



Sargent Schools
Established 1917

Sargent School District Policy Handbook

2023-2024

Note:All Board of Education Policies are available on the district web page
[Board of Education Policy Book](#)

The Sargent School District does not unlawfully discriminate on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry or need for special education services in admissions, access to, treatment or employment in educational programs or activities which it operates.

Complaints should be referred to: Jeffrey Fuller , Superintendent & Title IX Coordinator, Sargent School District RE-33J, 7090 North Road 2 East, Monte Vista, Colorado 81144, phone 719-852-4028, email jfuller@sargent.k12.co.us . Complaints regarding violations of Title VI, (race, national origin), Title IX (sex/gender), Section 504/ADA (handicap or disability), may be filed directly with the Office for Civil Rights, U.S Department of Education, 1244 North Speer Blvd., Suite 310, Denver, CO 80204. Complaints regarding violation of Title II, Title VII (employment) and the ADEA (prohibiting age discrimination in employment) may be filed directly with the federal Office of Equal Employment Opportunity Commission, 303 E. 17th Ave., Suite 510, Denver, CO 80202, or the Colorado Civil Rights Commission, 1560 Broadway, Suite 1050, Denver, CO 80202.



Sargent Schools
Established 1917

August, 2023

Dear Students and Parents:

Thank you for choosing Sargent. We are honored to have your trust in serving your students to begin or in most cases further their education. We will work to the best of our abilities to provide a safe and stimulating learning environment. I believe success is a journey, not a destination. I believe all children are capable of success without exception. I will work this year to instill that belief in our staff and students.

To help in creating a safe and stimulating learning environment, we have policies adopted by our governing board. These policies reflect national and state educational laws as well as local policies. This is a long handbook that has many but not all of our policies. The handbook is distributed annually and is posted on the school website. Please read them carefully and sign and return the last page of the packet. If you have questions, please contact the school principal.

Thank you for helping us maintain a safe and stimulating learning environment.

Jeff Fuller
Superintendent

Introduction

Our schools go to great lengths to teach conflict resolution and responsible decision-making. The student conduct and discipline code also reinforces these concepts and, although it may seem punitive, its true purpose is to help children learn correct principles at a young age.

Most children who violate the code will receive instruction from their teacher and/or principal and the matter ends there. Suspension from school for 1 to 10 days may be warranted for more serious violations. Expulsion for the remainder of either the semester or school year is mandated by law in certain other situations. (See the inside of this publication for specifics.)

Parents will be contacted in all instances involving formal discipline or possible suspension. As an alternative to suspension, there may be an opportunity for the parent to attend class with the child. Parents must meet with school officials after the second suspension to prepare a remedial discipline plan. Students may make up work missed during suspension; however, no grade higher than “C” may be earned.

The superintendent will be notified if the student violates the terms of the remedial discipline plan and receives a third suspension. A third suspension will mandate an expulsion hearing with the superintendent. State law says that any student suspended from school three times will be declared “habitually disruptive” and expelled from school.

Any parent or student may appeal an expulsion decision to the board of education within time limits established in policy. Parents of expelled students will be informed of continuing education programs available for their children.

SCHOOL POLICIES IMPORTANT TO STUDENTS AND PARENTS

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Student Conduct

It is the intention of the Board of Education that the district's schools help students achieve maximum development of individual knowledge, skills and competence and that they learn behavior patterns which will enable them to be responsible, contributing members of society.

The Board in accordance with applicable law, has adopted a written student conduct and discipline code based upon the principle that every student is expected to follow accepted rules of conduct and to show respect for and to obey persons in authority. The code emphasizes that certain behavior, especially behavior that disrupts the classroom, is unacceptable and may result in disciplinary action. The code shall be enforced uniformly, fairly and consistently for all students.

All Board-adopted policies and Board-approved regulations containing the letters "JIC and JK" in the file name shall be considered as constituting the conduct section of the legally-required code.

The Board shall consult with parents/guardians, students, teachers, administrators and other community members in the development and review of the conduct and discipline code.

The conduct and discipline code shall be provided to each student upon enrollment in elementary, middle, and high school. The district shall take reasonable measures to ensure each student is familiar with the code. Copies shall be posted or kept on file in each school of the district. In addition, any significant change in the code shall be provided to students and posted in each school.

In all instances, students shall be expected to conduct themselves in keeping with their level of maturity, acting with due regard for the supervisory authority vested by the Board in all district employees, the educational purpose underlying all school activities, the widely shared use of district property, and the rights and welfare of other students and staff. All employees of the district shall be expected to share the responsibility for supervising the behavior of students and for seeing that they abide by the conduct and discipline code.

Adopted: 10/25/93 Revised: 07/24/00, 09/24/12, 10/21/13

Student Dress Code

A safe and disciplined learning environment is essential to a quality educational program. District-wide standards on student attire are intended to help students concentrate on schoolwork, reduce discipline problems, and improve school order and safety. The Board recognizes that students have a right to express themselves through dress and personal appearance; however, students shall not wear apparel that is deemed disruptive or potentially disruptive to the classroom environment or to the maintenance of a safe and orderly school.

Any student deemed in violation of the dress code shall be required to change into appropriate clothing or make arrangements to have appropriate clothing brought to school immediately. In this case, there shall be no further penalty.

If the student cannot promptly obtain appropriate clothing the administration will take necessary action to insure the student is compliant with the established dress code in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

Unacceptable Items

The following items are deemed disruptive to the classroom environment or to the maintenance of a safe and orderly school and are not acceptable in school buildings, on school grounds, or at school activities:

1. Shorts, dresses, skirts or other similar clothing shorter than mid-thigh length
2. Sunglasses worn inside the building during the school day
3. Inappropriately sheer, tight or low-cut clothing (e.g., midriffs, halter tops, backless clothing, tube tops, garments made of fishnet, mesh or similar material, muscle tops, etc.) that bare or expose traditionally private parts of the body including, but not limited to, the stomach, buttocks, back and breasts
4. Tank tops or other similar clothing with straps narrower than 1.5 inches in width
5. Clothing worn in such a manner as to expose undergarments is unacceptable
6. Any clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments (including tattoos) that are or contain any advertisement, symbols, words, slogans, patches, or pictures that:
 - Refer to drugs, tobacco, alcohol, or weapons
 - Are of a sexual nature
 - By virtue of color, arrangement, trademark, or other attribute denote membership in gangs which advocate drug use, violence, or disruptive behavior
 - Portray or suggest violence or are obscene, profane, vulgar, lewd, or legally libelous
 - Threaten the safety or welfare of any person or portray/suggest violence
 - Promote any activity prohibited by the student code of conduct
 - Otherwise disrupt the teaching-learning process

Exceptions

Appropriate athletic clothing may be worn in physical education classes. Clothing normally worn when participating in school-sponsored extracurricular or sports activities (such as cheerleading uniforms, caps and the like) may be worn to school when approved by the sponsor or coach.

Building principal, in conjunction with the school advisory accountability committee, may develop and adopt school-specific dress codes that are consistent with this policy.

Current practice codified 1982 Revised: 07/24/00, 01/22/01, 7/25/11, 09/24/12, 10/21/13, 9/25/18

Student Conduct in School Vehicles

The privilege of riding in a school vehicle is contingent upon a student's good behavior and observance of the student code of conduct and established regulations for student conduct both at designated school vehicle stops and on-board school vehicles.

The operator of a school vehicle shall be responsible for safety of the students in the bus, both during the ride and while students are entering or leaving the vehicle. Students shall be required to conform to all rules concerning discipline, safety and behavior while riding in the school vehicle. It is the vehicle operator's duty to notify the supervisor of transportation and the principal of the school involved if any student persists in violating the established rules of conduct.

After due warning has been given to the student and to the student's parents/guardians, the principal may withhold from the student the privilege of riding in the school vehicle. Violation of district policies and regulations while in a school vehicle may also result in the student's suspension or expulsion from school, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

Current practice codified 1982 Revised: 07/24/00, 03/28/11, 7/12 legal ref., 10/21/13

Student Conduct on School Buses

Students being transported shall observe the rules set up by the administration and the transportation department. Students who do not observe these rules shall not be permitted to ride buses.

1. All riders shall remain seated when the bus is in motion.
2. Heads, hands, arms or legs shall be kept inside the bus.
3. Scuffing, fighting and obscene language are forbidden.
4. Buses shall not be littered with food or other debris.
5. All misconduct shall be reported by the driver.
6. The bus driver is in complete charge while on the bus.
7. Parents will be notified if any misconduct continues.
8. Damage to the bus other than regular use will be paid for by the rider
9. The recommended procedure shall be followed when crossing roadways.
10. Drivers shall be informed whenever possible when a rider will be absent.
11. Passengers shall go to their assigned seats without crowding or pushing and shall remain seated while the bus is in motion.
12. Passengers will not tamper with the emergency doors or windows or any other part of the bus equipment.
13. Passengers shall cross the road 10 feet in front of the bus.
14. Passengers shall keep books, lunch boxes and similar objects out of the aisles.
15. Passengers shall remain seated until the bus has come to a complete stop.
16. Passengers shall leave the bus in an orderly manner.

17. Passengers shall be ready when the bus arrives. Drivers shall not wait more than a short length of time.
18. If glass containers are to be brought onto the bus, they must be put in a backpack or bag.

Approved: 06/18/73 Revised:10/30/00

[File JICDA](#)

Code of Conduct

Students in third grade and higher grade levels

In accordance with applicable law and board policy concerning student suspensions, expulsions and other disciplinary interventions, the principal or designee may suspend or recommend expulsion of a student in third grade and higher grade levels who engages in one or more of the following activities while in school buildings, on district property, when being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or district-sponsored activity or event and off district property when the conduct has a nexus to school or any district curricular or non-curricular event.

1. Causing or attempting to cause damage to district property or stealing or attempting to steal district property.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Willful destruction or defacing of district property.
4. Commission of any act which if committed by an adult would be robbery or assault as defined by state law.
5. Committing extortion, coercion or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
6. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, either orally or in writing or derogatory statements addressed publicly to an individual or a group that precipitate disruption of the district program or incite violence.
7. Engaging in “hazing” activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.
8. Violation of the Board’s policy on bullying prevention and education.
9. Violation of criminal law which has an effect on the district or on the general safety or welfare of students or staff.
10. Violation of Board’s policy or regulations, or established school rules.
11. Violation of the Board’s policy on weapons in the schools. Expulsion shall be mandatory for bringing or possessing a firearm in accordance with federal law.
12. Violation of the Board’s policy on student conduct involving drugs and alcohol.
13. Violation of the Board’s violent and aggressive behavior policy.
14. Violation of the Board’s tobacco-free schools policy.
15. Violation of the Board’s policies prohibiting sexual or other harassment.
16. Violation of the Board’s policy on nondiscrimination.

17. Violation of the Board's dress code policy.
18. Violation of the Board's policy on gangs and gang-like activity.
19. Throwing objects, unless part of a supervised school activity, that can or do cause bodily injury or damage to property.
20. Directing profanity, vulgar language or obscene gestures toward other students, school personnel or others.
21. Lying or giving false information, either verbally or in writing to a district employee.
22. Engaging in scholastic dishonesty which includes but is not limited to cheating on a test, plagiarism or unauthorized collaboration with another person in preparing written work.
23. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.
24. Behavior on or off school property that is detrimental to the welfare or safety of other students or school personnel, including behavior that creates a threat of physical harm to the student exhibiting the behavior or to one or more other students.
25. Repeated interference with the district's ability to provide educational opportunities to other students.
26. Continued willful disobedience or open and persistent defiance of proper authority including deliberate refusal to obey a member of the district staff.

Students in preschool through second grade

In accordance with applicable law and Board policy concerning student suspensions, expulsions, and other disciplinary interventions, the principal or designee may suspend or recommend expulsion of a student in preschool, kindergarten, first grade, or second grade who engages in one or more of the following activities while on district property, in a school building, in a district or school vehicle, at a district or school activity or event, or off district property when the conduct has a nexus to school or any district curricular or non-curricular event:

1. Violation of the Board's policy on weapons in the schools. Expulsion shall be mandatory for bringing or possessing a firearm, in accordance with federal law.
2. Violation of the Board's policy on student conduct involving drugs and alcohol.
3. Conduct that endangers the health or safety of others.

Adopted: 09/25/93 Revised: 07/24/00, 12/15/03, 11/26/07, 5/27/09, 11/16/09, 7/25/11, 09/24/12, 10/21/13, 02/24/20

[**File JICDD***](#)

Violent and Aggressive Behavior

The Board recognizes there are certain behaviors that, if tolerated, would compromise the learning environment to which the students and staff of the district are entitled. These behaviors, categorized as violent or aggressive, will not be tolerated.

Students exhibiting violent or aggressive behavior or warning signs of future violent or aggressive behavior will be subject to appropriate disciplinary action including suspension, and/or expulsion in

accordance with board policy concerning student suspensions, expulsions, and other disciplinary interventions. As appropriate and in accordance with applicable law and Board policy, students may also be referred to law enforcement authorities. At the district's discretion and when appropriate, the student may receive appropriate intervention designed to address the problem behavior. The district may also conduct a threat assessment of the student.

Students must immediately report questionable behavior or potentially violent situations to an administrator, counselor, or teacher.

A staff member who witnesses or receives a report of a student's act of violence and aggression must notify the building principal or designee as soon as possible.

An act of violence and aggression is any expression, direct or indirect, verbal or behavioral, of intent to inflict harm, injury, or damage to persons or property. A threat of violence and aggression carries with it implied notions of risk of violence and probability of harm or injury.

