting the request is appropriate, the principal 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 principal will inform the parent/guardian of disposition of the request within one (1) school day of receipt of the request.

IHAMA: 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.

To the extent funds are available, each school is encouraged to operate and maintain an educational program to assist students in avoiding and discontinuing use of tobacco. It is permissible to use tobacco on school property in classroom demonstrations to show the health hazards of tobacco.

Adopted: October 1998

LEGAL REFS: 20 U.S.C. §§7117 (*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

IHAMB: 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, non-credit 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 forum 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 from a specific portion of the program on the grounds that it is contrary to their religious beliefs.
3. The Board shall approve an exemption procedure. If a student is granted an exemption, an alternate educational assignment shall be arranged.
4. Teachers who provide instruction in family life/sex education shall have professional preparation in the subject area, either at the pre-service or in-service level.

Adopted: October 1998

Revised: October 2000; April 2003

LEGAL REFS: 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; IHAM-R, Health Education Exemption Procedures; IHAMB-R, Family Life/Sex Education Exemption Procedures

IHAMB-R: Family Life/Sex Education - Regulation (Exemption Procedure)

1. Exemption will be granted from a specific portion of the family life/sex education curriculum on the grounds that the material taught is contrary to the religious beliefs and teachings of the student or the student's parent/guardian.
2. A request for exemption must be submitted in writing to the principal at least four (4) school days in advance of instruction in that portion of the curriculum for which the exemption is requested. The request must state the particular conflict involved.
3. The principal will consider the request. If granting the request is appropriate, the principal 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 principal will inform the parent/guardian of disposition of the request within one (1) school day of receipt of the request.

IHAMC: 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 which 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 in-service training which 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.

Adopted: October 1998

Revised: July 1998; October 2000; April 2003

LEGAL REFS: 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

IHAMC: HIV/AIDS Education (Exemption Procedure)

1. Exemption will be granted from the HIV/Aids education curriculum on the grounds that the material taught is contrary to the religious beliefs and teachings of the student or the student's parent/guardian.
2. A request for exemption must be submitted in writing to the principal at least four (4) school days in advance of instruction for which the exemption is requested. The request must state the particular conflict involved.
3. The principal will consider the request. If granting the request is appropriate, the principal 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 principal will inform the parent/guardian of disposition of the request within one (1) school day of receipt of the request.

IHBA: Special Education/Programs for Handicapped/Disabled/Exceptional Students

In keeping with the intention of the state of Colorado 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 all resident students in accordance with the requirements of state and federal law.

All children and youth with a disabling condition between the ages of three (3) and twenty-one (21) who have not received a high school diploma, received a Graduate-Equivalent Diploma (GED) or otherwise completed high school have the right to a free appropriate public education (FAPE).

All children and youth with disabling conditions between the ages of three (3) and twenty-one (21) shall be provided individualized educational programs (IEPs) appropriate to meet their educational, instructional, transitional and related service needs. To enable a parent/guardian to make informed decisions, all of the educational options available to the child through the district at the time of the individualized education program (IEP) shall be explained to the parent/guardian.

A child shall become eligible for services on the third birthday. A youth reaching age 21 after the beginning of an academic year shall have the right to complete that year or attend until graduation, whichever comes first.

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.

The district also shall take steps to make the general public aware that all children and youth from birth through age 21 suspected of having a disabling condition have the right to a formal determination as to whether they have such a condition.

The Board shall have the final determination on placement of students in these programs.

Adopted: October 1998

LEGAL REFS: 20 U.S.C. §§1401 *et seq.* (*Individuals with Disabilities Education Act*); 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. 22-20-101 *et seq.* (*Exceptional Children's Education Act*); C.R.S. 22-32-110 (1)(bb); 1 CCR 301-8, Rules 2220-R-1.00 *et seq.* (*Rules for the Administration of the Exceptional Children's Act*)

CROSS REFS: ACE, Nondiscrimination on the Basis of Handicap/Disability; AEA, Standards-Based Education; IA, Instructional Goals and Learning Objectives; IHBIB, Primary/Preprimary Education; JHD-E, Exclusions and Exemptions from School Attendance; JK*-2, Discipline of Students with Disabilities

IHBB: Gifted and Talented Education

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

The local Board of Education has the final determination on placement of students in district programs for the gifted.

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 in defraying transportation expenses. The Colorado Department of Education will select students eligible to participate in this program.

Adopted: October 1998

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

IHBD: 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 School-wide 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.

Adopted: October 1998

Revised: April 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)

IHBEA: English Language Learners

In keeping with the intention of the state of Colorado and this school district to offer educational opportunities to those children whose dominant language is other than English, the district shall provide suitable research-based language instructional programs for all identified English Language Learners (ELL) in grades kindergarten through 12 in accordance with the requirements of state and federal statutes and Colorado Department of Education regulations and guidance.

The district shall identify students whose dominant language may not be English through home language surveys that identify a primary home language is other than English (PHLOTE), observations, intake assessments, and recommendations of parents, teachers and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English language.

For the 2005-06 school year and thereafter, students shall be assessed through the use of the language assessment approved by the Colorado Department of Education.

The district shall certify to the Colorado Department of Education each year those students whose dominant language is not English, including specifications of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

The district shall provide additional information as required by the Colorado Department of Education to comply with the No Child Left Behind Act of 2001.

Adopted: October 1998

Revised: April 2003

LEGAL REFS: C.R.S. 22-24-101 through 22-24-105 (*English Language Proficiency Act*); 1 CCR 301-10, Rules 2224-R-1 through 2224-R-3; 20 U.S.C. §§3001 *et seq.* (*language instruction for Limited English Proficient and immigrant students contained in the No Child Left Behind Act of 2001*); 42 U.S.C. §§2000d (*Title VI of the Civil Rights Act of 1964*); 35 CFR 11595 (*home language questionnaire*)

IHBF: 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 shall also 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. Textbooks and materials shall be provided by the appropriate school.

The principal or counselor 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 hour rate established annually by the administration.

Adopted: October 1998

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

IHBG: Home Schooling (pg 1 of 3)

When a parent/guardian of a student below the age of sixteen (16) wants to establish a home-based educational program for a 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 fourteen (14) days before the program is established.
2. The parent/guardian must certify in writing, on a form provided by the district, the name, age, place of residence and number of hours of attendance of each of the children in the program.
3. The superintendent shall give the parent fourteen (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 3rd, 5th, 7th, 9th 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.
 - o The district of student services shall be responsible for reviewing the student's evaluation which either 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. The district is not responsible for providing any educational materials to home-school children or their families.
6. 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. 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.
7. 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.
8. 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.

IHBG: Home Schooling (pg 2 of 3)

Extracurricular and interscholastic activities:

Students participating in home-based educational programs shall have the same rights as district students to participate in district extra-curricular and interscholastic activities if they meet the requirements of state law and district policy. Such participation is subject to the same rules of any interscholastic organization or association of which the district is a member.

If a student withdraws from the school district more than fifteen (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 residence. If the child was eligible to participate in extracurricular or interscholastic activities when he or she withdrew, the child will remain eligible to participate 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 (6) 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 a grade level deemed most appropriate by the district. All students from home-based programs must demonstrate proficiency in the district-adopted content 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 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. 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.

IHBG: Home Schooling (pg 3 of 3)

Adopted: January 1997

Revised: October 2000; June 2001

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. 22-33-104.5 (*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*); C.R.S. 22-32-116.5 (*extracurricular and interscholastic activities*)

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

IHBIB: Primary/Preprimary Education

All district preschool programs shall comply with the rules established by the Department of Education and with rules for child care centers established by the Department of Human Services. However, full-day kindergarten components of the district's preschool program are not required to comply with the Department of Human Services' rules regarding child care centers.

Colorado State Preschool Program:

The Primero RE-2 School District, when it receives funding from the state to do so, shall provide a preschool program as part of the Colorado Preschool Program for three (3), four (4) and five (5) year-old children, in accordance with procedures developed by the administration which take into consideration space and staffing requirements.

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 the criteria in the Preschool Handbook.

Children with Disabilities:

In meeting its obligation to offer an individualized education program (IEP) for children with disabilities at age three (3), the district shall provide a special education program at no cost to disabled students.

Adopted: October 1998

Revised: June 2001; May 2002

LEGAL REFS: C.R.S. 22-28-101 *et seq.* (*Colorado Preschool Program Act*); C.R.S. 22-20-101 *et seq.* (*Exceptional Children's Act*); C.R.S. 22-54-105 (4) (*at-risk funding*); C.R.S. 22-45-103 (1)(g) (*preschool program fund*); C.R.S. 26-6-102 (1.5) (*definitions of child care center*); 1 CCR 301-8, Rules 2220-R-1.00 *et seq.* (*Rules for the Administration of the Exceptional Children's Act*)

CROSS REFS: BDFC*, Preschool Council; IHBA, Special Education/Programs for Handicapped/Disabled/Exceptional Students

IHBIB-R: Primary/Preprimary Education - Regulation

The following criteria have been established for the admission of non-disabled students to the district's preschool program established pursuant to the Colorado Preschool Program.

1. Students will be accepted in accordance with criteria listed in the Primero Preschool Handbook.
2. Provided there are no severe/profound needs students who require a great deal of one-to-one time, the preschool teacher will be able to handle ten (10) children ages three (3) through five (5). The administration reserves the right to adjust these ratios based on the special needs of the disabled students. Should any of the following occur, an aide or assistant teacher will be hired:
 - enrollment in one session exceeds a total of ten (10) children;
 - enrollment in one session equals or exceeds eight (8) disabled children.