An act of violence and aggression includes but is not limited to the following behaviors:

1. Possession, threat with, or use of a dangerous weapon — as described in the Board's weapons policy.
2. Physical assault — the act of striking or touching a person or that person's property with a part of the body or with any object with the intent of causing hurt or harm.
3. Verbal abuse — includes, but is not limited to, swearing, screaming, obscene gestures or threats directed, either orally (including by telephone) or in writing, (including by text, social media or other electronic means) at an individual, their family, or a group.
4. Intimidation — an act intended to frighten or coerce someone into submission or obedience.
5. Extortion — the use of verbal or physical coercion in order to obtain financial or material gain from others.
6. Bullying — as described in the Board's policy on bullying prevention and education.
7. Gang activity — as described in the Board's secret societies/gang activity policy.
8. Sexual harassment or other forms of harassment— as described in the Board's sexual harassment policy and nondiscrimination policy.
9. Stalking — the persistent following, contacting, watching or any other such threatening actions that compromise the peace of mind or the personal safety of an individual.
10. Defiance — a serious act or instance of defying or opposing legitimate authority.
11. Discriminatory slurs — insulting, disparaging or derogatory comments made directly or by innuendo regarding a person's disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, or need for special education services.
12. Vandalism — damaging or defacing property owned by or in the rightful possession of another.
13. Terrorism — a threat to commit violence communicated with the intent to terrorize or with reckless disregard for the risk of creating such terror or to cause serious public inconvenience, such as the evacuation of a building.

[File JICEA](#)

School-Related Student Publications (School Publications Code)

The Board encourages students to express their views in school-sponsored publications while observing rules for responsible journalism and complying with this policy and state and federal law. To protect the rights of all members of the school community and to support the district's educational mission and purposes, students are prohibited from publishing expression which is:

- is false or obscene;
- is libelous, slanderous or defamatory under state law;
- presents a clear and present danger of the commission of unlawful acts, violation of school rules or material and substantial disruption of the orderly operation of the school
- violates the privacy rights of others; or
- threatens violence to property or persons

Student editors of school-sponsored publications are responsible for determining the news, opinion and advertising content of their publications subject to the limitations of this policy, its accompanying regulation, and applicable state and federal law. The publications advisor within each school is responsible for supervising the production of school-sponsored publications and for teaching and encouraging free and responsible expression and professional standards of journalism.

The publications advisor has authority to establish or limit writing assignments for students working with publications and to otherwise direct and control the learning experience that publications are intended to provide when participation in a school-sponsored publication is part of a school class or activity for which grades or school credits are given.

Adopted: 02/25/91 Revised: 07/24/00, 08/27/18, 08/10/20

[File JICEA-R](#)

School Related Student Publications (School Publications Code)

1. Purpose

School-sponsored publications provide an educational activity through which students can gain experience in reporting, writing, editing and understanding responsible journalism. Content of school-sponsored publications should reflect all areas of student interest, including topics about which there may be dissent or controversy.

2. Prohibited materials

The following defines those materials prohibited by this regulation's accompanying policy

- a. Students may not publish or distribute material that is obscene. "Obscene" means:

- (1) The average person applying contemporary community standards finds that the publication, taken as a whole, appeals to a minor's prurient interest in sex.
 - (2) The publication depicts or describes in a patently offensive way sexual conduct such as ultimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of genitals.
 - (3) The work, taken as a whole, lacks serious literary, artistic, political or scientific value.
 - b. Students may not publish expression that is libelous, slanderous or defamatory under state law. "Libelous" is defined as a false and unprivileged statement about a person that injures the individual's reputation in the community.
 - c. Expression that is false as to any person who is not a public figure or involved in a matter of public concern is prohibited.
If the allegedly libeled individual is a "public figure or official," the official must show that the false statement was published with actual malice, as the terms are defined in law.
 - d. Expression which presents a clear and present danger of the commission of unlawful acts, violation of school rules, or material and substantial disruption of the orderly operation of the school, violates the rights of others to privacy, or threatens violence to property or persons is prohibited.
In order for a student publication to be considered disruptive, there must exist specific facts upon which it would be reasonable to forecast that a clear and present likelihood of an immediate, substantial material disruption to normal school activity would occur if the material were distributed. Material that stimulates heated discussion or debate does not constitute the type of disruption that is prohibited.
5. Time, place and manner restrictions
The principal will coordinate with the publications advisor on the time, place and manner of distributing school-sponsored publications to reduce any conflict with school instructional time and/or reduce any disruption of the orderly operation of the school which might be caused by the distribution of school-sponsored publications.
6. Procedures for resolving differences
Student editors will work first with the publications advisor to resolve any differences. If the problem cannot be resolved at this level, the student editors and/or the publications advisor may work with the principal to resolve any problems. If the problem is not resolved at the principal level, the student editors and/or the publications advisor will work with the principal to resolve any problems. If the problem is not resolved at the principal level, the student editors and/or publications advisor may appeal to the superintendent. The superintendent's decision shall be final

Approved: 06/24/91 Revised: 07/24/00, 08/27/18

[File JICEC](#)

Student Distribution of Noncurricular Materials

To understand constitutional values such as the right to free speech, students must not only study such principles but also have an opportunity to put them into practice. However, there are limitations on the right of student free speech in the school setting that have been upheld by the courts because of the unique nature of the school community.

It is the goal of this policy to strike a necessary balance between a student's right of free speech and the school's need to maintain an orderly and safe school environment which respects the rights of all students on school grounds and during school-sponsored activities. Students may distribute noncurricular materials

on school property in accordance with this policy, its accompanying and applicable state and federal law.

Prohibited distribution

Students may not distribute any noncurricular materials on school property or at school-sponsored activities or events that in themselves or in the manner they are distributed:

- create or threaten to create a substantial disruption or material interference with the normal operation of the school, school activity or event;
- advocate or encourage unlawful conduct or conduct that violates Board policy, including but not limited to the Board's policies prohibiting unlawful discrimination, harassment and bullying;
- cause or threaten to cause injury to persons or property; or
- Are obscene, defamatory or violate any person's privacy rights.

Students who distribute materials in violation of this policy may be subject to appropriate disciplinary action, including suspension and/or expulsion.

School equipment and supplies may not be used for publication of such material.

Adopted: 08/28/00 Revised: 11/26/07, 08/27/18, 08/10/20

[File JICEC-R](#)

Student Distribution of Noncurricular Materials

Students who wish to distribute more than 10 items or copies of noncurricular materials on school property or at a school activity must notify the principal a minimum of one day in advance

Students do not have to produce an advance copy of the materials that will be distributed for the principal's review. However, materials which are distributed on school grounds or at a school activity that are prohibited by this regulation's accompanying policy or other Board policy may subject the responsible students to disciplinary action following distribution.

The following restrictions apply to all requests to distribute more than 10 items or copies of noncurricular materials by students on school property or at a school sponsored activity:

1. Place. Distribution of materials must be made at places within the school or on school grounds as designated by the principal except that in no event may such materials be distributed in any classroom of any building then being occupied by a regularly-scheduled class.
2. Time. Distribution may be made one-half hour before school and/or during regularly scheduled lunch periods and/or 15 minutes after the close of school. Any other times during the school day are considered to be disruptive of normal school activities.
3. Littering. All distributed noncurricular materials discarded in school or on school grounds

must be removed by the persons distributing such items.

4. **Manner.** No student may in any way be compelled or forced to accept any noncurricular materials. In the alternative, no school official or student may interfere with materials distributed in accordance with this regulation and its accompanying policy.

Violation of this regulation and/or accompanying policy will be sufficient cause for denial of the privilege to distribute materials at future dates and may be cause for disciplinary action, including suspension and/or expulsion.

Approved: 08/28/00, 08/27/18

[File JICDE](#)

Bullying Prevention and Education

Statement of purpose

The Board of Education supports a secure and positive school climate, conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior. The purpose of this policy is to promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable.

Bullying and other behaviors as defined below are prohibited on district property, at district or school-sanctioned activities and events, when students are being transported in any vehicle dispatched by the district or one of its schools, or off school property when such conduct has a nexus to school or any district curricular or non-curricular activity or event.

Prohibited behavior

- Bullying
- Retaliation against those reporting bullying and/or other behaviors prohibited by this policy
- Making knowingly false accusations of bullying behavior

Definitions

Bullying is the use of coercion or intimidation to obtain control over another person or to cause physical, mental, or emotional harm to another person. Bullying can occur through written, verbal, or electronically transmitted expressions (i.e., cyberbullying) or by means of a physical act or gesture. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of their academic performance or any basis protected by federal and state law, including disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, or the need for special education services, whether such characteristic(s) is actual or perceived.

Retaliation is an act or communication intended as retribution against an individual who reports an act of bullying. Retaliation can also include knowingly making false accusations of bullying or acting to

influence the investigation of, or the response to, a report of bullying.

False accusations of bullying are those made knowingly by an individual or group of individuals with the purpose of causing harm to another individual and which are false.

Prevention and intervention

The superintendent will develop a comprehensive program to address bullying at all school levels and will ensure that the program is consistently applied across all students and staff. The program will be aimed toward accomplishing the following goals:

1. To send a clear message to students, staff, parents, and community members that bullying and retaliation against a student who reports bullying will not be tolerated.
2. To train staff on an annual basis in taking proactive steps to prevent bullying from occurring, which includes but is not limited to, training on the bullying prevention and education policy, how to recognize and intervene in bullying situations, and positive school climate practices.
3. To implement procedures for immediate intervention, investigation, and confrontation of students engaged in bullying behavior.
4. To initiate efforts to change the behavior of students engaged in bullying behaviors through re-education on acceptable behavior, discussions, counseling, and appropriate negative consequences.
5. To foster a productive partnership with parents and community members in order to help maintain a bullying-free environment across settings.
6. To support targets of bullying through a layered continuum of supports that includes, but is not limited to, individual and peer counseling.
7. To help develop peer support networks, social skills, and confidence for all students.
8. To support positive school climate efforts that clearly define, teach, and reinforce prosocial behavior. This includes intentional efforts to promote positive relationships between staff and students as well as students with other students.
9. To designate a team of persons at each school who advise the school administration on the severity and frequency of bullying. The team of persons at the school may include, but need not be limited to, school resource officers, social workers, school psychologists, health professionals, mental health professionals, members of bullying prevention or youth resiliency community organizations, counselors, teachers, administrators, parents, and students.
10. To survey students' impressions of the severity and frequency of bullying behaviors in their school.
11. To include students in the development, creation, and delivery of bullying prevention efforts as developmentally appropriate.
12. To provide character building for students that includes, but is not limited to, age-appropriate,

evidence-based social and emotional learning as well as information on the recognition and prevention of bullying behaviors.

Reporting

Any student who believes they have been a victim of bullying and/or other behaviors prohibited by this policy, or who has witnessed such bullying and/or other prohibited behaviors, is strongly encouraged to immediately report it to a school administrator, counselor, or teacher.

Investigating and responding

As part of the superintendent's comprehensive program to address bullying, procedures will be developed with the goal of immediate intervention and investigation in response to reports of students engaged in bullying and/or other behaviors prohibited by this policy. Procedures will include, to the extent appropriate as determined by the investigator and designated administrator, and in accordance with applicable law and local school board policy and procedures, notification to parents/guardians of the results of bullying investigations and their right to appeal investigatory findings to the district.

Supports and referrals

As part of the superintendent's comprehensive program to address bullying, procedures will be developed with the aim toward accomplishing the following goals:

- Initiate efforts to change the behavior of students engaged in bullying behaviors.
- Support targets of bullying in ways that avoid increasing their likelihood of discipline.
- Support witnesses of bullying.

A student who engages in any act of bullying, retaliation, and/or other behaviors prohibited by this policy is subject to appropriate disciplinary action including but not limited to suspension, expulsion, and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior will be taken into consideration when disciplinary decisions are made. Bullying behavior that constitutes unlawful discrimination or harassment will be subject to investigation and discipline under related Board policies and procedures. Students targeted by bullying when such bullying behavior may constitute unlawful discrimination or harassment also have additional rights and protections under Board policies and procedures regarding unlawful discrimination and harassment.

Adopted: 10/22/01 Revised: 11/26/07, 7/25/11, 7/12 legal ref/note, 11/28/16, 08/10/20, 11/29/21, 5/23/22

[File JICF](#)

Secret Societies/Gang Activity

The Board of Education desires to keep district schools and students free from the threats or harmful influence of any groups or gangs which advocate drug use, violence or disruptive behavior.

The principal or designee shall take reasonable steps to deter gang intimidation of students and confrontations between members of different gangs on school grounds, in school vehicles and at school activities or sanctioned events.

The presence of any apparel, jewelry, accessory, notebook or manner of grooming which by virtue of its color, arrangement, trademark or any other attribute denotes membership in gangs which advocate drug use, violence or disruptive behavior is prohibited on school grounds, in school vehicles and at school activities or sanctioned events

Adopted: 10/25/93 Revised: 06/00, 7/12 legal ref., 7/24/17

[File JICF-R](#)

SECRET SOCIETIES/GANG ACTIVITY

At the principal's discretion, staff members may use the following techniques to discourage the influence of gangs:

1. Any student wearing or carrying overt gang paraphernalia or making gestures that symbolize gang members will be referred to the principal or his designee. The student's parents/guardian will be contacted and the student sent home to change clothes if necessary.
2. Any gang graffiti on school premises will be quietly removed, washed down or painted over as soon as discovered.
 - a. Daily checks for graffiti will be made throughout the campus, including restroom walls and doors.
 - b. Graffiti will be photographed before it is removed. These photographs will be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offenders.
3. Classroom and after-school programs at each school will be designed to enhance individual self-esteem, provide positive reinforcement for acceptable behavior and foster interest in a variety of wholesome activities.
4. Staff members will actively promote membership in authorized student organizations which can provide students companionship, safety and a sense of purpose and belonging.

GANG PREVENTION EDUCATION

Gang prevention instruction offered in the schools will:

1. Explain the dangers of gang membership
2. Include lessons or role-playing workshops in nonviolent conflict resolution and gang avoidance skills
3. Promote constructive activities available in the community
4. Involve students in structured, goal-oriented community service projects
5. Encourage positive school behavior

Gang prevention lessons may be taught jointly by teachers and law enforcement officers.

COMMUNITY OUTREACH

Gang prevention classes or counseling offered for parents/guardians will address the following topics:

1. 1 Dangers of gang membership

2. The nature of local gang apparel and graffiti
3. Ways to deal effectively with one's children
4. Warning signs which may indicate that children are at risk of becoming involved with gangs

Community programs offered for staff, parents/guardians, churches, city officials, business leaders and the media will address:

1. The scope and nature of local gang problems
2. Ways that each segment of the community can help to alleviate these problems

INTERVENTION MEASURES

Staff members will make every effort to assimilate gang-oriented students into the academic, extracurricular and social mainstream and into work experience programs. To this end:

1. Staff members will be provided with the names of known gang members.
2. Insofar as possible, classroom teachers will assign individual gang-oriented students to cooperative learning groups in which they may work toward common goals with students who are not members of their gang.
3. Students who seek help in rejecting gang associations may be referred to community-based gang suppression and prevention organizations.

Approval date: October 25, 1993

[File JICFA](#)

Hazing

Hazing in any form is expressly forbidden in the district. Hazing is defined to be forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.

Any person participating in such activities shall be subject to discipline according to Board policy and to possible suspension or expulsion, in accordance with the law.

Current practice codified 1982 Revised: 12/17/01

[File JICH](#)

Drug and Alcohol Involvement by Students

Sargent School District RE 33-J shall promote a healthy environment for students by providing education, support and decision making skills in regard to alcohol, drugs and other controlled substances and their abuse. In order to accomplish this goal, a cooperative effort must be made among the schools, parents/guardians, community and its agencies.

It shall be a violation of Board policy and considered to be behavior which is detrimental to the welfare or safety of other students or school personnel for any student to possess, use, sell, distribute or exchange or to be under the influence of alcohol, drugs or other controlled substances.

NOTE: The following paragraph contains language stating that the Board has adopted a policy regarding the administration of medical marijuana to qualified students. State law requires school districts to allow "primary caregivers" to administer medical marijuana to qualified students on school property, on a school bus or at a school-sponsored event. C.R.S. 22-1-119.3(3)(d)(I). State law permits boards to adopt a policy regarding "who may act as a primary caregiver" and establishing "reasonable parameters" upon the administration and use of medical marijuana. C.R.S. 22-1-119.3(3)(d)(III). State law also permits schools to adopt policies authorizing designated school personnel to administer medical marijuana to qualified students. C.R.S. 22-1-119.3(3)(d.5)(IV). Federal law regards any form of marijuana as a controlled substance. Given that federal law regards marijuana as illegal, CASB highly recommends that the Board adopt a policy establishing parameters upon caregiver administration of medical marijuana to qualified students and prohibiting staff administration of medical marijuana, unless the staff member is the student's parent/guardian. That way, the Board's policies will be consistent and clear regarding when and how the administration of medical marijuana to qualified students is permitted.

For purposes of this policy, controlled substances include but are not limited to narcotic drugs, hallucinogenic or mind-altering drugs or substances, amphetamines, barbiturates, stimulants, depressants, marijuana, anabolic steroids, any other controlled substances as defined in law, or any prescription or nonprescription drug, medication, vitamin or other chemical substances not taken in accordance with the Board's policy and regulations on administering medicines to students or the Board's policy on administration of medical marijuana to qualified students. This policy also includes substances that are represented by or to the student to be any such controlled substance or what the student believes to be any such substance.

This policy shall apply to any student on district property, being transported in vehicles dispatched by the district or one of its schools, during a school sponsored or district sponsored activity or event, off school property when the conduct has a reasonable connection to school or any district curricular or non-curricular event, or whose conduct at any time or place interferes with the operations of the district or the safety or welfare of students or employees.

Students violating this policy shall be subject to disciplinary sanctions which may include suspension and/or expulsion from school and referral for prosecution.

Disciplinary sanctions and interventions for violations of this policy shall be in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

Situations in which a student seeks counseling or information from a professional staff member for the purpose of overcoming substance abuse shall be handled on an individual basis depending upon the nature and particulars of the case.

The Board, in recognition that drug and alcohol abuse is a community problem, shall cooperate actively with law enforcement, social services or other agencies and organizations, parents/guardians and any other recognized community resources committed to reducing the incidents of illegal use of drugs and alcohol by school-aged youths.

Whenever possible in dealing with student problems associated with drug and alcohol abuse, school

personnel shall provide parents/guardians and students with information concerning education and rehabilitation programs which are available.

Information provided to students and/or parents/guardians about community substance abuse treatment programs or other resources shall be accompanied by a disclaimer to clarify that the school district assumes no financial responsibility for the expense of drug or alcohol assessment or treatment provided by other agencies or groups unless otherwise required.

Adopted: 10/25/93 Revised: 11/26/07, 01/23/12, 09/24/12, 10/21/13, 11/13-legal ref, 8/29/16, 10/22/18

[File JICH-R](#)

Drug and Alcohol Involvement by Students

In accordance with the accompanying policy, the following procedures are established for addressing alcohol or drug related misconduct. These procedures will supplement and complement authority conferred elsewhere by Board policy and will not be deemed to limit or suspend such other authority.

Use

1. When a student is suspected of use, the person having the suspicion shall notify the principal or his designee. Notification must include reasons for such suspicion (observed use, unusual behavior, etc.). The principal or his designee will conduct a check of the suspected student and collect data. This action shall comply with the Board policy on investigations and searches.

a. If information is not sufficient to warrant further action, the principal or his designee may have a personal conference with the student expressing awareness and concern.

b. If information warrants, the student's parent/guardian will be requested to attend a conference at school. The conference may include sharing the data collected, explaining consequences of involvement with drugs/alcohol, developing a plan of action, and may include offering the student's parent or guardian general information and resources related to substance abuse.

c. If information warrants, the principal or designee may require the student to submit to a school administered drug urinalysis test.

2. When necessary, emergency health and safety care will be provided and any procedural or disciplinary issues postponed until the student's immediate needs are treated.

Possession, distribution and exchange

Students who possess or are involved in any distribution or exchange of alcohol, drugs, other controlled substances or drug containing paraphernalia in violation of Board policy will be handled in the following manner:

1. A staff member who comes in contact with evidence and/or contraband shall notify the principal or his designee as soon as possible.
2. A staff member who has reasonable cause to believe that a student possesses or is involved in any distribution or exchange of alcohol, any controlled substance or drug-containing paraphernalia in violation of Board policy will request that the student accompany him to the principal or his designee. If the student refuses, the staff member will notify the principal or his designee as soon as possible.
3. The principal or his designee will undertake interrogation and search procedures as outlined in Board policy.
4. The principal or his designee will place any evidence in an envelope or alternative container as necessary which will be sealed, dated, and initiated by the individual who originally obtained the materials and by the principal or his designee. The evidence then will be placed in the school safe or other secure location.
5. The principal or his designee may refer the student to appropriate law enforcement officials in accordance with applicable law. A mutual decision will be made as to retention of the contraband by the school or testing by the authorities.
6. If information warrants, the parent/guardian will be notified of the offense and/or requested to attend a conference at school. The conference may include sharing the data collected, explaining consequences of involvement with drugs/alcohol, developing a plan of action, and offering the parent or guardian general information and resources related to substance abuse.

Sanctions and interventions

Students are subject to disciplinary action up to and including suspension and expulsion for any single violation of the accompanying policy. Offenses and consequences for violations of the accompanying policy shall be cumulative for three calendar years. Offenses confirmed from schools prior to the student's enrollment in the district may count toward the cumulative total.

Possession, use and/or being under the influence

First offense

1. The student will be suspended from school for three to five days
2. A parent conference will be held
3. The principal or designee may develop with the student's parent/guardian and student a plan to prevent further offenses from occurring.
4. The principal or designee may administer additional suspension and/or expulsion depending on the severity of the case.

5. The student, if involved in extracurricular activities, will have to follow Policy JJIH and JJIH-R in order to be allowed to participate in any future extracurricular activities.

Second offense

1. The student will be suspended for ten days and recommended for expulsion.
2. Alternatively, the expulsion may be waived and a suspension of no less than five days shall be imposed if the student agrees to complete an approved education/counseling/treatment program mutually agreed to by the student's parent/guardian and the principal or designee. The student and student's parent/guardian shall be responsible for the program's completion and its costs. Failure to provide documentation of completion of the program within the required time limits shall result in the imposition of the full expulsion period initially recommended.
3. The principal or designee may determine that the alternative to suspension/expulsion is not appropriate.
4. Students who complete the approved education/counseling/treatment program shall be expelled for subsequent offenses of the Board's policy regarding student involvement with drugs and alcohol.

Purchase, sale, distribution and exchange

First offense

1. The student will be suspended for ten days and recommended for expulsion.
2. Alternatives to expulsion may be considered by the principal or designee.

Second offense

The student will be suspended for ten days and recommended for expulsion upon the second offense and all subsequent offenses within any three-year period.

Approval date: 11/17/14 Revised: 07/15, 06/26/17

[File JICI](#)

Weapons in School

The Board of Education determines that student possession, use and/or threatened use of a weapon is detrimental to the welfare and safety of the students and school personnel within the district.

Dangerous Weapons

Using, possessing or threatening to use any dangerous weapon on district property, when being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or

district-sponsored activity or event, and off school property when the conduct has a reasonable connection to school or any district curricular or non-curricular event without the authorization of the school or the school district is prohibited. An exception to this policy may be made for students participating in an authorized extracurricular activity or team involving the use of firearms.

As used in this policy, “dangerous weapon” means:

- a. A firearm.
- b. Any pellet, BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air.
- c. A fixed blade knife with a blade that exceeds three inches in length
- d. A spring loaded knife or a pocket knife with a blade exceeding three and one-half inches in length.
- e. Any object, devise, instrument, material, or substance, whether animate or inanimate, that is used or intended to be used to inflict death or serious bodily injury including, but not limited to, a slingshot, bludgeon, nunchucks, brass knuckles or artificial knuckles of any kind.

Students who use, possess or threaten to use a dangerous weapon in violation of this policy may be subject to disciplinary action in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

In accordance with federal law, expulsion shall be for no less than one full calendar year for a student who is determined to have brought a firearm to school in violation of this policy. The superintendent may modify the length of this federal requirement for expulsion on a case-by-case basis.

Firearm Facsimiles

Carrying, using, actively displaying or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm on district property, when being transported in vehicles dispatched by the district or one of its schools, during a school sponsored or district-sponsored activity or event and off school property when such conduct has a reasonable connection to school or any district curricular or non-curricular event without the authorization of the school or school district is prohibited. Students who violate this policy provision may be subject to disciplinary action including but not limited to suspension and/or expulsion in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

A student may seek prior authorization from the building principal to carry, bring, use or possess a firearm facsimile that could reasonably be mistaken for an actual firearm on school property for purposes of a school-related or non-school related activity. A student’s failure to obtain such prior authorization is a violation of this policy provision and may result in disciplinary action, including but not limited to suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions. The principal’s decision to deny or permit a student to carry, bring, use or possess a firearm facsimile that could reasonably be mistaken for an actual firearm on school

property shall be final.

School administrators shall consider violations of this policy provision on a case-by-case basis to determine whether suspension, expulsion or any other disciplinary action is appropriate based upon the individual facts and circumstances involved.

Recordkeeping

The district shall maintain records which describe the circumstances involving expulsions of students who bring weapons to school including the name of the school, the number of students expelled and the types of weapons involved as required by law.

Referral to law enforcement

In accordance with applicable law, school personnel may refer any student who brings a firearm or weapon to school without authorization of the school or the school district to law enforcement.

Adopted: 10/25/93 Revised: 08/28/95, 02/25/02, 11/26/07, 03/22/10, 09/24/12, 11/18/13

[File JIHB](#)

Parking Lot Searches

The privilege of bringing a student-operated motor vehicle on to school premises is conditioned on consent by the student driver to allow search of the vehicle when there is a reasonable suspicion that the search will yield evidence of illegal and/or school prohibited items.

Refusal by a student, parent or guardian, or owner of the vehicle to allow access to a motor vehicle on school premises at the time of a request to search the vehicle shall be cause for termination without further hearing of the privilege of bringing the vehicle on to school premises.

Routine patrolling of parking lots and inspection of the outside of student automobiles shall be permitted at all times.

Adopted: 01/28/02

Student Use of the Internet and Electronic Communications
ACCEPTABLE USE POLICY
(Student Use of Technology Resources)

The Internet and electronic communications (e-mail, chat rooms and other forms of electronic communication) have vast potential to support curriculum and student learning. The Board of Education believes they should be used in schools as a learning resource to educate and to inform.

Use of the Internet and electronic communications require students to think critically, analyze information, write clearly, use problem-solving skills and hone computer and research skills that employers demand. Use of these tools also encourages an attitude of lifelong learning and offers an opportunity for students to participate in distance learning activities, ask questions of and consult with experts, communicate with other students and individuals and locate material to meet educational and personal information needs.