In an effort to facilitate communication and to include non-disabled preschoolers with a little disruption as possible, the following process will be followed in enrolling preschoolers:

1. The preschool teacher and the special education coordinator will make a file for each preschooler who wishes to be registered. This will include all information necessary for school enrollment, including the free and reduced price meal application form.
2. The parents/guardians will complete and return all forms to the special education coordinator. The file will then be forwarded to the school secretary.
3. The school secretary will submit the free and reduced price meal application form to the school principal.
4. The principal will submit the name of the family to be charged meal prices to the special education secretary. This information will be maintained on a confidential list.
5. Any funds collected will be deposited in the hot lunch account.

CROSS REF: EFC, Free and Reduced Price Food Services

IHC: Supplementary Services

In order to supplement the learning opportunities for low-income students in district Title I schools and to comply with federal law, the No Child Left Behind Act of 2001 (NCLB), if a Title I school does not make Adequate Yearly Progress (AYP) for three consecutive academic years, its low-income students shall be eligible to receive approved supplemental educational services at district expense. If the school continues to fail to make AYP, these students shall continue to be eligible for supplemental services. The district shall not provide supplemental services to students if their original school is no longer identified for school improvement, corrective action, or restructuring.

Supplemental educational services are defined as tutoring and other supplemental academic enrichment services that are in addition to the instruction provided during the regular school day. The services shall be of high quality designed to increase student achievement on state assessments. If funds are insufficient to pay for services for all eligible students, the district shall give priority to the lowest achieving students. Similarly, if the number of spaces at approved supplemental service providers is too few, given the number of eligible students, the district shall institute fair and equitable procedures for serving students. The district shall take steps to assure that the needs of disabled students and Limited English Proficient (LEP) students are met in the provision of supplemental services.

The school district shall select supplemental service providers from a list of state approved providers.

Families of eligible students shall be notified annually that supplemental services are available. The notification shall include the identity and qualifications of providers and describe the services each provides and inform families that staff is available to help them select an appropriate service provider for their child. Parents may select the provider for their children from the approved list.

The identify of students receiving supplemental services is to be held in confidence and not disclosed without parental consent.

Adopted: April 2003

LEGAL REF: 20 U.S.C. §§1116(e) (*supplemental service provisions contained in the No Child Left Behind Act of 2001*)

CROSS REFS: IHBA, Special Education/Programs for Handicapped/Disabled/Exceptional Students; IHBD, Compensatory Education (Title I); IK, Academic Achievement

IHC-E Sample Letter to Parents Offering NCLP Supplemental Services (for “Low-Income” Children)

Dear Parent/Guardian:

Because our school has been identified under federal law (“No Child Left Behind Act”) as one which is in need of improvement, you may request supplemental services for your child. The term “supplemental services” means extra help, outside the school day, provided to students in reading, language arts and math.

Certain providers have been approved by the Colorado Department of Education to provide supplemental services

We can help you select a provider, if you ask for our help, but the choice of who will provide the supplemental services is yours to make. If you need help selecting a provider, please call the superintendent at 719-868-2715. If you have already selected a provider, please call the superintendent at 719-868-2715. Once a provider has been selected, we will work with you and the provider to develop a service plan for your child.

The right to obtain supplemental services does not apply in the first year a school is placed on school improvement. Such services must only be provided after a school has been on school improvement for a third year and thereafter if a school continues to fail to may AYP (and then only to low-income students).

Principal
Primero RE-2 School District
cc: Superintendent of Schools

IHCDA: Postsecondary Options/Concurrent Enrollment (pg 1 of 3)

The Board believes that students who are capable of and wish to pursue college level work while in high school should be permitted to do so.

There are two options under state law available to high school students meeting specified criteria for post-secondary study. Any student participating in either of these programs shall be granted a high school diploma upon evidence of completion of the required academic work.

Postsecondary program:

A. Eligibility:

Any 11th or 12th grade student who is under the age of 22 shall be eligible to apply to an institution of higher education for enrollment through the post-secondary options program if he or she:

1. is deemed by the student and parent/guardian on the advice of the principal to be in need of course work at a higher academic level than that available at school;
2. is deemed by school personnel to show a high degree of maturity and responsibility, especially with regard to potential for completing post-secondary courses;
3. is deemed by school personnel to be in need of a different environment;
4. has given two months' written notification to the school district specifying the courses in which the student intends to enroll.

B. Academic credit:

Academic credit granted for course work successfully completed by a student under this program shall count as high school credit toward graduation requirements unless credit is denied by the principal and the denial is upheld by the superintendent and the Board of Education on the basis that such credit is inappropriate. An appeal procedure is provided in the event a student is denied high school credit. A student participating in this program shall still be considered as enrolled in the district and eligible for all high school activities.

The program is not available for summer school.

C. Agreement with institution:

When a student enrolls in courses at an institution of higher education for high school credit, the school district and the participating institution shall enter into a written cooperative agreement which shall include, but not be limited to, the requirement that the student or parent/guardian shall be reimbursed by the district for the amount of tuition paid by the student or **Primero RE-2 Board Policies Primero RE-2 School District • Weston, Colorado**

IHCDA: Postsecondary Options/Concurrent Enrollment (pg 2 of 3)

parent/guardian for the first two courses taken in any one academic term upon successful completion of the courses. The agreement shall include statements that any courses taken by students under this program also shall qualify as credit toward earning a degree or certificate at the institution of higher education.

D. Payment of tuition by student:

Except as noted below, the student or parent/guardian shall be responsible for paying the tuition associated with postsecondary courses taken by the student. The school district shall reimburse the student or parent/guardian for tuition paid for the first two postsecondary courses taken by a student for high school credit in any one academic term upon receipt of proof that the student received a passing grade upon completion of the course. The district shall not reimburse the student or parent/guardian for tuition for courses not passed or for any courses in excess of two per academic term.

E. Payment of tuition by district:

The district shall pay tuition for the first two courses per academic term for any student who is eligible for a free or reduced cost lunch.

The district may pay tuition for the first two courses per academic term for any student if the payment of tuition would constitute a financial hardship for the student or parent/guardian and the student has shown evidence of responsibility for and commitment to successfully completing postsecondary courses.

Prior to paying the tuition for any student, the district shall require the student and parent/guardian to sign a promise to repay the amount of tuition paid by the district on the student's behalf if the student fails or otherwise does not complete the postsecondary course for any reason without consent of the principal of the school in which the pupil is enrolled. This agreement shall be enforced by the district and the student or parent/guardian shall be responsible for reimbursing the district as provided in the promise.

F. Transportation costs:

The school district shall not provide or pay for transportation to the institution of higher education.

G. Notice to students and parents/guardians:

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IHCDA: Postsecondary Options/Concurrent Enrollment (pg 3 of 3)

Information about the post-secondary options program, including the appeals procedure if high school credit is denied, shall be distributed annually to all students in grades nine through 12 and to their parents/guardians. Notice shall be given to allow sufficient time for students and parents/guardians to consider this option.

H. Reports to State Board:

The Board shall comply with all reporting requirements of the State Board of Education.

Fast track program:

Any student who has completed the requirements for graduation may take one or more higher education courses during the senior year. The student shall remain eligible for sanctioned high school activities if meeting the academic and residency qualifications.

Tuition for higher education courses shall be paid by the district in accordance with the formula in law. The district shall not be responsible for the costs of transportation, room and board, fees, or equipment.

Adopted: October 1998

LEGAL REF: C.R.S. 22-34-101; C.R.S. 22-35-101 *et seq.*

IHCDA - R: Postsecondary Options/Concurrent Enrollment - Regulation

A student intending to enroll in a post-secondary program must give written notice to the counselor two (2) months in advance of the enrollment.

The notice must include a description of all course work for which the student plans to enroll and will request high school graduation credit. The notice also must include a statement which explains the basis for the request to take course work at an institution of higher education.

The counselor will determine whether the student is eligible for the postsecondary program on the basis that the student shows a high degree of maturity and responsibility especially with regard to completion of post-secondary courses and is in need of course work at a higher academic level than available at the school or in need of a different learning environment. The counselor may request a meeting with the student and family to discuss the student's eligibility for the program.

Once the eligibility of the student for the postsecondary program is established, the counselor will determine if the requested courses are appropriate for high school graduation credit. Credit will be denied for courses which do not meet graduation requirements in subject content or grade.

If the counselor denies credit toward graduation for any of the requested courses, the student will be notified in writing of the reason within ten (10) working days of receipt of the enrollment notice and will also provide the student with a copy of the procedures and forms for appeal to the Board of Education.

If the student decides to appeal to the Board, the appeal must be filed within ten (10) working days after receiving notice of denial of credit.

The Board must notify the student in writing of its decision within thirty (30) working days of the filing of the appeal. The decision of the Board regarding a grant or denial of high school credit will be final.

CROSS REF: IKF, Graduation Requirements

IJ: Instructional Resources and Materials

As the governing body of the school district, the Board is legally responsible for the selection of all instructional materials. Since the Board is a policy making body, it delegates to professional personnel of the district the authority for the selection of instructional and library materials in accordance with this policy.

Materials for classrooms and school libraries shall be selected by the appropriate professional personnel in consultation with the administration, faculty and students. Final decision on purchase shall rest with the superintendent or designee, subject to adoption by the Board.

The Board believes that it is the responsibility of the district to:

1. provide materials that will enrich and support the curriculum and personal needs of the users, taking into consideration the varied interests, abilities, learning styles and age;
2. provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
3. provide a background of information which will enable students to make intelligent judgments in their daily lives;
4. provide materials on opposing sides of controversial issues so that users may develop, under guidance, the practice of critical analysis;
5. provide materials which realistically represent our pluralistic society and reflect the contributions made by all groups and individuals to our American heritage;
6. place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to ensure a comprehensive media collection appropriate for the users.

The above principles, from the School Library Bill of Rights, shall serve as a guide in the selection of all instructional and library materials.

All instructional resources and materials shall be available for inspection by parents/guardians.

Adopted: October 1998

LEGAL REFS: C.R.S. 22-1-104 (2); C.R.S. 22-32-109 (1)(t); C.R.S. 22-32-110 (1)(o), (p), (q), (r); C.R.S. 22-54-105 (1); 20 U.S.C. §1232h (*protection of pupil rights*)

CROSS REFS: DB, Annual Budget, and subcodes; IB, Academic Freedom; IJJ, Textbook Selection and Adoption; IJK, Supplementary Materials Selection and Adoption; IJL, Library Materials Selection and Adoption; IMB, Teaching about Controversial Sensitive Issues; KEC, Public Concerns/Complaints about Instructional Resources

IJJ: Textbook Selection and Adoption (pg 1 of 2)

The Board shall officially adopt textbooks and textbook programs for use in the district schools upon recommendation of the superintendent.

Responsibility for the review and selection of textbooks to be recommended shall rest with the textbook and/or curriculum committees as appointed by the superintendent or designee. Membership on such committees shall include representation for teachers who will use the texts, administrators and other staff members as found desirable. Students and parents may be asked to serve.

Principles that apply generally to the selection of instructional materials and library materials shall apply to textbooks. Additionally, basic textbooks and textbook programs shall be chosen:

1. to advance the educational objectives of the school system and particular objectives of the course or program;
2. to contribute toward continuity, integration and articulation of the curriculum;
3. to establish a general framework for the particular course or program.

Because the instructional purposes of textbooks, as stated above, are of such importance, particular care shall be taken in their selection as to content.

Although many points must be examined, the Board directs the staff to be particularly mindful of the following considerations:

1. The needs of all learners, including slower learners and the exceptionally able, must be provided for.
2. Insofar as possible, multi-ethnic materials which depict a pluralistic society should be selected.
3. Attention should be given to sex roles depicted in the materials.
4. The textbook or textbook program should lead the student and teacher beyond the textbook into a wide variety of other materials and educational experiences.
5. The textbook or textbook program should not seek to confine instructional materials to those of a particular publisher.
6. If the textbook deals with problems and issues of our times, it should present and encourage examination of all points of view.

Because textbooks are selected for several years' use, special attention also shall be given their physical characteristics, durability, format and price.

IJJ: Textbook Selection and Adoption (pg 2 of 2)

All instructional resources and materials, including textbooks, shall be available for inspection by parents and guardians.

Adopted: October 1998

LEGAL REFS: C.R.S. 22-32-109 (1)(t); 20 U.S.C. §1232h (*protection of pupil rights*)

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

IJK: Supplementary Materials Selection and Adoption

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

For the purpose of this policy, supplementary materials shall be defined as any instructional materials other than textbooks 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 supplementary 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 supplementary materials. This plan shall be part of the budgeting process, and Board approval shall be assumed by its inclusion in the adopted annual budget.

All instructional resources and materials, including supplementary materials, shall be available for inspection by parents and guardians.

Adopted: October 1998

LEGAL REFS: C.R.S. 22-32-109 (1)(t); 20 U.S.C. §1232h (*protection of pupil rights*)

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

IJL: Library Materials Selection and Adoption

Materials for school libraries shall be recommended for purchase by the professional personnel of the libraries and approved by the superintendent or designee. Consultation will take place with the administration, faculty, students, or parents as found desirable.

All library materials shall be selected in accordance with the principles pertaining to selection of all instructional materials. Library materials shall support the district's educational objectives, including that all students meet or exceed district content standards.

Additionally, in maintaining and augmenting school library collections, persons responsible for selection of materials shall strive:

1. to meet the needs of the individual school based on knowledge of the curriculum and the stated needs of administrators and teachers;
2. to meet the needs of individual students, according to both the stated needs of students and general understanding of students' interest;
3. to provide materials of high artistic, historic and literary quality;
4. to provide a balanced collection, with a fair proportion of each type of material selected to meet the needs of the curriculum, the students and professional staff at all levels;
5. to provide a wide range of materials with diversity of appeal and different points of view.

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

Gifts to the library may be accepted if they meet the criteria established for the selection of all instructional materials.

All instructional resources and materials, including library materials, shall be available for inspection by parents and guardians.

Adopted: October 1998

Revised: October 2000

LEGAL REFS: C.R.S. 22-32-109 (1)(r); 20 U.S.C. §1232h (*protection of pupil rights*)

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

IJNDA: On-Line Instruction (pg 1 of 2)

The Board of Education recognizes that enhanced educational services are available as a result of technological advances and that such services can be customized to serve the diverse needs of today's student population. For these reasons, a district on-line program of instruction shall be created to provide a sequential program of instruction for the education of students through services accessible on the World Wide Web.

The on-line program shall be established and administered by the district coordinator and both the district coordinator and site coordinator shall monitor the program. The site coordinator is any counselor or teacher who monitors the progress of a student participating in the on-line program.

At a minimum, the program shall include education in reading, writing, mathematics, geography, history, civics, literature, science and the Constitution of the United States. The program shall be designed to support a standards-based curriculum and on-line students' attainment of state and district content standards.

Eligibility:

The program shall be open to all students of the district who meet the following criteria:

1. possess the appropriate electronic equipment and resources to participate in the program;
2. possess the self-discipline and initiative necessary for successful on-line program completion;
3. provide daily time logs and any other documentation needed for district attendance count purposes; and
4. agree to the terms of the district's Acceptable Use Agreement (JS*-E).

Resident students of other school districts in Colorado shall be eligible to participate in the program in accordance with policy JFBB (Inter-District Choice/Open Enrollment).

Student Assessments:

The program shall include regular assessment by the site coordinator to determine whether the student is progressing on a regular basis toward assigned work and toward attainment of state and district content standards. The site coordinator shall meet with the student in person as part of this determination. Each student shall be evaluated, tested and monitored at the same intervals as other students of the same grade level in the student's regular school and shall take all state and district assessments.

IJNDA: On-Line Instruction (pg 2 of 2)

Student Activities:

A student participating in the on-line program may participate on an equal basis in any extracurricular or interscholastic activity offered by the district.

Student records:

The records of each student participating in the on-line program shall be maintained on a permanent basis by this school district. The records shall include, but are not limited to, test, evaluation, and district and state assessments results and immunization records.

Serving expelled students:

If the on-line program is part of services provided to a student who has been expelled, mentoring services deemed necessary by the site coordinator shall be part of the program. An expelled student who is participating in the on-line program is not entitled to participate in any extracurricular or interscholastic activity offered by the district.

Adopted: October 1998

Revised: October 2000

LEGAL REFS: C.R.S. 22-32-109 (1)(r); 20 U.S.C. §1232h (*protection of pupil rights*)

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

IJNDB: School Web Site Publishing (pg 1 of 2)

School web sites provide the district with unique and ever-changing ways to interact with the community and improve student learning. School web sites:

1. allow an individual school to provide current and complete information to its community at large;
2. give the community a means to communicate effectively with students and personnel;
3. create expanded means for student expression;
4. provide new avenues for teachers to help students meet high standards of performance.

All district schools wishing to maintain a presence on the Internet shall develop a written web policy that allow the school to realize the benefits of maintaining a web site while protecting the school and community from its potential misuse. All school web sites and school web site policies shall conform to this policy and any accompanying regulation.

Purpose and use of school web sites:

The primary purpose of a school's web site is to communicate effectively with its community. The principal or designee shall ensure that the site is maintained in such a way that the community receives reasonably current and accurate information.

A school may elect to have its web site serve additional purposes related to its educational mission. These include, but are not limited to:

1. publishing the student newspaper;
2. publishing the student literary magazines;
3. posting teacher-created class information;
4. publishing appropriate student class work.

When a school allows student publications on its web site, the purpose of including such publications shall be clearly identified in that section of the site. These publications shall be consistent with the mission, goals, policies, programs, and activities of the district. All publications shall meet established district and school requirements related to student print publications and in accordance with state and federal laws related to student expression.

Advertising/Sponsorships:

Any use of advertising or sponsorships that appears on a school web site must be approved by the school web site administrator, the district's Internet Services Department, and the superintendent or designee and must be consistent with district policies and guidelines used in other school and district publications.

IJNDB: School Web Site Publishing (pg 2 of 2)

The Board of Education directs the superintendent to develop regulations to implement this policy. Such regulations shall address student and staff privacy and content standards for web site publications.

Adopted: April 2000

LEGAL REFS: 20 U.S.C. §§1232g (*Family Educational Rights and Privacy Act*); 20 U.S.C. §§6801 *et seq.* (*Elementary and Secondary Education Act*); 47 U.S.C. §§254(h) (*Children's Internet Protection Act of 2000*); 47 U.S.C. §§231 (*Child Online Protection Act of 1998*); 34 C.F.R. §§99.1 *et seq.* (*Regulations*); C.R.S. 22-1-120; C.R.S. 22-32-110(1)(r)

CROSS REFS: DJG, Vendor Relations; JICEA, School-Related Student Publications; JICEC*, Student Distribution of Non-curricular Materials; JJA, Student Organizations; JRA/JRC, Student Records/Release of Information on Students; JS*, Student Use of the Internet; KD, Public Information and Communications; KHC, Distribution of Promotional Materials

IJNDB-R: School Web Site Publishing – Regulation (pg 1 of 3)

In accordance with the accompanying policy, the following procedures are established for publishing school web sites.

Maintenance:

All district, individual school, and teacher or student created school-based web pages shall be hosted on district servers.

The school principal shall designate an individual, the school web site administrator, to administer and monitor the web site and all school-based web pages to monitor compliance with school policy, district policy, and state and federal law. Prior to publication, all material to be posted shall be reviewed by the web site administrator.