The Internet and electronic communications are fluid environments in which students may access materials and information from many sources, including some that may be harmful to students. While it is impossible to predict with certainty what information students might locate or come into contact with, the district shall take reasonable steps to protect students from accessing material and information that is obscene, child pornography or otherwise harmful to minors, as defined by the Board. Students shall take responsibility for their own use of district technology devices to avoid contact with material or information that may be harmful to minors. For purposes of this policy, “district technology device” means a district-owned computer, hardware, software, or other technology that is used for learning purposes and/or has access to the Internet.

Blocking or Filtering Obscene, Pornographic and Harmful Information

Technology that blocks or filters material and information that is obscene, child pornography or otherwise harmful to minors, as defined by the Board, shall be installed on all district computers having Internet or electronic communications access. Students shall report access to material and information that is inappropriate, offensive or otherwise in violation of this policy to the supervising staff member. If a student becomes aware of other students accessing such material or information, he or she shall report it to the supervising staff member.

No Expectation of Privacy

District technology devices are owned by the district and are intended for educational purposes at all times. Students shall have no expectation of privacy when using district technology devices. The district reserves the right to monitor, inspect, copy, review and store (at any time and without prior notice) all usage of district technology devices, including all Internet and electronic communications access and transmission/receipt of materials and information. All material and information accessed/received through district technology devices shall remain the property of the school district.

Unauthorized and Unacceptable Uses

Students shall use district technology devices in a responsible, efficient, ethical and legal manner both on and off the school district campus. Because technology and ways of using technology are constantly evolving, every unacceptable use of district technology devices cannot be specifically described within the scope of this policy. Therefore, examples of unacceptable uses include, but are not limited to, the following.

No student shall access, create, transmit, retransmit or forward material or information:

- that promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons
- that is not related to district education objectives
- that contains pornographic, obscene or other sexually oriented materials, either as pictures or writings, that are intended to stimulate erotic feelings or appeal to prurient interests in nudity, sex or excretion
- that harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons in violation of the district's nondiscrimination policies.
- for personal profit, financial gain, advertising, commercial transaction or political purposes
- that plagiarizes the work of another
- that uses inappropriate or profane language likely to be offensive to others in the school community
- that is knowingly false or could be construed as intending to purposely damage another person's reputation
- in violation of any federal or state law or district policy, including but not limited to copyrighted material and material protected by trade secret
- that contains personal information about themselves or others, including information protected by confidentiality laws
- using another individual's Internet or electronic communications account without written permission from that individual
- that impersonates another or transmits through an anonymous remailer
- that accesses fee services without specific permission from the system administrator

No student shall write on, deface, or place stickers on school district technology resources.

Students who willfully destroy district technology resources shall be subject to disciplinary action.

Chat rooms are not to be accessed or used, and students are prohibited from using any form of instant messaging.

Attempting to disable installed Internet content filters is prohibited and will result in disciplinary action.

No installation of any software or additional components to district technology devices is permitted, without the express written approval of the school district's Technology Committee.

Illegal use of or transfer of any copyrighted material is prohibited.

Any alteration or modification of the original Sargent School District pre-set software image is prohibited, including changing a technology devices' name or system settings – or altering its operating system in any way.

Taking apart the technology device for access to its internal components is prohibited.

Downloading any resources on to the technology device without the approval and direction of a Sargent faculty member is prohibited.

Appropriate and Acceptable Use

Students shall be responsible for ensuring that any technology device assigned to them for use sustains the level of functionality in which it was checked out to them. The district will regularly collect computers and other technology resources for maintenance purposes.

While battery charging stations will be made available to students at school, these charging stations and the time available to use them will be limited. It is the responsibility of the student to charge his or her technology device battery when it is used at home.

Technology resources are to be used for instructional purposes only.

File sharing must be approved and directed by the classroom teacher, and files shall be stored in each student's assigned network folder while working at school. Files developed off campus shall be stored on a district approved storage device.

Headphones may be used during the instructional day as long as the use does not interfere with the instructional program and is approved by the classroom teacher.

Any downloading must be approved and directed by the classroom teacher.

Any printing must be approved and directed by the classroom teacher.

Computer Security, and Personal Responsibility and Integrity:

Users of Sargent School District technology resources must recognize that the work of all users is valuable. Every user must respect the privacy of others. Users shall not intentionally access the data of others, and shall not obtain copies of or modify files, other data, or passwords belonging to other users, or misrepresent or assume the identity of other users. Violations of these regulations, or any other attempts to crack technology devices or network security, or transmit malicious files such as viruses, may result in disciplinary action or possible legal action. To protect users, software will be installed on Sargent School District technology devices to provide Internet content filtering and/or blocking of inappropriate material. Any attempt to disable the installed Internet content filter is prohibited and will result in disciplinary action.

Security

Security on district technology devices is a high priority. Students who identify a security problem while using district technology devices must immediately notify a system administrator. Students should not demonstrate the problem to other users. Logging on to the Internet or electronic communications as a system administrator is prohibited.

Students shall not:

- use another person's password or any other identifier

- gain or attempt to gain unauthorized access to district technology devices
- attempt to read, alter, delete or copy electronic communications of other system users

Any user identified as a security risk, or as having a history of problems with technology may be denied access to the Internet, electronic communications and/or district technology devices.

Safety

In the interest of student safety and security, the district shall educate students about appropriate online behavior, including cyber bullying awareness and response; and interacting on social networking sites, in chat rooms, and other forms of direct electronic communications.

Students shall not reveal personal information, such as home address or phone number, while using the Internet or electronic communications. Without first obtaining permission of the supervising staff member, students shall not use their last name or any other information that might allow another person to locate him or her. Students shall not arrange face-to-face meetings with persons met on the Internet or through electronic communications.

Vandalism

Vandalism will result in cancellation of privileges and will result in legal action and/or disciplinary action, including suspension, expulsion and other disciplinary interventions. Vandalism is defined as any malicious or intentional attempt to harm, destroy, modify, abuse or disrupt operation of any network within the school district or any network connected to the Internet, operation of any form of electronic communications, the data contained on any network or electronic communications, the data of another user, usage by another user, or district technology device. This includes, but is not limited to, the uploading or creation of computer viruses and the use of encryption software.

Unauthorized content

Students are prohibited from using or possessing any software applications, mobile apps or other content that has been downloaded or is otherwise in the user's possession without appropriate documentation of payment of any fees.

Assigning student projects and monitoring student use

The district will make every effort to see that the Internet and electronic communications are used responsibly by students. Administrators, teachers and staff have a professional responsibility to work together to monitor students' use of the Internet and electronic communications, help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use information to meet their educational goals. Students shall have specifically defined objectives and search strategies prior to accessing material and information on the Internet and through electronic communications.

Opportunities shall be made available on a regular basis for parents to observe student use of the Internet and electronic communications in schools. All students shall be supervised by staff while using the Internet or electronic communications.

Student use is a privilege

Use of the Internet and electronic communications demands personal responsibility and an understanding of the acceptable and unacceptable uses of such tools. Student use of the Internet, electronic communications and district technology devices is a privilege, not a right. Failure to follow the use procedures contained in this policy will result in the loss of the privilege to use these tools and restitution for costs associated with damages, and may result in legal action and/or disciplinary action including suspension and/or expulsion, in accordance with Board policy concerning suspension, expulsion and other disciplinary interventions. The school district may deny, revoke or suspend access to district technology or close accounts at any time.

Students and parents/guardians shall be required to sign the district's Acceptable Use Agreement annually before Internet or electronic communications accounts shall be issued or access shall be allowed.

School district makes no warranties

The school district makes no warranties of any kind, whether expressed or implied, related to the use of district technology devices, including access to the Internet and electronic communications services. Providing access to these services does not imply endorsement by the district of the content, nor does the district make any guarantee as to the accuracy or quality of information received. The School District shall not be responsible for any damages, losses or costs a student suffers in using the Internet and electronic communications. This includes loss of data and service interruptions. Use of any information obtained via the Internet and electronic communications is at the student's own risk.

Cell Phones, Handheld Devices, and Digital Cameras

Students that have cell phones with digital camera features shall not share any digital photos of students or staff with anyone unless written permission is obtained by the person being photographed, or in the case of a student who is a minor, the student's parent's or legal guardian's written permission. Cell phone and handheld device usage by students during the school day is restricted to that which has been approved by district policy and personnel.

Technology Fees and Assumption of Responsibility

District administration will make annual recommendations to the Board of Education for the setting of student technology fees. These fees shall include an annual use and maintenance fee, repair fees, and replacement cost fees. Annual use and maintenance fees for households with multiple students enrolled within the Sargent School District will be set at one-half the annual established fee for every child after the oldest enrolled. Students utilizing technology resources off of the school campus shall be required to provide the district with proof of insurance that will cover loss or damages, or will be required to purchase a district-approved insurance plan. Students and parents may elect not to use district technology resources off campus.

Technology resources returned for repair and/or damage will be inspected by the technician for damage due to defective product, neglect or misuse. Repair fees will only be applied to any part or software that is broken, damaged or tampered with due to neglect or misuse. If the damage is determined to be intentional or deliberate, the student will be responsible for the cost of repair. Parents or guardians will be notified regarding the damage. Anytime a student submits a technology resource for repair due to damage, the technicians will send home a “parent notification form” for parents to sign. Resources will not be returned to students for their use if this form is not signed.

If a technology resource is lost or stolen, the student is responsible for cost of the replacement value on the date of the loss. In the case of theft, a police report must be filed. If the resource is lost because of a negligent or deliberate action, the student is responsible for the entire replacement cost. Neglect includes but is not limited to loss or theft due to resources being left unattended, inappropriate play, and improper care. The maximum liability amount will not exceed the actual cost of the purchased unit.

Adopted: 11/25/02 Revised: 10/23/06, 8/31/07, 5/27/09, 8/27/12, 12/17/12, 11/18/13

[File JS-E](#)

ACCEPTABLE USE CONTRACT

Student

I have read, understand and will abide by the district’s policy on Student Use of the Internet and Electronic Communications. Should I commit any violation or in any way misuse my access to the school district’s technology devices including use of the Internet and electronic communications, I understand and agree that my access privileges may be revoked, and disciplinary and/or legal action may be taken.

If I am 18 years or older, I hereby release the school district from all costs, claims, damages or losses resulting from my use of district technology devices, including use of the Internet and electronic communications, including but not limited to any user fees or charges incurred through the purchase of goods or services.

Your signature on this Acceptable Use Agreement is binding and indicates you have read the school district's policy on Student Use of the Internet and Electronic Communications and understand its significance.

Student's Name (printed)

Date of Birth (day/mo/yr)

Student's Signature

Date

A parent or guardian must also sign this Agreement.

As a parent or guardian, I recognize the importance of the above pledge my child has made. I promise to support the Sargent School District administration and faculty in developing students who accept responsibility for their own learning and actions.

As the parent or guardian of this student, I have read the district's policy on Student Use of the Internet and Electronic Communications. I understand that access to the Internet and electronic communications is designed for educational purposes and that the school district has taken reasonable steps to block or filter material and information that is obscene, child pornography or otherwise harmful to minors, as defined by the Board. I also recognize, however, that it is impossible for the school district to prevent access to all materials or information I might find harmful or controversial and I agree not to hold the district responsible for any such materials and information accessed by my child. Further, I accept full responsibility for supervision if and when my child's Internet or electronic communications use is not in a school setting.

I hereby release the school district from all costs, claims, damages or losses resulting from my child's use of district technology devices, including use of the Internet and electronic communications, including but not limited to any user fees or charges incurred through the purchase of goods or services.

I hereby give permission to issue an Internet and electronic communications account for my child and certify that the information contained on this form is true and correct.

Your signature on this Acceptable Use Agreement is binding and indicates you have read the district's policy on Student Use of the Internet and Electronic Communications carefully and understand its significance.

Parent/Guardian's Name (printed)

Parent/Guardian's Signature

Date

Media Coverage

The district anticipates that public interest in its one-to-one computing initiative will be substantial, and that there will be instances when media representatives may request opportunities to interview students, take photographs, and film or video within the classrooms. We are requesting that media representatives **not** utilize the names of students, or other identifiers when publishing photographs or running news stories.

I hereby give permission for my child to participate in interviews, photograph sessions, film or video sessions scheduled through the school district for the purpose of facilitating media coverage of the school district's one-to-one computing initiative.

Parent/Guardian's Name (printed)

Parent/Guardian's Signature

Date

[File J1H](#)

Student Interviews, Interrogations, Searches and Arrests

The Board of Education seeks to maintain a climate in the schools which is conducive to learning and protective of the safety and welfare of staff and students. To achieve this goal, it may be necessary for school personnel to search the person and/or the personal property of the student and to seize any property deemed injurious or detrimental to the safety and welfare of students and staff

Interviews by school administrators

When a violation of Board policy or school rules occurs, the principal or designee may question potential student victims and witnesses without prior consent of the student's parent/guardian. If a school official is investigating a report of child abuse and the suspected perpetrator is a member of the student's family, no contact with the student's family will be made.

In situations where a student is suspected of violating board policies or school rules, the principal or designee may interview the suspected student if the school official has reasonable grounds to suspect that such a violation has occurred. The nature and extent of the questioning must be reasonably related to the objectives of the questioning. If the student denies any involvement or culpability, the student will have the opportunity to present his or her side of the story, orally or in writing.

Searches conducted by school personnel

School personnel may search a student and/or a student's personal property while on school premises or during a school activity in accordance with this policy and may seize any illegal, unauthorized or contraband materials.