Passwords and User ID's required to maintain the site shall be carefully guarded to ensure that only authorized personnel have the opportunity to make changes on a school web site.

Content standards:

1. All materials and information must be consistent with the mission, goals, policies, programs and activities of the district. All subject matter shall relate to curriculum, instruction, appropriate general information, or to activities of the district or of schools within the district.
2. All material on a school web site shall be either original to the school, in the public domain, or posted with the express permission of its rightful owner. This includes, but is not limited to, text, graphics, pictures, video, sounds, music, characters, logos, and trademarks. Web page publications shall follow all applicable copyright laws and guidelines.
3. Teachers may maintain instructional pages on the school's web site. They may also maintain and link to instructional sites on remote servers, especially servers designed for educational use, provided that the linked sites conform to all parts of this policy.
4. Neither staff nor students may publish personal home pages on the district server.
5. Student-created web pages shall be supervised by a designated staff advisor and shall comply with all aspects of school and district web policy. Student organizations that are not officially recognized and do not have staff advisors shall not be permitted to submit materials for publication on school web sites.

IJNDB-R: School Web Site Publishing – Regulation (pg 2 of 3)

Privacy standards:

1. Because Internet publications are available to the entire world, special care shall be taken to protect the privacy of students and staff. Web pages may not include personally identifying information regarding a student, such as telephone numbers, addresses, names of other family members, names of friends, e-mail addresses, specific location of a student at any given time, grades, or any other academic information. No confidential information shall be published on or linked to the web site.
2. Student work may be published on web pages only with written consent of the student's parent/guardian or the eligible student before each incident of publication. The authoring student shall also sign a copyright consent form.
3. Links to student e-mail accounts are prohibited.
4. Pictures of students may be included only under the following conditions:
 - Individual student pictures may be published on the web site only with written consent of the student's parent/guardian or eligible student.
 - Pictures of groups of students involved in a school-related activity may be published without consent; however, the students shall only be identified by the group name.
 - Students shall not be individually identified in pictures unless there is a special reason for doing so, such as recognition for receiving an award. In such cases, the student's parent/guardian or eligible student must give written consent.

Discussion Group (Asynchronous) and Instant (Synchronous) Communication:

The school web site may link to Usenet discussion groups, web boards and other asynchronous communication systems as long as such use is consistent with clearly identified educational purposes and provided that a staff member is assigned to a moderator role to ensure that inappropriate material is removed in a timely fashion. The school and district are not responsible for inappropriate content posted by participants acting outside the identified educational purposes. Asynchronous communication systems shall be disabled during time periods when no moderator is available.

The use of synchronous communication systems with student participation shall be restricted to a controlled environment that includes staff supervision and does not allow anonymous participation. It is acceptable for participants to use pseudonyms as long as the staff advisor knows the true identity of each student using a pseudonym.

IJNDB-R: School Web Site Publishing – Regulation (pg 3 of 3)

Changes in technology:

Given the rapid change in technology, some of the provisions of this regulation may become outdated rapidly. Therefore, this regulation shall be reviewed periodically and revised as necessary. When changes occur before this regulation can be adjusted, the superintendent or designee shall make decisions at the district level and the principal or designee shall make decisions at the building level consistent with the philosophy set forth in the Board's policy and this regulation.

Definitions:

Asynchronous communication - Asynchronous communication occurs when a message is sent to a location where readers may view it at some later time and respond. This includes such communications as Usenet groups and web boards.

Synchronous communication - Synchronous communication occurs when participants send and receive messages at the same time, as in a live conversation. This includes a variety of programs commonly referred to as "chat rooms."

Instructional site - An educational web site maintained exclusively to assist in instruction.

Advertising - The use of banners or logos that may appear at any point on a web page.

Sponsorship - Names of logos associated with sponsoring persons or organizations located at a specified section of a web page.

Chat - A communication exchange in which all participants are involved simultaneously and messages are transmitted to a common site instantly.

Discussion Group/Usenet/Web Board - A communication exchange in which messages are posted at a common site, but participants are not necessarily involved simultaneously.

Moderator - A staff member who reviews discussion groups regularly and deletes unsuitable messages.

Pseudonym - A false name used during chat sessions.

Officially recognized student organization - Any club or organization in the school, approved by the principal and assigned a staff advisor that operates within the framework of state statutes, Board policy, administrative rules and the parameters of the curriculum.

IJOA: 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 insure that all reasonable steps are taken for the safety of the participants.

These guidelines and procedures shall insure 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.

Adopted: October 1998

Revised: June 2003

LEGAL REFS: 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

IJOA-R: Field Trips – Regulation (pg 1 of 2)

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 principal and receive the principal's approval prior to making arrangements for the field trip.
2. A parental permission slip is required for each student participating in the trip, including walking or bicycling excursion. Slips will be available in each school office.
3. The teacher will provide the 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 will pay a pro rata share of costs for any special transportation, admission fees, etc. However, Board of Education funds will be available through the principal 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 principal. Teachers are responsible for informing accompanying adults of their duties and responsibilities.
6. The teacher should review acceptable standards of conduct with the students in advance of the trip. The teacher has primary responsibility for the conduct of the students. Students who cannot be self-controlled or teacher-controlled 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 will be a primary consideration, with first aid kits required on all field trips.
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 principal by telephone as soon as possible.
11. School buses 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 and parents will not be permitted.
13. Requests for school bus transportation will be channeled through the principal to the director of transportation.
14. Any requests for special commercial transportation will be submitted to the principal.
15. Students will not be permitted to leave the field trip group during the trip unless they are released to parents.

IJOA-R: Field Trips – Regulation (pg 2 of 2)

16. If students return to the school from a trip after school hours, the teachers and the principal will make provisions for their safe departure home, taking into account the age of the students and the hour.

Adopted: October 1998

Revised: June 2003

LEGAL REFS: 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

IK: 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 content standards. It is the Board's belief that all students can learn given appropriate time and instruction.

Each student is expected to meet or exceed the Board-adopted 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 Board-adopted 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 1998

LEGAL REFS: C.R.S. 22-7-101 *et seq.* (*Educational Accountability Act*); C.R.S. 22-7-401 *et seq.* (*Education Reform*); C.R.S. 22-11-101 *et seq.* (*Educational Accreditation Act*)

CROSS REFS: AED, School District Accreditation; AE, Accountability/Commitment to Accomplishment; AEC, Accomplishment Reporting to the Public

IKA: Grading/Assessment Systems

It is the philosophy of the Board of Education 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 which 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 are encouraged to engage in informal self-assessments as they study and attempt to solve problems, monitor their own progress and improve their learning. Peer grading of student assignments and classroom assessments is permissible. The intent of this practice is to teach material again in a new context and to show students how to assist and respect fellow pupils.

Grading system:

The administration and professional staff shall devise a grading 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 which will be 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 any classroom grading and/or assessment system, however effective, is subjective in nature, but urges all faculty members to conduct student evaluations as objectively as possible.

Adopted: July 1998

Revised: October 2000; May 2002

LEGAL REFS: C.R.S. 22-7-407 (*District Content Standards*)

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

IKAB: 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 be uniform throughout the district at comparable grade levels, and shall be approved by the Board. They 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 (CSAP) 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 (4) times a year with supplementary reports as needed. Supplementary reports shall be required for students in danger of failure. It also is highly recommended that notes of praise or letters noting outstanding achievement be sent whenever a teacher feels a student deserves recognition. Conferences also shall be used as an integral part of the reporting system.

Adopted: October 1998

Revised: October 2000

LEGAL REFS: C.R.S. 22-7-409 (1.) (*state assessment results included on student report cards*)

IKE Ensuring All Students Meet Standards

(Promotion, Retention and Acceleration 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 the district's 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 tutoring programs, after-school programs, summer school programs and other intensive programs in the content areas covered by the district's academic standards. The Board shall commit resources in the budget to support these programs.

As determined by the principal and in accordance with applicable law, students not meeting applicable 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(s) and other professional staff and in accordance with applicable law, the principal shall determine whether it is in the best interests of the student to be retained for such reasons.

Acceleration, or advancing a student more than one grade level, shall be used sparingly when special circumstances warrant.

For Whole-Grade Skipping

Rationale

Acceleration is an intervention that moves students through an educational program at rates faster, or at younger ages, than typical. It means matching the level, complexity, and pace of the curriculum to the readiness and motivation of the student.

In the 2004 national report on acceleration, [A Nation Deceived: How Schools Hold Back America's Brightest Students](#), research was presented on acceleration practices and results over the past fifty years. This report states that the practice of acceleration has been found to be a highly effective intervention for gifted students. The report goes on to reveal that acceleration has been:

- well researched and documented as the best intervention for gifted students.
- is consistently effective with gifted students.
- found to have long-term beneficial effects, both academically and socially for gifted students.

Additionally, research indicates that when students' academic and social needs are not met, the results are boredom and disengagement from school. Closing our eyes to students' educational differences is neither democratic nor helpful.

For these reasons, the Primero School District makes whole-grade skipping available for appropriately selected students. For the majority of gifted students, in-class differentiation combined with services offered through the Primero Gifted/Talented program provide the learning opportunities needed for advanced students to be challenged. This document describes the process for identifying and serving the small percentage of gifted students for whom more aggressive forms of intervention are necessary. The selection process considers the whole student: social, emotional, physical, academic, and intellectual.

STUDENTS

Student Academic Acceleration

The Board of Education of the Primero School District believes it is important to encourage, support, and assist each student to develop academically. Given the range of abilities represented in each Primero classroom, it is essential that teachers adapt instruction to meet the wide range of student abilities and skills that exists. In recognition of the diverse needs of students and the benefits associated with instructional adaptations, the Board supports acceleration appropriate to individual students.

Acceleration in the Primero School District refers to educational strategies which provide opportunities for students to more rapidly achieve education goals as described on the next page. Participation in acceleration often is based on individually identified needs and is designed on a case-by-case basis.

The following chart provides examples of acceleration options that may be considered in making decisions appropriate to the individual student. When considering whole-grade skipping, the Gifted/Talented Coordinators must be consulted. For Whole-Grade Skipping procedures, refer to the steps outlined in this packet. All student assessment data will be factored in a decision. In each instance, the best interest of the student predominates.

Options Applicable in Grades K-12

Curriculum Compacting	A procedure used to streamline the regular curriculum for students who are capable of mastering it at a faster pace. Pre-testing identifies learning objectives already mastered, and students are allowed to “test out” of certain academic exercises and move on to new material.
Differentiated Instruction	Consistently using a variety of instructional approaches to modify content, process, and/or products in response to learner readiness, interest, and/or learner profile of academically diverse students.
Grade Skipping *	The student is moved ahead of normal grade placement. This may be done during an academic year (e.g. placing a third grader directly into fourth grade, or promoting a third grader to fifth grade).
Individually Paced Instruction	The student is presented with materials that allow him/her to proceed at a self-selected pace.
Subject-Matter Acceleration	The student is placed for a part of a day with students at more advanced grade levels for one or more subjects without being assigned to a higher grade (e.g. a fourth grader going to fifth grade for science) or the student works for part of a day on material above grade level for one or more subjects within his/her regular classroom.

Options Applicable at the Middle School and/or High School Levels

Dual-Enrollment/Credit	The student is enrolled in course work or summer programs that confer advanced instruction and credit for study (e.g. fast-paced language or math courses offered by universities).
Early Graduation	Graduate from high school in less than four (4) years based upon current District Policy.
Elective System	The student can select a variety of upper level courses for the purpose of meeting his/her educational goals.

Who Should Be Whole-Grade Skipped?

All acceleration requires high academic ability. The student's motivation, social-emotional maturity, and interests must also be considered. Some examples of students who might be considered for whole-grade skipping:

- The gifted student whose achievement is significantly beyond their gifted peers.
- The gifted student with extraordinary ability who is not achieving well in class.

Procedures for Whole-Grade Skipping Consideration

Step 1:

Parents, teachers, administrators or students may initiate a grade skipping consideration for students currently in the District gifted program by submitting a *Request for Whole-Grade Skipping* form. This packet and the accompanying *Acceleration Resource Packet* should be reviewed before considering acceleration. These items can be obtained on the District's gifted webpage at primeroschool.com. Forms and packets are also available from the Gifted/Talented Coordinators or school secretary. Once the *Request for Whole-Grade Skipping* form is completed it should be submitted to the Gifted/Talented Coordinators. The Gifted/Talented Coordinators will immediately inform the building principal of the request and will send copies of the form to the building principal and school counselor.

The Gifted/Talented Coordinators review the *Request for Whole-Grade Skipping* form.

Every attempt will be made to have a decision within 60 school days of the receipt of the *Request for Whole-Grade Skipping* form.

If requested, the District will consider up to two acceleration requests per student during the student's enrollment in the district. The district will not consider any additional acceleration requests once a student is denied acceleration twice.

Step 2:

The following items are critical to successful whole-grade skipping. The Gifted/Talented Coordinators will check the following four items:

1. Whether the student is already a part of the District gifted program.
2. Whether the student indicates that he/she wants to be whole-grade accelerated.*
3. Whether the student currently has a sibling in the same grade (i.e. a twin).
4. Whether the student would be accelerated into the same grade as (or higher grade than) a sibling.

If any of the above four items apply to the student this information will be taken into strong consideration by the *Acceleration Study Team*.

*A discussion with the student regarding the possibility of grade-skipping will take place. This discussion, led by the school counselor and/or the gifted program coordinator, will be to gain the student's perspective.

Proceed to step 3 for all students.

Step 3:

The Gifted/Talented Coordinators will gather data from school records, parents (see *Whole-Grade Skipping Request Form-Parent*), teachers (see *Whole-Grade Skipping Request Form-Teacher*), and the student. Parts I and II of the *Grade Skipping Data Collection and Decision-Making (GS-DC&DM) Form* will be completed by Gifted/Talented Coordinators or designee.

Step 4:

An *Acceleration Study Team* meeting is scheduled by the Gifted Program Director for the purpose of assessing the student's suitability for acceleration. Possible team members should include: the building principal, current teacher or team, potential receiving teacher or team, school counselor Gifted/Talented Coordinators, and others as requested by the Gifted/Talented Coordinators (i.e., parents, superintendent).

The *Acceleration Study Team* members are sent copies of the student's *GS-DC&DM Form* for review prior to the meeting. The *Acceleration Study Team* will meet and complete the rest of the *GS-DC&DM Form*. A group consensus must be reached on each of the following sections of the form:

- Part I & II – Critical Issues, School and Academic Factors
- Part III – Developmental & Interpersonal Factors

If the decision is made to consider whole-grade skipping, proceed to Step 5.

If the decision is made not to consider whole-grade skipping, proceed to Step 6.

Step 5:

For Students Being Considered for Whole Grade Skipping

If the decision of Step 4 is to consider whole-grade skipping for the student, the *Acceleration Study Team* should discuss and create a grade-skipping plan by using the *GS-DC&DM Form (Part IV)* keeping in mind the following points:

- Acceleration should take place at natural transition points.
- Accelerated students should be placed with the high ability students in the new class.
- An effort should be made to combine students who have been accelerated.

If the recommendation is for whole-grade skipping the recommendation and *GS-DC&DM Form* are formally approved by the Gifted/Talented Coordinators and sent to the Principal and Superintendent for final approval.

If approval is given by the Principal Superintendent, a letter will be sent by the Gifted/Talented Coordinators to the parents and the building principal. Included in this letter will be a parent agreement form that will be signed by the parent(s) and placed in the student's cumulative file upon receipt by the Gifted/Talented Coordinators.

Parents/guardians will be asked to sign the Grade Skipping Notice form. This notice must be returned to the Gifted/Talented Coordinators, and is to be placed in the student's file.

If approval is denied by the Principal or Superintendent, notification will be sent to the parent(s), proceed to Step 6.

NOTE: If the grade skipping is approved and occurs once the student is already in high school, the student must still meet the required number of credits in order to graduate, unless otherwise noted by the Superintendent.

If skipping a grade in middle school will result in the student missing an entire content area (such as a science or social studies course), the student will be required to successfully complete an online version of the course during the summer prior to the grade skip. This is required to ensure that the student isn't inadvertently denied access to content that is required by the state standards.

Within 6 to 8 weeks following grade skipping, the Gifted/Talented Coordinators will contact parents, the building principal, and the teacher(s) to review the student's progress. If the student is progressing, the current plan continues. If there is concern, the *Acceleration Study Team* will meet to make the necessary modifications to the plan. For exceptionally gifted students, further acceleration may be necessary.

All decisions will be recorded on **Part IV** of the *GS-DC&DM Form* which will be referred to in any subsequent acceleration meetings. The *GS-DC&DM Form* will be filed in the student's cumulative (confidential) file at the building level, and a copy, along with other testing data, is retained by the Gifted/Talented Coordinators.

During the last quarter of each school year, the building principal will work with his/her building staff and other desired personnel as needed to determine the best placement for students who have been or are being grade skipped for the coming year.

A meeting between the current teacher(s) and the receiving teacher(s) will take place with the purpose of sharing student progress and successful strategies.

Step 6

For Students NOT Being Considered for Whole-Grade Skipping

If the decision of Step 4 is not to consider whole-grade skipping or appropriate approval has not been received in Step 5, the *Acceleration Study Team* should discuss and plan a challenging program using the *Subject Acceleration Data Collection and Decision-Making Form (SA-DC&DM)* as a guide (found in *Subject-Matter Acceleration* packet). Recommendations should include opportunities for acceleration options as listed in Board Regulation.

If the decision is to consider subject-matter acceleration, refer to *Subject-Matter Acceleration Packet* (Step 5) for procedural guidelines.

All decisions will be recorded, referred to, and built on in the event of subsequent meetings. The **SA-DC&DM Form** will be filed in the student's cumulative (confidential) file at the building level, and a copy, along with other testing data, is retained by the Gifted/Talented Coordinators. Parent(s) will be contacted by the Gifted/Talented Coordinators.

(Adopted April 2014)

LEGAL REFS.: C.R.S. [22-7-1013](#) (2.5) (recommended considerations for academic acceleration procedure)

C.R.S. [22-32-109](#) (1)(hh) (board duty to provide opportunity for an academic remediation plan upon request by student's parent/guardian)

CROSS REFS.: [AE](#), Accountability/Commitment to Accomplishment
[AEA](#), Standards Based Education

[IK](#), Academic Achievement
[IKA](#), Grading/Assessment Systems
[ILBC](#) and [ILBC-R](#), Early Literacy and Reading Comprehension

NOTE 1: Pursuant to C.R.S. [23-1-119.2](#), the Colorado Commission on Higher Education (CCHE) must send an annual notice concerning college preparatory courses to the parent or legal guardian of any student who takes the ACT or precollegiate exam. The notice will give a detailed description of what constitutes an inadequate score in math, writing or reading based on the CCHE guidelines for admission to an institution of higher education. The notice will encourage students to take basic precollegiate courses while still in high school to avoid having to pay for remedial courses in college. The notice will also inform them that a student's parent or legal guardian may contact the school in which the student is enrolled and request that the school develop a plan for the student to address the coursework needed to meet CCHE's higher education admission guidelines. The district should be prepared to develop a plan for academic remediation if requested under these circumstances.