Whenever possible, the student shall be informed of the reason(s) for conducting the search and the student's permission to perform the search shall be requested. A student's failure to cooperate with school officials conducting a search shall be considered grounds for disciplinary action.

An administrative report shall be prepared by the school official conducting a search explaining the reasons for the search, the results and the names of any witnesses to the search.

Search of school property

School lockers, desks and other storage areas are school property and remain at all times under the control of the school. All such lockers, desks and other storage areas, as well as their contents, are subject to inspection at any time, with or without notice.

Students shall assume full responsibility for the security of their lockers and/or other storage areas in the manner approved by the administration. Students shall be responsible for whatever is contained in desks and lockers assigned to them by the school, as well as for any loss or damage relating to the contents of such desks and lockers.

Search of the student's person or personal effects

The principal or designee may search the person of a student or a student's personal effects such as a purse, backpack, book bag, briefcase on school property or at school-sponsored events or activities if the school official has reasonable grounds to suspect search will uncover:

- a. Evidence of a violation of board and/or district policies, school rules, or federal, state, or local laws.
- b. Anything which, because of its presence, presents an immediate danger of physical harm or illness to any person.

Search of the person shall be limited to the student's pockets, any object in the student's possession such as a purse, backpack, book bag, or briefcase, and a "pat down" of the exterior of the student's clothing.

The extent of the search of a student's person or personal effects, as well as the means to conduct the search, must be reasonably related to the objectives of the search and the nature of the suspected violation. Additionally, school officials conducting the search shall be respectful of privacy considerations, in light of the sex and age of the student.

Searches of the person shall be conducted out of the presence of other students and as privately as possible by a person of the same sex as the student being searched. At least one persons of the same sex as the student being searched shall witness but not participate in the search.

Searches of a student's person and/or personal effects may be conducted without the prior consent of the student's parent/guardian. However, the parents/guardian of any student searched shall be notified of the search as soon as reasonably possible.

Searches of the person, which may require removal of clothing other than a coat or jacket, shall be referred to a law enforcement officer. School personnel shall not participate in such searches.

Seizure of items

Anything found in the course of a search conducted by school officials which is evidence of a violation of law or Board policy or school rules or which by its presence presents an immediate danger of physical harm may be:

1. Seized and offered as evidence in any suspension or expulsion proceeding. Such material shall be kept in a secure place by the principal until it is presented at the hearing.
2. Returned to the student or the parent/guardian.
3. Turned over to a law enforcement officer in accordance with this policy.

LAW ENFORCEMENT OFFICERS' INVOLVEMENT

Interrogations and interviews

When law enforcement officials request permission to question students when students are in school or participating in school activities, the principal or designee ascertain that the law enforcement officer has proper identification. Except when law enforcement officers have a warrant or other court order, or when emergency or other exigent circumstances exist, such interrogations and interviews are discouraged during student's class time.

The principal or designee shall be present during the law enforcement interrogation or interview unless a court order provides otherwise. It is the responsibility of the law enforcement officer interviewing student witnesses or interrogating student suspects to assure compliance with all applicable procedural safeguards.

Upon request by law enforcement to interview a student witness or interrogate a student suspect, school officials shall notify the student's parent/guardian, except in cases involving investigation of reported child abuse where the suspected perpetrator is a member of the student's family, when law enforcement has a court order directing that the student's parent/guardian not be notified, or when an emergency or other exigent circumstances exist.

If the student is under 18, the student's parent/guardian also shall be present during the law enforcement interrogation or interview unless: (1) the juvenile is emancipated as that term is defined in state law. (2) the student's parent/guardian has not been notified pursuant to this policy, or (3) the student's parent/guardian agrees to the interrogation or interview without being present.

Search and seizure

The principal or designee may request a search on school premises be conducted by a law enforcement officer. When law enforcement officers respond to such a request, no school employee shall assist or otherwise participate in the search it is expected that searches by law enforcement will be conducted in accordance with the requirements of applicable law.

Custody and/or Arrest

Students will be released to law enforcement officers if the student has been placed under arrest or if the student's parent/guardian and the student consent to such release. When a student is removed from school by law enforcement officers for any reason, school officials will make reasonable efforts to notify the student's parent/guardian.

It is expected that all procedural safeguards prescribed by law are followed by law enforcement officers conducting student arrests. However, district staff is not responsible for an officer's legal compliance when arresting a student.

Adopted: 12/15/83 Revised: 02/24/86, 11/26/07, 5/19/08, 7/12 (legal ref.), 11/18/13

[File JK](#)

Student Discipline

The Board believes that effective student discipline is a prerequisite for sound educational practice and productive learning. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline and socially acceptable behavior. All policies and procedures for handling general and major student discipline problems shall be designed to achieve these broad objectives.

The Board in accordance with applicable law has adopted a written student conduct and discipline code based upon the principle that every student is expected to follow accepted rules of conduct and to show respect for and to obey persons in authority. The code also emphasizes that certain behavior, especially behavior that disrupts the classroom, is unacceptable and may result in disciplinary action.

All Board-adopted policies and Board-approved regulations containing the letters "JK" in the file name constitute the discipline section of the legally required code.

The Board shall consult with administrators, teachers, parents, students and other members of the community in the development and review of the student conduct and discipline code.

Remedial discipline plans

The principal and RTI team may develop a remedial discipline plan for any student who causes a material and substantial disruption in the classroom, on school grounds, in school vehicles or at school activities or events. The goal of the remedial discipline plan shall be to address the student's disruptive behavior and educational needs while keeping the child in school.

Discipline of habitually disruptive students

Students who have caused a material and substantial disruption, on school grounds, in a school vehicle or at a school activity or sanctioned event three or more times during the course of a school year may be declared habitually disruptive students. Any student enrolled in the district's schools may be subject to

being declared a habitually disruptive student. Declaration as a habitually disruptive student shall result in the student's suspension and/or expulsion in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions. .

Distribution of conduct and discipline code

The conduct and discipline code shall be provided to each student upon enrollment in elementary, middle and high school. The district shall take reasonable measures to ensure each student is familiar with the code. Copies shall be posted in each school of the district. In addition, any significant change in the code shall be provided to students and posted in each school.

Adopted: 10/25/93 Revised: 07/24/00, 11/26/07, 7/26/10, 09/24/12, 11/18/13, 7/24/17

[File JK-2](#)

Discipline of Students with Disabilities

Students with disabilities are neither immune from a school district's disciplinary process nor entitled to participate in programs when their behavior impairs the education of other students. Students with disabilities who engage in disruptive activities and/or actions dangerous to themselves or others will be disciplined in accordance with their Individual Education Plan (IEP), any behavioral intervention plan and this policy.

Nothing in this policy shall prohibit an IEP team from establishing consequences for disruptive or unacceptable behavior as a part of the student's IEP and/or behavioral intervention plan.

Suspensions, expulsions and provision of services

Students with disabilities may be suspended for up to 10 school days in any given school year for violations of the student code of conduct. These 10 days need not be consecutive. During any such suspension, the student shall not receive educational services.

A disciplinary change of placement occurs when a student is removed for more than 10 consecutive school days or subjected to a series of removals that constitute a pattern of removal under governing law. Upon the eleventh school day of suspension or removal when such suspension or removal does not result in a disciplinary change of placement, educational services shall be provided to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. School personnel, in consultation with at least one of the student's teachers, shall determine the educational services to be provided to the student during this period of suspension or removal.

When a student is expelled or subject to a removal that results in a disciplinary change of placement, educational services shall be provided as determined by the student's IEP team to enable the student to participate in the general education curriculum, although in another setting, and to progress toward meeting his or her IEP goals.

Prior to expulsion or other disciplinary change in placement, the student's parents shall be notified of the decision to take such disciplinary action and of their procedural safeguards. This notification shall occur no later than the date on which such decision is made.

Manifestation determination

Within 10 school days from the date of the decision to take disciplinary action that will result in a disciplinary change of placement, relevant members of the student's IEP team, including the student's parents, shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents, to determine whether the student's behavior was a manifestation of the student's disability.

The team shall determine: (1) whether the student's conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; and (2) whether the student's behavior was the direct result of the school's failure to implement the student's IEP. If the answer to either of these two questions is "yes," the student's conduct in question shall be deemed to be a manifestation of the student's disability.

Disciplinary action for behavior that is not a manifestation

If the team determines that the student's behavior was not a manifestation of the student's disability, disciplinary procedures shall be applied to the student in the same manner as applied to nondisabled students. As stated above, the student shall receive educational services during the period of expulsion or other disciplinary change of placement.

Within a reasonable amount of time after determining that the student's behavior is not a manifestation of the student's disability, the student may receive, as appropriate, a functional behavioral assessment ("FBA"). In addition, a behavioral intervention plan ("BIP") may be developed for the student, as appropriate. If a BIP has already been developed, the BIP may be reviewed and modified, as appropriate.

Disciplinary action and/or alternative placement for behavior that is a manifestation

If the team determines that the student's behavior is a manifestation of the student's disability, expulsion proceedings or other disciplinary change of placement will be discontinued. However, the student may be placed in an alternative setting for up to 45 school days as discussed below or the student's placement may be changed for educational reasons as determined by the IEP team or as otherwise permitted by law.

Within a reasonable amount of time after determining that the student's behavior is a manifestation of the student's disability, the student's IEP team shall: (1) conduct an FBA of the student, unless an FBA has already been conducted; and (2) implement a BIP for the student. If a BIP has already been developed, the IEP team shall review it and modify it as necessary to address the student's behavior.

Placement in an alternative setting for 45 school days

School personnel may remove a student with disabilities to an interim alternative setting for not more than 45 school days without regard to the manifestation determination if:

1. the student carried a weapon to school or a school function;
2. the student possessed a weapon at school or a school function;
3. the student possessed or used illegal drugs at school or a school function;
4. the student sold or solicited the sale of a controlled substance at school or a school function;
5. the student inflicted serious bodily injury on another person while at school or a school function; or
6. a hearing officer or court of appropriate jurisdiction so orders.

Such removal to an alternative setting is permissible even if the student's behavior is determined to be a manifestation of the student's disability. The student's IEP team shall determine the educational services to be provided to the student in the alternative setting.

Students not identified as disabled

Students who have not been identified as disabled shall be subject to the same disciplinary measures applied to students with disabilities if the district had "knowledge" of the student's disability before the behavior that precipitated the disciplinary action occurred.

The district is deemed to have knowledge of the student's disability if:

1. The student's parent has expressed concern in writing to district supervisory or administrative personnel, or the student's teacher, that the student is in need of special education and related services;
2. The student's parent has requested an evaluation; or
3. The student's teacher or other district personnel have expressed specific concerns about the student's pattern of behavior directly to the director of special education or other district supervisory personnel.

If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation will be expedited. Until the evaluation is completed, the student shall remain in the district's determined educational placement, which can include suspension or expulsion.

The district shall not be deemed to have knowledge that the student is a child with a disability if the parent has not allowed an evaluation of the student, the student has been evaluated and it was determined that he or she is not a child with a disability, or the student was determined eligible for special education and related services, but the parent refused services.

Adopted: 03/25/02, 09/26/05, 5/27/09

Student Discipline

Remedial discipline plans

1. The principal and RTI team may develop a plan for any student who causes a material and substantial disruption in the classroom, on school grounds, in school vehicles or at school activities or events. The goal of the remedial plan shall be to address the student's disruptive behavior and educational needs while keeping the child in school.
2. To develop the plan, the principal or designee will contact the student's parent/guardian to schedule a meeting with the student, the student's parent/guardian and any members of the staff whom the principal believes should attend.
3. The purpose of the meeting will be to address the reasons for the student's disruptive behavior and to establish goals, objectives and timelines to modify such behavior. A written plan will be prepared which addresses the student's disruptive behavior, educational needs and what steps are necessary to keep the child in school. The plan will include incentives for good behavior and consequences if the student violates the plan.
4. The parent/guardian will be provided a copy of the remedial discipline plan and it will be placed in the student's cumulative file.
5. The parent/guardian will be provided a copy of the remedial discipline plan and it will be placed in the student's cumulative file.

Habitually disruptive students

A student may be declared "habitually disruptive" if three or more times during the course of the school year the student causes a material and substantial disruption, on school grounds, in a school vehicle or at a school activity or sanctioned events.

1. The principal will inform the superintendent when a student causes a second material and substantial disruption.
2. The student and the student's parent/guardian will be notified in writing of each disruption which counts toward declaring the student habitually disruptive. The student and parent/guardian will also be notified in writing and by telephone or other oral communication of the definition of "habitually disruptive student".
3. A student who has been declared habitually disruptive shall be suspended and/or expelled in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

Use of Physical Intervention and Restraint

To maintain a safe learning environment, district employees may, within the scope of their employment and consistent with state law, use physical intervention and restraint with students in accordance with this policy and accompanying regulation. Such actions shall not be considered child abuse or corporal punishment if performed in good faith and in compliance with this policy and accompanying regulation.

Physical intervention

Corporal punishment shall not be administered to any student by any district employee.

Within the scope of their employment, district employees may use reasonable and appropriate physical intervention with a student that does not constitute restraint as defined by this policy to accomplish the following:

1. To quell a disturbance threatening physical injury to the student or others.
2. To obtain possession of weapons or other dangerous objects upon or within the control of the student.
3. For the purpose of selfdefense.
4. For the protection of persons against physical injury or to prevent the destruction of property which could lead to physical injury to the student or others.

Under no circumstances shall a student be physically held for more than one minute unless the provisions regarding restraint contained in this policy and accompanying regulation are followed.

Restraint

Restraint is defined by state law and this policy as any method or device used to involuntarily limit a student's freedom of movement, including but not limited to bodily physical force, mechanical devices, chemicals and seclusion. If property damage may be involved, restraint may only be used when the destruction of property could possibly result in bodily harm to the individual or another person. Restraint shall not include the holding of a student for more than one minute by a district employee for the protection of the student or others and other actions excluded from the definition of restraint in state law.

If a student is physically restrained for a period of time longer than one minute, but less than five minutes, the student's parent(s) are required to be notified. The notice must be given in writing on the same day the restraint occurs, and must include the date of restraint, student's name, and the number of times that day that the student was restrained.

If a student is physically restrained for a period of time longer than five minutes the school administration shall verbally notify the parent or guardian as soon as possible, but not later than the end of the school day that the restraint was used. Additionally, the school administration shall mail, fax or e-mail written report

of the incident, including all information required by law, to parent or legal guardian of the student not more than five calendar days after the use of the restraint of the student.

District employees shall not use restraint as a form of discipline or as a trait to control or gain compliance from a student. District employees are also prohibited from restraining a student by use of a mechanical restraint or chemical restraint, as those terms are defined by applicable State Board of Education rules and this policy's accompanying regulation.

If a student is placed in a seclusion room, the student must be continually monitored. The seclusion room must have at least one window to monitor students when the door is closed. If it is not feasible to utilize a room with a window, monitoring by video camera must be possible. The seclusion room must be a safe space free from injurious items and must not be a space used by school staff for offices, storage, or custodial purposes.

Restraint shall only be administered by district employees trained in accordance with applicable State Board of Education rules.

Exceptions

The restraint provisions in this policy and accompanying regulation shall not apply to:

1. Peace officers and or armed security officers working in a school and who meet the legal requirements of C.R.S. 26-20-111 (3), however, no law enforcement officer or armed security official shall use handcuffs on any student unless the student poses an immediate danger to themselves or other or if handcuffs are solely used during a custodial arrest requiring transport.
2. When the student is openly displaying a deadly weapon, as defined in C.R.S 18-1-901 (3)(e)

Adopted: 10/25/93 Revised: 07/24/00, 01/22/01, 7/26/10, 7/12 (legal ref.) 04/24/23

[File JKA-R](#)

Use of Physical Intervention and Restraint

A. Definitions

In accordance with state law and the State Board of Education rules governing the Administration of the Protection of Persons from Restraint Act, the following definitions apply for purposes of this regulation and accompanying policy.

1. "Restraint" means any method or device used to involuntarily limit freedom of movement, including but not limited to bodily physical force and seclusion.
2. "Physical restraint" means the use of bodily, physical force to involuntarily limit an individual's freedom of movement. "Physical restraint" does not include:
 - a. holding of a student for less than one minute by a staff person for the protection of the student or others;
 - b. brief holding of a student by one adult for the purpose of calming or comforting the student;

- c. minimal physical contact for the purpose of safely escorting a student from one area to another;
 - d. minimal physical contact for the purpose of assisting the student in completing a task or response.
3. “Mechanical restraint” means a physical device used to involuntarily restrict the movement of a student or the movement or normal function of the student’s body. “Mechanical restraint” does not include:
- a. devices recommended by a physician, occupational therapist or physical therapist and agreed to by a student’s IEP team or Section 504 team and used in accordance with the student’s Individualized Education Program (IEP) or Section 504 plan;
 - b. protective devices such as helmets, mitts, and similar devices used to prevent self-injury and in accordance with a student’s IEP or Section 504 plan;
 - c. adaptive devices to facilitate instruction or therapy and used as recommended by an occupational therapist or physical therapist, and consistent with a student’s IEP or Section 504 plan; or
 - d. positioning or securing devices used to allow treatment of a student’s medical needs.
4. “Chemical restraint” means administering medication to a student (including medications prescribed by the student’s physician) on an as needed basis for the sole purpose of involuntarily limiting the student’s freedom of movement. “Chemical restraint” does not include:
- a. prescription medication that is regularly administered to the student for medical reasons other than to restrain the student’s freedom of movement (e.g. Asthma-cort, medications used to treat mood disorders or ADHD, Glucagon); or
 - b. the administration of medication for voluntary or life-saving medical procedures (e.g. EpiPens, Diastat).
5. “Prone restraint” means a restraint in which the student being restrained is secured in a prone (i.e., face-down) position.
6. “Seclusion” means the placement of a student alone in a room from which egress is involuntarily prevented. “Seclusion” does not mean:
- a. placement of a student in residential services in the student’s room for the night; or
 - b. time-out.
7. “Time-out” is the removal of a student from potentially rewarding people or situations. A time-out is not used primarily to confine the student, but to limit accessibility to reinforcement. In time-out, the student is not physically prevented from leaving the designated time-out area and is effectively monitored by staff.
8. “Emergency” means serious, probable, imminent threat of bodily injury to self or others with the present ability to effect such bodily injury. Emergency includes situations in which the student creates such a threat by abusing or destroying property.
9. “Bodily injury” means physical pain, illness or any impairment of physical or mental condition as defined in C.R.S. 18-1-901 (3)(c).

10. “State Board Rules” mean the State Board of Education rules governing the Administration of the Protection of Persons from Restraint Act, 1 CCR 301-45.

11. “Parent” shall be as defined by the State Board rules.

B. Basis for use of restraint

Restraints shall only be used:

1. In an emergency and with extreme caution; and
2. After:
 - a. the failure of less restrictive alternatives (such as Positive Behavior Supports, constructive and non-physical de-escalation, and re-structuring the environment); or
 - b. a determination that such alternatives would be inappropriate or ineffective under the circumstances.
3. Restraints shall never be used as a form of discipline or to control or gain compliance of a student.
4. School personnel shall:
 - a. use restraints only for the period of time necessary and using no more force than necessary; and
 - b. prioritize the prevention of harm to the student.

C. Duties related to the use of restraint – general requirements

When restraints are used, the district shall ensure that:

1. no restraint is administered in such a way that the student is inhibited or impeded from breathing or communicating;
2. no restraint is administered in such a way that places excess pressure on the student’s chest, back, or causes positional asphyxia;
3. restraints are only administered by district staff who have received training in accordance with the State Board rules;
4. opportunities to have the restraint removed are provided to the student who indicates he/she is willing to cease the violent or dangerous behavior;
5. when it is determined by trained district staff that the restraint is no longer necessary to protect the student or others (i.e. the emergency no longer exists), the restraint shall be removed; and
6. the student is reasonably monitored to ensure the student’s physical safety.

Additionally, in the case of seclusion, staff shall reintegrate the student or clearly communicate to the student that the student is free to leave the area used to seclude the student.

D. Proper administration of specific restraints

1. Chemical restraints shall not be used.
2. Mechanical and prone restraints shall not be used, except in the limited circumstances permitted by state law and described as exceptions in the accompanying policy.
3. Physical restraint
 - a. A person administering the physical restraint shall only use the amount of force necessary to stop the dangerous or violent actions of the student.
 - b. A restrained student shall be continuously monitored to ensure that the breathing of the student in such physical restraint is not compromised.
 - c. A student shall be released from physical restraint within fifteen minutes after the initiation of the restraint, except when precluded for safety reasons.
4. Seclusion
 - a. Relief periods from seclusion shall be provided for reasonable access to toilet facilities.
 - b. Any space in which a student is secluded shall have adequate lighting, ventilation and size and shall not be any space used by school staff for storage custodial purposes, or office space.
 - c. Any space used for student seclusion must have at least one window to monitor students when the door is closed. If an adequate space with a window is not feasible, video camera monitoring must be possible. Continuous monitoring is required throughout the time a student is secluded.
 - d. The space must be a safe space free of injurious items.

E. Notification requirements

1. If there is a reasonable probability that restraint might be used with a particular student, appropriate school staff shall notify, in writing, the student's parents, and, if appropriate, the student of:
 - a. the restraint procedures (including types of restraints) that might be used;
 - b. specific circumstances in which restraint might be used; and
 - c. staff involved.
2. For students with disabilities, if the parents request a meeting with school personnel to discuss the notification, school personnel shall ensure that the meeting is convened.
3. The required notification may occur at the meeting where the student's behavior plan or IEP is developed/reviewed.

F. Documentation requirements

1. If restraints are used, a written report shall be submitted within one school day to school administration.

2. The school principal or designee shall verbally notify the parents as soon as possible but no later than the end of the school day that the restraint was used.
3. If a student is restrained for more than one, but less than five minutes, written notice must be given to the student's parent or legal guardian on the day of the restraint. The written notice shall include the date of restraint, student's name, and the number of times the student was restrained that day.
4. If a student is restrained for five minutes or more, a written report based on the findings of the staff review required by paragraph G. below shall be emailed, faxed or mailed to the student's parent within five calendar days of the use of restraint. The written report of the use of restraint shall include:
 - a. the antecedent to the student's behavior if known;
 - b. a description of the incident;
 - c. efforts made to de-escalate the situation;
 - d. alternatives that were attempted;
 - e. the type and duration of the restraint used;
 - f. injuries that occurred, if any; and
 - g. the staff present and staff involved in administering the restraint.
5. A copy of the written report on the use of restraint shall be placed in the student's confidential file.

G. Review of specific incidents of restraint

1. The district shall ensure that a review process is established and conducted for each incident of restraint used. The purpose of this review shall be to ascertain that appropriate procedures were followed and to minimize future use of restraint.
2. The review shall include, but is not limited to:
 - a. staff review of the incident;
 - b. follow up communication with the student and the student's family;
 - c. review of the documentation to ensure use of alternative strategies; and
 - d. recommendations for adjustment of procedures, if appropriate.
3. If requested by the district or the student's parents, the district shall convene a meeting to review the incident. For students with IEPs or Section 504 plans, such review may occur through the IEP or Section 504 process.

H. General review process

1. The district shall ensure that a general review process is established, conducted and documented in writing at least annually. The purpose of the general review is to ascertain that the district is properly administering restraint, identifying additional training needs, minimizing and preventing the use of restraint by increasing the use of positive behavior interventions, and reducing the incidence of injury to students and staff.
2. The review shall include, but is not limited to:

- a. analysis of incident reports, including all reports prepared pursuant to paragraphs F.1 and F.3 above and including, but not limited to, procedures used during the restraint, preventative or alternative techniques tried, documentation, and follow up;
- b. training needs of staff;
- c. staff to student ratio; and
- d. environmental conditions, including physical space, student seating arrangements and noise levels.

I. Staff training

- 1. The district shall ensure that staff utilizing restraint in schools are trained in accordance with the State Board rules.
- 2. Training shall include:
 - a. a continuum of prevention techniques;
 - b. environmental management;
 - c. a continuum of de-escalation techniques;
 - d. nationally recognized physical management and restraint practices, including, but not limited to, techniques that allow restraint in an upright or sitting position and information about the dangers created by prone restraint;
 - e. methods to explain the use of restraint to the student who is to be restrained and to the student’s family; and
 - f. appropriate documentation and notification procedures.
- 3. Retraining shall occur at a frequency of at least every two years.

Adoption date: 07/24/00 Revised: 01/22/01, 07/26/10, 7/24/17, 04/24/23

[File JKA-E-2](#)

Complaint Procedures and Regulations Regarding the Use of Restraint or Seclusion, 1 CCR 301-45, 2620-R-2.07

According to applicable rules of the Colorado State Board of Education, the following represents the process that must be followed when a student or the student's parent/guardian wishes to file a complaint about the use of restraint or seclusion by a district employee.

2.07(1) A student or a parent or legal guardian may file a complaint about the use of restraint or seclusion used by an employee or volunteer of a school or charter school of a school district or Board of Cooperative Services or any institute charter school by using the procedures established under this section 2.07.

2.07(2) Required Content of the Complaint: The Complaint must contain the following information:

2.07(2)(a) A statement that the employee or volunteer has violated a requirement regarding the use of restraints and an identification of the portion of the statute, rule, or regulation alleged to have

been violated, if known by the complainant;

2.07(2)(b) The background information and facts on which the Complaint is based that identify persons, actions and/or omissions;

2.07(2)(c) The name and the residential address of the child against whom the alleged violation occurred;

2.07(2)(d) The name of the school that the child was attending when the alleged violation occurred;

2.07(2)(e) A proposed resolution of the problem to the extent known and available to the complainant at the time the Complaint is filed;

2.07(2)(f) The Complaint must allege that the violation(s) set forth in the Complaint occurred not more than one (1) year prior to the date that the Complaint is filed with the Colorado Department of Education (CDE);

2.07(2)(g) The signature and contact information (minimally, address and telephone number) for the complainant; and

2.07(2)(h) Written verification in a cover letter accompanying the Complaint that a complete copy of the Complaint and any attachments have also been mailed, hand-delivered, or delivered by other secure method to the public education agency (i.e. a school district, BOCES, or the Charter School Institute) serving the child.

2.07(3) The Complaint, including any attachments, must be mailed, hand-delivered, or delivered by other secure method to the IDEA State Complaints:

IDEA Part B State Complaints Officer

Colorado Department of Education

Exceptional Student Leadership Unit, Dispute Resolution Office

1560 Broadway, Suite 1175

Denver, Colorado 80202

Additionally, as noted in paragraph 2.07(2)(h) above, a complete copy of the Complaint, including any attachments, must also be mailed, hand-delivered, or delivered by other secure method to the public education agency (i.e. a school district, BOCES or the Charter School Institute) serving the child.