NOTE 2: A summer school grant program is available to provide intensive reading, writing or mathematics education to students entering the fifth through eighth grades who received an unsatisfactory proficiency level score in those subjects on the Colorado state assessment program. See C.R.S. [22-7-801](#) for more information.

NOTE 3: Administrative procedures concerning the promotion, retention and acceleration of students should follow under this coding. Regarding the procedure for academic acceleration of students, state law requires districts to consider procedures "that may include, but need not be limited to," the following: 1) the process for referral for academic acceleration and procedures that ensure the fair, objective, and systematic evaluation of the students referred; 2) a decision-making process for accelerated placement that involves multiple persons, including a student's parents, rather than a sole decision-maker; 3) guidelines for the practice of academic acceleration, including the categories, forms and types of academic acceleration and the award of credit; 4) guidelines for preventing nonacademic barriers to the use of acceleration as an educational intervention; and 5) an appeals process for decisions related to academic acceleration, as well as a process for evaluating the academic acceleration procedures and its effectiveness in successfully accelerating students. C.R.S. [22-7-1013\(2.5\)\(a\)\(I-V\)](#).

[Revised April 2014]

IKE-E Request for Whole Grade Skipping (Exhibit) (pg 1 of 8)

TO BE COMPLETED BY CURRENT CLASSROOM TEACHER OR TEAM

The Primero School District is committed to academic and personal success for every student. This includes providing education with high academic standards and rigor which will promote the maximum academic, social-emotional, and physical development of each student.

Acceleration is an educational intervention that moves students through an education program at a significantly faster pace or at a younger than typical age. Prior to completing this form, please read the *Whole-Grade Skipping Packet and Acceleration Resource Packet*.

Name of Student: _____ Date of Birth: _____

Current Grade Placement: _____ Teacher(s): _____

Parent/Guardian: _____

Address: Phone Number(s): _____

Give specific examples of how this student functions at significantly higher level than students of the same age. Please continue on a separate piece of paper if needed.

Document the differentiation that has been utilized to accommodate this student’s needs. Please check all that apply.

Applicable Yes No	Differentiation	Length of Implementation	Successful	
			Yes	No
	Change pace/depth			
	Learning Centers			
	Learning Contracts			
	Enrichment Opportunities			
	Differentiated Assessments			
	Open-ended Assignments			

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IKE-E Request for Whole Grade Skipping (Exhibit) (pg 2 of 8)

Applicable Yes No	Differentiation	Length of Implementation	Successful	
			Yes	No
	Curriculum Compacting			
	Higher level questioning			
	Independent Research			
	Tiered Assignments			
	Student Choice			
	Other			

Name of Person(s) Submitting Request: _____

Relation to Student: _____ Date: _____

Please submit this form to the Gifted/Talented Coordinator.

IKE-E Request for Whole Grade Skipping (Exhibit) (pg 3 of 8)

**Request for Whole-Grade Skipping
TO BE COMPLETED BY PARENT/GUARDIAN**

The Primero School District is committed to academic and personal success for every student. This includes providing education with high academic standards and rigor which will promote the maximum academic, social-emotional, and physical development of each student.

Acceleration is an educational intervention that moves students through an education program at a significantly faster pace or at a younger than typical age. Prior to completing this form, please read the *Whole-Grade Skipping Packet and Acceleration Resource Packet*.

Name of Student:

Date of Birth:

Current Grade Placement:

Teacher(s):

Parent/Guardian:

Address:

Phone Number(s):

On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level. In your narrative describe each of the following:

1. Overall academic performance
2. Ability to apply, analyze, and evaluate ideas at an advanced level
3. Ability to work independently
4. Ability to think creatively
5. Motivation to work on advanced material
6. Oral and written communication skills
7. Exhibits passion for topic(s) of interest
8. Social/Emotional development

Name of Person(s) Submitting Request:

Relation to Student:

Date:

Please submit this form to the Gifted/Talented Coordinator.

IKE-E Request for Whole Grade Skipping (Exhibit) (pg 4 of 8)

PRIMERO SCHOOL DISTRICT
GRADE SKIPPING
DATA COLLECTION AND DECISION-MAKING FORM

Student Name _____ DOB _____ Date _____

Current Grade: _____ Teacher _____ Requested Grade: _____

Individual Submitting Request _____ Relation to Student _____

PART I: CRITICAL ISSUES

- _____ Student is in gifted program
- _____ Student expresses interest in grade skipping
- _____ Sibling is currently in same grade
- _____ Sibling will be in same grade if accelerated

Comments:

PART II: SCHOOL & ACADEMIC FACTORS

1. GENERAL ASSESSMENT RESULTS

STATE ASSESSMENT TESTS:

NWEA:

DIBELS:

COLLEGE READINESS TESTS:

ACT/SAT:

Other:

NOTES:

To clearly indicate need for acceleration, test results should show that the student is advanced by one year, qualifies as ready for college entrance, etc.

- _____ Clearly indicates need for acceleration
- _____ Partially indicates need for acceleration
- _____ No need for acceleration indicated
- _____ Information is not available

IKE-E Request for Whole Grade Skipping (Exhibit) (pg 5 of 8)

2. TEACHER ASSESSMENTS (include recent assessments) NOTES:

- Clearly indicates need for acceleration
- Partially indicates need for acceleration
- No need for acceleration indicated
- Information is not available

3. REQUEST FOR GRADE SKIPPING FORM (attach completed Teacher Form)

NOTES:

- Clearly indicates need for acceleration
- Partially indicates need for acceleration
- No need for acceleration indicated
- Information is not available

4. OTHER DATA AND/OR INFORMATION PERTINENT TO DECISION

(eg., Parent Grade Skipping Request Form, work samples, observations, informal feedback from student, etc.)

NOTES:

- Clearly indicates need for acceleration
- Partially indicates need for acceleration
- No need for acceleration indicated
- Information is not available

SUMMARY (PARTS I & II):

PART III: DEVELOPMENTAL & INTERPERSONAL FACTORS

ELEMENT	BA	A	AA	S	COMMENTS (Optional)
Academic self-concept					
Academic motivation					
Special talents					
Age relative to classmates					
Size relative to classmates					
Motor coordination					
Maturity					
Behavior					
Relationship with peers					
Relationship with teachers					
Extracurricular activities					

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IKE-E Request for Whole Grade Skipping (Exhibit) (pg 6 of 8)

BA (Below Average); A (Average); AA (Above Average); S (Superior)

SUMMARY (PART III):

PART IV: RECOMMENDATION & IMPLEMENTATION PLAN

Recommendation: Grade Skipping Subject Acceleration Study Other (Describe)

Transition Plan For Grade Skipping, including Timeline:

Monitoring Student Progress -- Dates, Process, Person Responsible:

MEETING PARTICIPANTS

Name:

Relationship/Position:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Place copy of completed form in student's file.

IKE-E Request for Whole Grade Skipping (Exhibit) (pg 7 of 8)

**Primero School District
Acceleration Follow-up**

Student Name: _____ **Grade:** _____ **Date:** _____

Acceleration Goal: To ensure that the student is keeping up, working effectively in the classroom and is actually learning the new skills and knowledge base adequately.

Please answer yes or no to the following five questions and add any additional information that would be helpful.

1. Is the student “keeping up” with expectations for the older class materials? (If not, explain why.)

2. Is the student “comfortable” with where and how she is learning?

3. Has the student sufficient opportunity to interact with classmates (either the older ones or like-age ones)?

4. Are the teachers providing sufficient instruction and assessment of the student’s work?

5. Does the student wish to continue learning in this manner?

IKE-E Request for Whole Grade Skipping (Exhibit) (pg 8 of 8)

Grade Skipping Notice Form

We, the undersigned, understand that our child has been evaluated to determine the appropriateness of skipping ahead a letter grade at Primero School District. We understand that our child has been selected to skip a grade in order to meet his/her academic needs. However, we also understand that by skipping a grade, our student will be classified at the new grade level for not only academic purposes, but for athletics, extra-curricular activities, testing (such as state and nationally mandated tests, as well as local testing), and all other purposes. If we have concerns regarding this, it is our responsibility to bring these concerns to the school district prior to our student being accelerated ahead a grade.

Student's Name: _____

Parent/Guardian's Name: _____

Parent/Guardian's Signature: _____

Date: _____

IKF: Graduation Requirements (pg 1 of 6)

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 26 credits earned during grades 9 through 12 are required for graduation. A unit of credit is defined as the amount of credit given for the successful completion of a course which meets four (4) 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.

The District calculates credits in half and full credit amounts. A half-credit is generally awarded to a student who passes a semester course. A full credit is generally awarded to a student who passes a year-long course. Quarter credits may be used in transfer situations.

The District reserves the right to approve all credits for transfer from outside institutions from new students and from current students who take off campus, online or correspondence courses. The District shall determine if a transfer course meets the standards necessary to award identical or partial credit.

Credit from other institutions and home-based programs:

Graduating seniors shall be ranked within the graduating class for each high school upon the basis of grade-point averages for the four-year program, excluding the last semester of the senior year. Averages will be calculated to two decimal places (0.00).

Grades for regular classes will be given the following values: A = 4; B = 3; C = 2; D = 1; F = 0. The grading percentages are 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; below 60% = F.

Grades for advanced placement classes will be given the following values: A = 5; B = 4; C = 3; D = 2; F = 0.

After a course has been passed, no future grade earned in the same course shall be used to determine class rank or grade point average.

The student with the highest class rank will be valedictorian. When more than one student holds the numerical one rank, all students holding the rank will be declared valedictorian.

When transcripts of transfer students show grades such as pass or satisfactory, such grades shall not be counted in determining class rank or grade point average.

Independent study:

Independent study, work experience and experience-based programs approved in advance by the principal may be taken for high school credit. Students must submit a request for approval that includes a summary of the education 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 seven (7) credits per school year.

Beginning with the Class of 2012 (Freshman in 2008-2009), to be considered a Freshman, Sophomore, Junior or Senior, Primero High School students must have earned a minimum of the following number of credits:

Freshman: 0 - 5.9 credits

Sophomore: 6.0 - 12.9 credits

Junior: 13.0 - 19.9 credits

Senior: 20+ credits (26 minimum needed to graduate in the required areas)

Years of attendance:

The Board of Education believes that most students benefit from four (4) years of high school experience, therefore, early graduation is not permitted.

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IKF: Graduation Requirements (pg 3 of 6)

Required credits/courses:

<u>Class</u>	<u>Credit</u>
English:	4 credits
• English I	
• English II	
• English III	
• English IV	4 credits
Mathematics:	
• Algebra I	
• Algebra II	
• Geometry	
• Advanced Math I	
• Advanced Math II (Calculus)	
History:	4 credits
• Geography	
• World History	
• American History	
• American Problems	
Science:	3 credits
• Earth Science	
• Biology	

<ul style="list-style-type: none"> Electives - Environmental Science, Chemistry/Physics or Anatomy/Physiology 	
Spanish	1 credit
Managing Resources	1 credit
Keyboarding	0.5 credits
Health	0.5 credits
Physical Education:*	1 credit
<ul style="list-style-type: none"> Students may earn one-third (1/3) credit per CHSSA approved sport participation for a maximum of three sports per school year, resulting in one full academic credit for physical education. Mandatory regular physical education classes shall be scheduled for all high school students not participating in a CHSSA approved sport. In order for credit to be granted, the student/athlete shall complete the entire CHSSA approved sport for that season. 	
Electives	7 credits
<ul style="list-style-type: none"> Woods 	
<ul style="list-style-type: none"> Speech/Journalism 	
<ul style="list-style-type: none"> Yearbook 	
<ul style="list-style-type: none"> American Literature 	
<ul style="list-style-type: none"> Life Choices 	
<ul style="list-style-type: none"> Word Processing 	
<ul style="list-style-type: none"> Pic-Tel Classes 	
<ul style="list-style-type: none"> Multi-Media 	
<ul style="list-style-type: none"> Senior Studies 	
<ul style="list-style-type: none"> Athletics 	
TOTAL:	26.0 units

* One full unit of physical education must be taken during the ninth grade.

IKF: Graduation Requirements (pg 5 of 6)

College courses, with the approval of a counselor and the principal, may be approved for high school credit.

Approved correspondence courses may be taken with the approval of the principal for make-up credit only.

Night-school courses approved by a counselor and the principal may be taken for high school credit.

Independent study, work experience and experienced-based programs approved by a counselor and the principal may be taken for high school credit upon presentation of an instructional outline and objectives to be monitored by a faculty member.

COMMUNITY SERVICE

According to Primero School Policy, adopted in the 2009/2010 school year, all students are required to have 8 hours of Community Service per year beginning in their freshman year. Community Service shall consist of services provided to the community during off school hours (not at school) and students may not receive payment for this service. Class of 2012 will need 24 hours and the class of 2013 and beyond will need 32 hours of community service to meet graduation requirements.

Seniors rewards program:

The Primero RE-2 School District, in its attempt to encourage student effort and interest in assessment testing, will reward each graduating senior who achieves the following standards of excellence in CSAP testing and on the ACT exam:

1. proficient or above on the 9th grade reading & writing, 9th grade math tests;
2. proficient or above on the 10th grade reading & writing, 10th grade math tests; 10th grade science tests;
3. a score of 16 or above on the 11th grade ACT exam.

The aforementioned rewards will be as follows:

1. Each senior qualifying will receive an honors diploma at graduation.
2. Each senior qualifying will wear honors cords at graduation.
3. Each senior qualifying will receive a \$500.00 scholarship from the administration and Board of Education to be used as they choose following graduation.

IKF: Graduation Requirements (pg 6 of 6)

4. Each senior qualifying will be exempt from finals and will have finals week off. They will still be entitled to participate in the senior trip.

Adopted: October 1998; Revised: October 2000; June 2001; June 2003; February 2009

LEGAL REFS: C.R.S. 22-33-104.5 (*home-based education law*); C.R.S. 22-1-104 (*teaching history, culture and civil government*); C.R.S. 22-32-132 (*discretion to award diploma to honorably discharged veterans*)

CROSS REFS: AE, Accountability/Commitment to Accomplishment; AEA, Standards-Based Education; IA, Instructional Goals and Learning Objectives; IHAC, History and Civil Government Education; 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

IKF-2: Graduation Credit Redemption

The Primero RE-2 School District recognizes that high school students sometimes encounter personal difficulties, emergencies, or learning struggles that prevent them from passing classes and earning required credits for graduation in a timely fashion.

The District further realizes that it is important for students to graduate with their designated Class. Thus, the Primero Board of Education creates a graduation credit redemption program via this policy.

Students who wish to participate in the graduation credit redemption program must complete a registration form with the guidance counselor to enroll in the special program. This form becomes a contract and the student is expected to fulfill his or her obligations under the contract, including attending all additional classes, completing school work, and devoting additional time and energy to redeeming credits previously unfulfilled.

The graduation credit redemption program will be established by the principal, guidance counselor and secondary teachers. The program may be a combination of additional classes on or off campus, summer school, tutoring, online or correspondence courses, or other combinations thereof. An individualized program will be designed for each student who applies for the credit redemption program.

In all cases, students who participate in the graduation credit redemption program must complete and pass all deficient credits no later than May 1 of the year in which they hope to graduate. Students who do not complete the program by May 1 may not participate in the current year's graduation ceremony and will not graduate until a later date when all deficient credits are redeemed.

Adopted: February 2009

CROSS REFS: [IFK, Graduation Requirements](#)

IKFB: Graduation Exercises

Because the Board of Education believes that completion of the requirements for a diploma is an achievement that deserves recognition, the Board wishes to recognize each graduating senior's accomplishments in a publicly-celebrated graduation exercise.

High schools shall plan their own graduation exercises with the faculty and senior class working together. Although senior class members may be asked to pay fees to defray graduating expenses, no student shall be barred from participating in the exercises because of inability to pay the fees.

The program for graduation exercises shall be secular in nature. The program shall not include any school-sponsored prayers or other religious activities.

Baccalaureate services:

Groups composed of interested students and their families may plan and organize baccalaureate services that are religious in nature. However, the school district shall not be identified, explicitly or implicitly, as sponsoring or endorsing such services. Attendance at such services shall be entirely voluntary with students and school personnel acting as private individuals.

School district funds including paid staff time shall not be used for baccalaureate services. Groups planning baccalaureate services may rent and use school facilities under the same terms, conditions and rates prescribed by the district for other comparable student activities.

Adopted: October 1998

Revised: October 2003

LEGAL REFS: Constitution of Colorado, Article II, § 4 (*religious freedom*); 20 U.S.C. §§7904 (*No Child Left Behind Act of 2001*); C.R.S. 22-1-120 (*rights of free expression for public school students*)

CROSS REFS: KF, Community Use of School Facilities

IL: Evaluation of Instructional Programs

Appropriate means for the evaluation of instructional programs shall be established and maintained in the Primero RE-2 School District.

The district will evaluate its curriculum and programs of instruction to align them with the district's content standards to provide students with the educational experiences needed to achieve the standards. The district will strive to reduce discrepancies in student performance related to ethnicity, gender, disability and limited English proficiency.

Adopted: October 1998

LEGAL REFS: C.R.S. 22-2-117; C.R.S. 22-7-101 through 22-7-105; C.R.S. 22-7-205 (3), (5); 1 CCR 301-1, Rules 2202-R-.01 *et seq.*

CROSS REFS: AC, Nondiscrimination/Equal Opportunity, and subcodes; ADA, School District Goals and Objectives; AE, Accountability/Commitment to Accomplishment; AEA, Standards-Based Education; IA, Instructional Goals and Learning Objectives

ILBA: District Program Assessments (pg 1 of 2)

A comprehensive program of assessment shall be developed by the district that adequately measures each student's progress toward and achievement of the Board-adopted content standards, including specification of an acceptable performance level, for the subject areas that are not tested by the state. The district's program of student assessment shall:

1. challenge students to think critically, apply what they have learned and give them the opportunity to demonstrate their skills and knowledge in various ways;
2. include "early warning" features that allow problems to be diagnosed promptly to let students, teachers and parents know that extra effort is necessary;
3. provide reliable and valid information on student and school performance to educators, parents and employers;
4. provide timely and useful data for instructional improvement and improved student learning, including feedback useful in determining whether the curriculum is aligned with the district-adopted standards.

To the extent possible, the district's program of assessment will accommodate students with disabilities or limited English proficiency so they can be included in the assessment.

As the district's program of standards-based assessment is developed and phased-in, these assessment results in combination with the state assessment will be used as the measurement of student achievement. It is believed these results will provide reliable and valid information about student progress on the Board-adopted content standards. The goal is to eventually eliminate the use of norm-referenced tests in the district's assessment program.

As part of the school improvement planning process, schools shall develop an academic performance profile which indicates how well all students are performing relative to the district's educational standards measured against baseline achievement data. The analysis of student performance should indicate the number and percentage of all students attaining and exceeding the district's performance standards at designated levels, as well as an analysis indicating any consistent patterns of low achievement or achievement discrepancies.

The district will use a variety of assessment tools to determine student achievement. The superintendent or designee shall be responsible for scheduling, disseminating and collecting assessments so that the district is in compliance with any state assessment requirements. The superintendent or designee also shall be responsible for reporting and interpreting all group assessment results.