2.07(4) Complaints involving children with disabilities

2.07(4)(a) If the State Complaints Officer determines that the Complaint alleges a violation of the IDEA or its implementing regulations in 34 CFR Part 300, then the Complaint shall be processed through CDE's IDEA dispute resolution process. In these cases, the State Complaints Officer shall also have the authority to investigate and process a Complaint alleging improper use of seclusion and restraints in accordance with the timelines and procedures outlined in these rules.

2.07(4)(b) If the State Complaints Officer determines that the Complaint does not meet the criteria under section 2.07(4)(a), he or she shall refer the Complaint to the Restraint Complaints Officer (RCO) within five (5) calendar days of receiving the Complaint and shall notify the complainant in writing of this referral.

2.07(4)(c) Nothing in this subsection shall require the complainant to submit an additional Complaint directly to the RCO.

2.07(5) The Complaint shall be considered properly filed with the Department when it is received in CDE's Dispute Resolution Office and satisfies paragraph 2.07(2) above. A Complaint, once filed, will not be accepted for investigation if the CDE does not have jurisdiction (i.e., authority) to investigate; or if the Complaint does not set forth sufficient grounds on which to grant relief.

2.07(6) Within ten calendar (10) days of receipt of the Complaint, the RCO shall decide to accept or reject the Complaint for investigation and notify the complainant in writing. If the Complaint was sent via mail, the RCO's decision shall be postmarked by the 10th day. If the Complaint is accepted, the RCO shall:

2.07(6)(a) Notify the complainant of receipt and acceptance of the Complaint;

2.07(6)(b) Notify, by certified or overnight mail, the public education agency of each and every allegation contained in the Complaint together with a complete copy of the Complaint; and

2.07(6)(c) Initiate an investigation concerning the allegations contained in the Complaint.

2.07(7) Complaint Timelines:

2.07(7)(a) Response: Within fifteen (15) calendar days of receiving the RCO's notification of the Complaint, the public education agency may file a Response to the Complaint allegations and provide information which it deems necessary or useful for the RCO to consider in conducting a thorough investigation. If the public education agency fails to timely respond to an allegation, the RCO may, in his/her sole discretion, deem the allegation admitted.

The Response is due by 5:00 p.m. on the date due. The public education agency shall provide any written Response to the RCO and also a complete copy of the Response, including any attachments, to the complainant unless doing so would violate relevant laws regarding confidentiality. The public education agency shall provide the RCO with a legible copy of the written tracking receipt which verifies that a complete copy of the Response, including any attachments, was sent by certified or overnight mail to the complainant.

2.07(7)(b) Reply: Within ten (10) calendar days of delivery of the response, the complainant may file a written Reply to the Response, including any attachments, in support of his/her position. The complainant shall provide any written Reply to the RCO at the address identified in paragraph 2.07(3), above, and also provide the RCO by 5:00 p.m. on the date due with written verification that a complete copy of the Reply, including any attachments, was also mailed or hand-delivered to the public education agency.

The Response and Reply must be delivered by 5:00 p.m. on the date due to the office of the RCO and not merely postmarked by the due date. If the Response or Reply is untimely, the RCO may, within his or her sole discretion, refuse to consider the late document.

2.07(7)(c) Timeline Extensions: If the RCO finds that exceptional circumstances exist with respect to a particular Complaint, the RCO may, in his or her sole discretion, extend for a reasonable period of time, any of the timelines set forth in these Complaint procedures. Any request and extension of a timeline must occur prior to expiration of the timeline and shall be documented in a written order issued by the RCO prior to the expiration of the timeline and mailed to the parties. The RCO does not have authority to extend the regulatory statute of limitations of one (1) year described in Section 2.07(2)(f) above.

2.07(7)(d) If one or more due dates in the process fall on a weekend or a state holiday, the due date shall be the next calendar day following a weekend or state holiday if the due date is on a weekend or state holiday.

2.07(8) Complaint Investigations:

2.07(8)(a) The Complaint investigation may include, but is not limited to: an onsite investigation; request(s) that the complainant or public education agency provide additional information; and request(s) to review records in the possession of either party.

2.07(8)(b) Any time after a Complaint is filed and before the Complaint is resolved, the RCO may recommend a public education agency to undertake immediate action in an extraordinary situation when it is imperative to do so in order to protect the rights, health or safety of any student.

2.07(8)(c) The CDE, through the RCO, shall have sixty (60) calendar days from the date of receipt of the properly filed Complaint, to resolve the Complaint. The parties may mutually agree to extend the sixty (60) calendar day time limit in order to engage in voluntary mediation. Any extension of the Decision due date will be set by the RCO to a date certain as per section 2.07(7)(c), above.

2.07(9) Complaint Resolution:

2.07(9)(a) The RCO shall issue a written decision which details the findings of fact and conclusions of law unless the issues have been previously resolved. Based upon a finding that a public education agency has failed substantially to comply with state laws and regulations for the use of restraint, the RCO will, as part of the resolution of the Complaint, make recommendations to the public education agency of remedial actions that may be taken in order to come into compliance with applicable law and regulations, (e.g., technical assistance and training activities).

2.07(9)(b) The RCO shall have no authority to require corrective action by the public education agency, including but not limited to compensatory education for the child who is the subject of the complaint, monetary reimbursement or attorney fees.

2.07(9)(c) The decision of the RCO shall be final.

Issue date: 3/26/18, 04/24/23

[File JKBA](#)

Disciplinary Removal from Classroom

It is the policy of the Board to maintain classrooms in which student behavior does not interfere with the ability of the teacher to teach effectively or the ability of other students to participate in classroom learning activities.

Students shall be expected to abide by the code of conduct adopted by the Board and any other appropriate classroom rules of behavior established by the building principal and/or classroom teacher for the purpose of maintaining order and a favorable academic atmosphere. Any student who violates the code of conduct or other classroom rules may be subject to removal from class and/or disciplinary action.

Upon the third formal removal from class, a teacher may remove the student from the teacher's class in accordance with this policy, its accompanying regulation and applicable law.

Student removal from class is a serious measure and should not be imposed in an arbitrary, casual or inconsistent manner. Behavioral expectations are always more constructive and more likely to be followed when they are communicated as clearly as possible to students. However, it is neither possible nor necessary to specify every type of improper or inappropriate behavior, or every circumstance that would justify removal from class under this policy. Teachers are expected to exercise their best professional judgment in deciding whether it is appropriate to remove a student from class in any particular circumstance. All instances of formal removal from class shall be documented.

A teacher is authorized to immediately remove a student from the teacher's classroom if the student's behavior:

1. violates the code of conduct adopted by the Board;
2. is dangerous, unruly, or disruptive; or
3. seriously interferes with the ability of the teacher to teach the class or other students to learn.

A student with a disability may be removed from class and placed in an alternative educational setting only to the extent authorized by state and federal laws and regulations.

Removal from class under this policy does not prohibit the district from pursuing or implementing additional disciplinary measures, including but not limited to detentions, suspensions, or expulsions for the conduct or behavior for which the student was removed, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

The superintendent is directed to establish procedures to implement this policy so that removals from a classroom occur in a consistent manner throughout the district. Parents/guardians shall be notified of the student's removal from class in accordance with established procedures.

Adopted: 08/28/00, 7/12 (legal ref.), 11/18/13

[File JKBA-R](#)

Disciplinary Removal from Classroom

Staff, including administrators and teachers, must use their training, experience and authority to create schools and classes where effective learning is possible. Students should be able to attend school and classes as free as reasonably possible from unnecessary and unwarranted distraction and disruption. Such behavior interferes with the classroom environment and will not be tolerated.

A student who engages in classroom conduct or behavior prohibited by the code of conduct may be removed from class by a teacher and placed temporarily in an alternative setting in accordance with these procedures and consistent with state and federal law.

For purposes of this policy and procedure, a “class” includes regular classes, special classes, resource room sessions, labs, study halls, library time, school assemblies and other such learning opportunities taught or supervised by a teacher. “Teacher” means a person holding a license or authorization issued by the state who is employed to instruct, direct or supervise the instructional program. It does not include substitute teachers as defined in state law.

Informal removal to the principal’s office

An informal removal from class occurs when a student breaks one or several classroom rules in a class period or during the school day. The teacher may remove a student by using approved discipline management techniques such as having the student stand in the hall outside the door or some other safe “time out” environment either in or out of the classroom, or sending the student to the principal’s office for a short period of time. Generally, the student will be allowed to return to his or her classroom later the same day. The procedures set forth below do not apply to an informal removal from class.

Formal removal from class

A teacher may formally remove a student from class for the following conduct or behavior:

1. Conduct that is prohibited in the student code of conduct. A teacher’s decision to remove a student from class for behavior covered by Board policies regarding suspension and expulsion may, but does not necessarily, mean that the student will also be suspended and/or expelled.
2. Disruptive, dangerous, or unruly behavior. The following behavior, by way of example and without limitation, may be determined to be disruptive, dangerous, or unruly:
 - a. Inappropriate physical contact intended or likely to hurt, distract, or annoy others such as hitting, biting, pushing, shoving, poking, pinching, or grabbing;
 - b. Inappropriate verbal conduct intended or likely to upset, distract, or annoy others such as name calling, teasing, or baiting;
 - c. Behavior that may constitute sexual or other harassment;
 - d. Repeated or extreme inappropriate verbal conduct likely to disrupt the educational environment, particularly when others are talking (e.g., lecture by teacher, response by other student, presentation by visitor) or during quiet study time;
 - e. Throwing any object, particularly one likely to cause harm or damage such as books, pencils, scissors, etc.;
 - f. Inciting other students to act inappropriately or to disobey the teacher or school or class rules, including without limitation, inciting others to walk out;

- g. Destroying or damaging the property of the school, the teacher or another student; or
- h. Loud, obnoxious, or outrageous behavior.

3. Conduct that otherwise interferes with the ability of the teacher to teach effectively. Students are required to cooperate with the teacher by listening attentively, obeying all instructions promptly, and responding appropriately when called upon. A student's noncompliance may, in turn, distract others either by setting a bad example or by diverting the class from the lesson to the student's inappropriate behavior. By way of example and without limitation, this behavior includes:

- a. Open defiance of the teacher, manifest in words, gestures, threats or other overt behavior;
- b. Open disrespect of the teacher, manifest in words, gestures, threats or other overt behavior; or
- c. Other behavior likely or intended to sabotage or undermine classroom instruction.

Procedures to be followed for formally removing a student from class

Unless the behavior is extreme as determined by the teacher, a teacher shall warn a student that continued misbehavior may lead to removal from class. When the teacher determines that removal is appropriate, the teacher shall take one of the following courses of action:

1. Instruct the student to go to the main office. Unless prevented by the immediate circumstances, the teacher shall send a note with the student stating the reason for the student's removal and call the building principal's office.
2. Obtain coverage for the class and escort the student to the main school office. The teacher shall inform the building principal or designee of the reason for the student's removal from class.
3. Seek assistance from the main school office or other available staff. When assistance arrives, the teacher or the other staff member should accompany the student to the main office. The principal or designee shall be informed of the reason for the student's removal.

Within 24 hours of the student's removal from class, the teacher shall submit to the building principal or designee a short and concise written explanation of the basis for the student's removal from class.

Notice to parent/guardian

As soon as practicable, the building principal or designee shall notify the student's parent/guardian, in writing, that the student was removed from class. The written notice shall specify the class from which the student was removed, the duration of the removal, and the basis for the removal as stated by the teacher. The notice shall provide an opportunity for the parent/guardian to attend a student-teacher conference regarding the removal. If the student's removal from class is also subject to disciplinary action (i.e., suspension or expulsion) for the particular classroom misconduct, the student's parent/guardian shall also be notified of the disciplinary action in accordance with legal and policy requirements.

Placement procedures

Each building principal shall designate a room or other suitable place in the school to serve as the short-term removal area.

When the student arrives at the main office, the building principal or designee shall give the student an opportunity to briefly explain the situation. If the building principal or designee is not available immediately upon the student's arrival, the student will be taken to the designated short-term removal area and the principal or designee will speak to the student as soon as practicable.

At the discretion of the building principal or designee, the student may be placed in another appropriate class, program or educational setting, provided students are supervised in such alternative settings.

Students placed in the short-term removal area shall be supervised. During their time of placement, students are expected to do work of an academic nature. If possible, such work shall be related to the work in the class from which the student was removed or may be related to the student's misconduct. In no event shall a student's time in the short-term removal area be recreation or other free time.

In most cases, a student shall remain in the short-term removal area for the duration of the class from which he or she was removed. Prior to allowing the student to resume his or her normal schedule, the building principal or designee shall speak to the student to determine whether the student is, or appears to be, ready and able to return to class without recurrence of the behavior for which the student was removed. In the event it is not deemed appropriate to return the student to regular classes, the building principal or designee may consider a different placement option.

Behavior plan

The principal or designee and teacher shall consider whether a behavior plan should be developed for the student upon the student's first removal from class. The behavior plan will be similar, if not the same, as a remedial discipline plan developed for disruptive students in accordance with Policy JK. A behavior plan shall be developed and implemented after the teacher formally removes a student from class for the second time and must be developed and implemented before a student may be removed from class for the remainder of the term of the class.

Removal for remainder of term

Upon the third formal removal from class, a student shall be officially removed from the teacher's class for the remainder of the term. The principal may be responsible for determining the appropriate placement of the student, which may or may not be another section of the same class, depending on a variety of circumstances. The principal's decision regarding placement is final.

Once a student is officially removed from class, a loss of credit may occur if the principal determines that it would be too disruptive to enroll the student in another class after the start of the term.

Review by principal

The principal is required to collect data pertaining to the number of students who are removed from class during the year. This information will be reported to the public on the safety section of the school report

card. While there are a variety of factors to consider when analyzing this data, an unusually high number of formal documented student removals from any one teacher may be cause for concern. The principal shall review this data with teachers at least annually.