Measurements of educational achievement shall be prepared so that data is consistent for comparison purposes within the school district from year to year and with other school districts to the extent required by rules of the State Board of Education.

ILBA: District Program Assessments (pg 2 of 2)

Adopted: October 1998

LEGAL REFS: C.R.S. 22-2-102 (2)(b); C.R.S. 22-7-205 (3), (5); C.R.S. 22-5-406

CROSS REFS: AE, Accountability/Commitment to Accomplishment; AEA, Standards-Based Education; AED, School District Accreditation; GCS, Professional Research and Publishing; IL, Evaluation of Instructional Programs; ILBB, State Program Assessments; JLDAC, Screening/Testing of Students; LC, Relations with Education Research Agencies

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ILBB: State Program Assessments (pg 1 of 2)

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 to the following students:

Grade Level Assessed	Subjects Tested	New Test Begins
3rd Graders	Reading and Writing	[Spring 2001]
4th Graders	Reading and Writing	[Spring 2001]
5th Graders	Reading, Writing and Mathematics	[Spring 2001]
6th Graders	Reading, Writing and Mathematics	[Spring 2001]
7th Graders	Reading, Writing and Mathematics	[Spring 2001]
8th Graders	Reading, Writing, Mathematics and Science	[Spring 2001]
9th Graders	Reading, Writing and Mathematics	[Spring 2001]
10th Graders	Reading, Writing and Mathematics	[Spring 2001]
11th Graders	Curriculum-Based Achievement College Entrance Exam	[Spring 2001]
12th Graders* <i>* (who scored below proficient on 10th grade assessment)</i>	Reading, Writing and Mathematics	[Spring 2003]

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ILBB: State Program Assessments (pg 2 of 2)

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: October 1998

Revised: July 1998; October 2000; June 2001

LEGAL REFS: C.R.S. 16-11-311 (3.4)(d) (*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 overall academic performance grade or the school's improvement grade*); C.R.S. 22-7-102 (2)(b); C.R.S. 22-7-406; C.R.S. 22-7-409

CROSS REFS: AE, Accountability/Commitment to Accomplishment; AEA, Standards-Based Education; AED, School District Accreditation; ILBA, District Program Assessments; JLDAC, Screening/Testing of Students; LC, Relations with Education Research Agencies

ILBC: Literacy and Reading Comprehension Assessments (Third Grade Literacy) (pg 1 of 2)

Reading readiness and literacy and reading comprehension shall be measured by an assessment instrument approved and identified by the State Board of Education. Additional assessments are encouraged and may be used at any time at the discretion of the teacher. An individual illiteracy plan shall be formulated for every student whose reading readiness or literacy and reading comprehension are below the level established by law. In the alternative, if the student is eligible, the student shall be enrolled in an intensive literacy program funded through the Read-to-Achieve Program.

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 annually assess the reading readiness level of every kindergarten student and the literacy and reading comprehension level of every first, second and third grade student. This assessment may be done in conjunction with content standard assessments.

Any individual literacy plan developed under this policy shall be formulated by the teacher and school administration in conjunction with the student's parents/guardians. The plan shall include, but need not be limited to, the following:

1. sufficient in-school instructional time to develop readiness, literacy and reading comprehension skills;
2. an agreement by the students parents/guardians to implement a home reading program that supports and coordinates with the effort at school;
3. placement, if necessary, of the student in a summer reading tutorial program.

Each semester, students in individual literacy plans or the intensive literacy program will be reassessed. The plan or program shall continue until the pupil is reading at or above grade level.

Except in the case of students with disabilities the district shall not permit a student to pass from third grade to fourth grade for reading classes unless the assessment shows the student to be reading at or above level established by law.

The district shall annually report to the Colorado Department of Education:

1. the number and percentage of students enrolled in third grade in the school district who read at or above the third grade level;
2. the number and percentage of students enrolled in the school district who have an individual literacy plan or are enrolled in the intensive literacy program;

ILBC: Literacy and Reading Comprehension Assessments (Third Grade Literacy) (pg 2 of 2)

3. the number and percentage of students enrolled in the school district who have increased their literacy and reading comprehension levels by two or more grades during one year of instruction.

Adopted: October, 1998

Revised: October, 2000

LEGAL REFS: C.R.S. 22-7-501 *et seq.* (*Colorado Basic Literacy Act*)

IMA: 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/guardians may find objectionable. Parents/guardians 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.

Nothing in this policy shall limit a parent's/guardian's right to file a complaint to challenge the use of a teaching method, activity or presentation.

Adopted: October 1998

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

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

IMB: Teaching about Controversial/Sensitive Issues

Controversial issues are defined as those problems, subjects or questions about which there are significant differences of opinion, for which there are no easy resolutions, and discussion of which generally create strong feelings among people. Although there may be disagreement over what the facts are and what they may mean, subjects usually become controversial issues because of differences in the values people use in applying the facts.

Controversy is inherent in the democratic way of life. It is essential, therefore, that the study and discussion of controversial issues have an important place in education for citizenship in a free society. Students can develop into free citizens with informed loyalty to democracy only through the process of examining evidence, facts and differing viewpoints; through the exercise of freedom of thought and moral choice, and through the making of responsible decisions. These procedures are as characteristic of and essential to a free society as authoritarian indoctrination is to totalitarianism.

Each student has the right and need, under competent guidance and instruction, to study issues appropriate to their interest, experience, ability and age. The student must have access to relevant information and are obligated to examine carefully all sides of an issue. The student has the right to form and express personal points of view and opinions without jeopardizing the position in the classroom or in the school.

Each teacher has the right and the obligation to teach about controversial issues. It is the teacher's responsibility to select issues for study and discussion which contribute to the attainment of course objectives and the educational program established by the Board and to make available to students materials concerning the various aspects of the issues. The teacher also has the obligation to be as objective as possible and to present fairly the several sides of an issue. Although teachers have the right to express personal viewpoints and opinions, they do not have the right to indoctrinate students to those views. Controversial issues are to be presented with good judgment, keeping in mind the maturity and background of the students. The influence on values, attitudes and responsibility of the individual students must be considered in conjunction with the actual subject content.

Adopted: October 1998

Revised: April 2003

CROSS REFS: ACD, Commitment to Religious Neutrality; IB, Academic Freedom; IJ, Instructional Resources and Materials

IMBB: Exemptions from Required Instruction

If the religious belief and teachings of a student or parent/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/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, the student must present to the school principal a statement from a physician stating the reason for the inability to participate.

Exemption from required instruction does not excuse a student from the total semester hours required for graduation.

Adopted: October 1998

Revised: April 2003

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

CROSS REFS: ACD, Commitment to Religious Neutrality; IHAM, Health Education; IHAMB, Family Life/Sex Education

IMDA: Patriotic Exercises

The Board of Education believes one's appreciation of country is promoted by the ceremonies and observances held in the schools and that the United States flag is a symbol of our democratic heritage, ideals, and freedom. The Board believes saluting the flag and reciting daily the Pledge of Allegiance helps students learn and reinforce these principles. Furthermore, state law now requires daily recitation of the Pledge.

Therefore, the board requires all district students to recite the Pledge of Allegiance at the beginning of each school day when the school conducts daily announcements.

The Board recognizes that the religious beliefs of some teachers and students prohibit participation in reciting the Pledge, saluting the flag, or in other patriotic exercises. Therefore, such persons shall be excused from participation in any exercises conducted pursuant to this policy. State law also allows an exemption for a student for any reason who submits a written note from his or her parent/guardian.

Nothing in this policy shall require teachers and students who are not citizens of the United States to recite the Pledge, salute the flag, or participate in other patriotic exercises.

Adopted: June 2003

LEGAL REFS: C.R.S. 22-1-106 (*daily recitation of the Pledge*); C.R.S. 22-1-107 (*duty of teachers to instruct students in the proper respect of the flag*)

IMDB: Flag Displays

The Superintendent or building principal 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" if in a frame or 2' X 3' if on a flagstaff.

The United States and Colorado flags shall be displayed on a flagpole on the principal school building or on building 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' 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 or 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.

Individuals shall have the right to reasonably display the flag of the United States on their own person or personal property as long as such display does not disrupt the educational process or cause a safety concern.

Adopted: October 1998

Revised: July 2002; June 2003

LEGAL REFS: C.R.S. 22-32-109 (1)(s) (*flag displays at administration buildings*); 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. § 7 (*position and manner of display*)

CROSS REFS: JICA, Student Dress Code; JJC, School Displays

IML*: Classroom Safety Instruction

Instruction in courses in industrial arts, science, health, homemaking, art, and physical education shall include and emphasize safety and accident prevention.

As applicable to each unit of work in a course, the objectives of safety instruction shall be to help students:

1. learn proper safety precautions;
2. learn how to care for tools and equipment so as to reduce the possibility of accidents;
3. develop habits of good housekeeping, proper storage and handling of materials and sanitation;
4. become familiar with personal protective devices and the proper clothing to be worn for safety purposes;
5. develop skills in the safe use of tools and equipment;
6. learn how to cooperate with others in the promotion and operation of a safety program in the school;
7. become familiar with school procedures for when an accident or injury occurs, including procedures designed to prevent diseases or transmission of infectious agents.

Safety instruction shall precede the use of materials and equipment by students in applicable units of work in the courses listed above, and instructors shall teach and enforce all safety rules set up for the particular courses. These shall include the wearing of protective eye devices in appropriate activities.

The superintendent is authorized and directed to develop appropriate means for the implementation of this policy.

Adopted: May 2002

CROSS REFS: ADD, Safe Schools; EBBA, Prevention of Disease/Infection Transmission