A student may be removed from a classroom by a teacher only in accordance with the requirements of this regulation and accompanying policy and the applicable provisions of state and federal law. All teacher actions under this regulation shall be subject to evaluation and supervision by the teacher's supervisor as provided in Board policies and procedures.

Approved: 08/28/00 Revised: 09/24/12, 11/18/13

[File JKD/JKE](#)

Suspension/Expulsion of Students(and Other Disciplinary Interventions)

The Board of Education shall provide due process of law to students, through written procedures consistent with law for the suspension or expulsion of students and the denial of admission. (See JKD/JKE-R) In matters involving student misconduct that may or will result in the student's suspension and/or expulsion, the student's parent/guardian shall be notified and involved to the greatest possible extent in the disciplinary procedures.

Proportionate disciplinary interventions and consequences shall be imposed to address the student's misconduct and maintain a safe and supportive learning environment for students and staff.

The Board and its designee(s) shall consider the following factors in determining whether to suspend or expel a student:

1. the student's age;
2. the student's disciplinary history;
3. the student's eligibility as a student with a disability;
4. the seriousness of the violation committed by the student;
5. the threat posed to any student or staff; and,
6. the likelihood that a lesser intervention would properly address the violation.

For a student in preschool, kindergarten, first grade, or second grade, the Board and its designee(s) also shall determine that failure to remove the student from the school building through suspension and/or expulsion would create a safety threat that otherwise cannot be addressed, and shall document any alternative behavioral and disciplinary interventions that it employs before suspending or expelling the student.

Other disciplinary interventions

In lieu of an out-of-school suspension or expulsion and in accordance with applicable law, the principal or designee may consider the use of available interventions to address the student's misconduct. The use of such interventions vary, depending upon the facts and circumstances of an individual case. Such interventions shall be at the principal's or designee's sole discretion.

As another intervention and alternative to suspension, the principal or designee may permit the student to remain in school with the consent of the student's teachers if the parent/guardian attends class with the student for a period of time specified by the principal or designee. If the parent/guardian does not agree or fails to attend class with the student, the student shall be suspended in accordance with the accompanying regulations.

This alternative to suspension shall not be used if expulsion proceedings have been or are about to be initiated or if the principal or designee determines that the student's presence in school, even if accompanied by a parent/guardian, would be disruptive to the operations of the school or be detrimental to the learning environment.

Nothing in this policy shall limit the Board's and its designees' authority to suspend and/or expel a student as deemed appropriate by the Board and its designees. The decision to suspend and/or expel a student instead of providing an alternative to suspension or expulsion or the failure of an intervention to remediate the student's behavior shall not be grounds to prevent the Board and its designees from proceeding with appropriate disciplinary measures, including but not limited to suspension and/or expulsion.

Delegation of authority

1. Students in third grade and higher grade levels: The Board of Education delegates to the principals of the school district or to a person designated in writing by the principal the power to suspend a student in third or higher grade levels in that school for not more than five school days on the grounds stated in C.R.S. 22-33-106 (1) (a), (1) (b), (1) (c) or (1) (e) or not more than 10 school days on the grounds stated in C.R.S. 22-33-106 (1) (d) unless expulsion is mandatory under law (see JKD/JKE-E).

Students in preschool through second grade: The Board of Education delegates to the principals of the school district or to a person designated in writing by the principal the power to suspend a student in preschool, kindergarten, first grade, or second grade in that school for not more than three school days on the grounds stated in C.R.S. 22-33-106.1 (2), unless the principal or designee determines that a longer period of suspension is necessary to resolve the safety threat or expulsion is mandatory under law (see JKD/JKE-E).

2. The Board of Education delegates to the superintendent of schools the authority to suspend a student, in accordance with C.R.S. 22-33-105 and 22-33-106.1(3) for an additional 10 school days plus up to and including an additional 10 days necessary in order to present the matter to the Board, but the total period of suspension shall not exceed 25 school days.

3. Unless otherwise determined by the Board, The Board of Education delegates to the superintendent of schools the authority to deny admission to or expel for any period not extending beyond one year any student whom the superintendent, in accordance with the limitations imposed by Title 22, Article 33, of the Colorado Revised Statutes, shall determine does not qualify for admission to or continued attendance at the public schools of the district. The superintendent shall render a written opinion in the expulsion matter within five days after the hearing whether the hearing is conducted by the hearing officer or the superintendent.

The superintendent shall report on each case acted upon at the next meeting of the Board, briefly describing the circumstances and the reasons for action taken. Such denial of admission or expulsion by the superintendent shall be subject to appeal to the Board. The appeal shall consist of a review of the facts that were presented, arguments relating to the decision and questions of clarification from the Board.

Expulsion for unlawful sexual behavior or crime of violence

When a petition is filed in juvenile court or district court that alleges a student between the ages of 12 to 18 years has committed an offense that would constitute unlawful sexual behavior or a crime of violence if committed by an adult, basic identification information, as defined in state law, along with the details of the alleged delinquent act or offense, is required by law to be provided immediately to the school district in which the juvenile is enrolled.

The information shall be used by the Board of Education to determine whether the student has exhibited behavior that is detrimental to the safety, welfare, and morals of the other students or school personnel and whether educating the student in the school may disrupt the learning environment in the school, provide a negative example for other students, or create a dangerous and unsafe environment for students, teachers, and other school personnel. The Board shall take appropriate disciplinary action, which may include suspension or expulsion, in accordance with this policy.

The Board may determine to wait until the conclusion of court proceedings to consider expulsion, in which case it shall be the responsibility of the district to provide an alternative educational program for the student as specified in state law.

Adopted: 11/22/77 Revised: 08/12/93, 08/25/94, 09/11/97, 07/30/98, 07/24/00, 5/27/09 (cross ref), 11/16/09, 09/24/12, 11/18/13, 2/18 (cross ref), 02/24/20

[File JKD/JKE-R](#)

Suspension/Expulsion of Students (Hearing Procedures)

A. Procedure for suspension of 10 days or less

Through written policy the Board of Education has delegated to any school principal the power to suspend a student for not more than three, five, or 10 school days, depending upon the grade of the student and type of infraction. Pursuant to policy JKD/JKE, the superintendent has been delegated the

power to suspend a student for additional periods of time. However, the total period of suspension will not exceed 25 school days. As a general rule, a suspension will be three school days or less for students in preschool through second grade, and 10 school days or less for students in third grade and higher grade levels.

The following procedures shall be followed in any suspension, unless the student is suspended pending an expulsion proceeding, in which case the expulsion procedures shall apply.

1. Notice. The principal, designee or the superintendent at the time of contemplated action will give the student and the parent/guardian notice of the contemplated action. Such notice may be oral or in writing. If oral, such notice will be given in person. If written, delivery may be by United States mail addressed to the last known address of the student or student's parent/guardian.
2. Contents of notice. The notice will contain the following basic information:
 - a. A statement of the charges against the student.
 - b. A statement of what the student is accused of doing.
 - c. A statement of the basis of the allegation. Specific names may be withheld if necessary.

This information need not be set out formally but should sufficiently inform the student and parent/guardian of the basis for the contemplated action

3. Informal hearing. In an informal setting, the student will be given an opportunity to admit or deny the accusation and to give his or her version of the events. The administrator may allow the student to call witnesses or may personally call the accuser or other witnesses. The administrator may hold a more extensive hearing in order to gather relevant information prior to making a decision on the contemplated action.
4. Timing. The notice and informal hearing should precede removal of the student from school. There need be no delay between the time notice is given and the time of the informal hearing.
5. If the student's presence in school presents a danger. Notice and an informal hearing need not be given prior to removal from school where a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process. In this case, an informal hearing will follow as soon after the student's removal as practicable.
6. Notification following suspension. If a student is suspended the administrator delegated the authority to suspend will immediately notify the parent/guardian that the student has been suspended, the grounds for such suspension and the period of such suspension. The notification

will include the time and place for the parent/guardian to meet with the administrator to review the suspension.

7. Removal from school grounds. A suspended student must leave the school building and the school grounds immediately after the parent/guardian and administrator have determined the best way to transfer custody of the student to the parent/guardian.
8. Readmittance. No student will be readmitted to school until the meeting with the parent/guardian has taken place or until, in the opinion of the administrator, the parent/guardian has substantially agreed to review the suspension with the administrator. However, if the administrator cannot contact the parent/guardian or if the parent/guardian repeatedly fails to appear for scheduled meetings, the administrator may readmit the student. The meeting will address whether there is a need to develop a remedial discipline plan for the student in an effort to prevent further disciplinary action.
9. Make-up work. Suspended students will be provided an opportunity to make up schoolwork during the period of suspension, so the student is able to reintegrate into the educational program of the district following the period of suspension. Students will receive full or partial academic credit to the extent possible for makeup work which is completed satisfactorily.

B. Procedure for expulsion or denial of admission

In the event the Board of Education contemplates action denying admission to any student or prospective student or expelling any student, the following procedures shall be followed:

1. Notice. Not less than 5 days prior to the date of the contemplated action, the Board of Education or an appropriate administrative officer of the district will cause written notice of such proposed action to be delivered to the student and the student's parent/guardian. Such delivery may be by United States mail addressed to the last known address of the student or the student's parent/guardian.
2. Emergency Notice. In the event it is determined that an emergency exists necessitating a shorter period of notice, the period of notice may be shortened provided that the student or the student's parent/guardian have actual notice of the hearing prior to the time it is held.
3. Contents of Notice. The notice will contain the following basic information:
 - a. A statement of the basic reasons alleged for the contemplated denial of admission or expulsion.

- b. A statement that a hearing on the question of expulsion or denial of admission will be held if requested by the student or parent/guardian within 10 days after the date of the notice.
- c. A statement of the date, time and place of the hearing in the event one is requested.
- d. A statement that the student may be present at the hearing and hear all information against him or her, that the student will have an opportunity to present such information as is relevant and that the student may be accompanied and represented by a parent/guardian and an attorney.
- e. A statement that failure to participate in such hearing constitutes a waiver of further rights in the matter.

4. Conduct of hearing. A hearing may be requested by the parent/guardian. Such hearing will be conducted by the superintendent. The hearing may be conducted in open session or may be closed except to those individuals deemed advisable by the superintendent but including in all events the student, the parent/guardian and, if requested, the student's attorney. Such individuals as may have pertinent information will be admitted to a closed hearing to the extent necessary to provide such information.

Testimony and information may be presented under oath. However, technical rules of evidence will not be applicable, and the superintendent may consider and give appropriate weight to such information or evidence he or she deems appropriate. The student's written statement, if any may be presented as evidence in accordance with applicable law. The student or representative may question individuals presenting information.

A sufficient record of the proceedings shall be kept so as to enable a transcript to be prepared in the event either party so requests. Preparation of the transcript will be at the expense of the party requesting the same.

The superintendent will prepare specific factual findings and issue a written decision within five days after the hearing.

5. Appeal. Within 10 days after the decision of the superintendent, the student may appeal the decision to the Board. Failure to request an appeal within 10 days will result in a waiver of the right to appeal and the superintendent's decision will become final.

If an appeal is properly requested, the Board will review the record concerning the expulsion or denial of admission. The record includes notices and other documents concerning the challenged action, the transcript of the testimony, if any, the hearing exhibits, the findings and recommendation of the superintendent, and the superintendent's written decision, and other documents concerning the challenged action. The student may be represented by counsel at the appeal. Representatives of the district and the parents may make brief statements to the Board, but no new evidence may be presented unless such evidence was not reasonably discoverable at the time of the hearing. Members of the Board may ask questions for purposes of clarification of the record.

The Board will make final determination regarding the expulsion of the student and will inform the student and his parent/guardian of the right to judicial review.

6. Information to Parents. Upon expelling a student, district personnel shall provide information to the student's parent/guardian concerning the educational alternatives available to the student during the period of expulsion, including the right of a parent/guardian to request that the district provide services during the expulsion. If the parent/guardian chooses to provide a home-based education program for the student, district personnel will assist the parent/guardian in obtaining appropriate curricula for the student if requested by the parent/guardian.

If a student is expelled and is not receiving educational services through the district, the school district shall contact the expelled student's parent/guardian at least once every 60 days until the student is eligible to re-enroll to determine whether the child is receiving educational services. District personnel need not contact the parent/guardian after the student is enrolled in another school district or in an independent or parochial school, or if the student is committed to the department of human services or sentenced through the juvenile justice system.

7. Readmittance. A student who has been expelled shall be prohibited from enrolling or re-enrolling in the same school in which the victim of the offense or member of the victim's immediate family is enrolled or employed when:

- a. the expelled student was convicted of a crime, adjudicated a juvenile delinquent, received a deferred judgment or was placed in a diversion program as a result of committing the offense for which the student was expelled;
- b. there is an identifiable victim of the expelled student's offense; and
- c. the offense for which the student was expelled does not constitute a crime against property.

If the district has no actual knowledge of the name of the victim, the expelled student shall be prohibited from enrolling or re-enrolling only upon request of the victim or a member of the victim's immediate family.

No student will be readmitted to school until after a meeting between the principal or designee and the parent/guardian has taken place except that if the administrator cannot contact the parent/guardian or if the parent/guardian repeatedly fails to appear for scheduled meetings, the administrator may readmit the student.

C. Procedure for crimes of violence or unlawful sexual behavior

The following procedures will apply when the district receives notification that a student has been charged in juvenile or district court with a crime of violence or unlawful sexual behavior, as those terms are defined by state law.

1. The Board or its designee will make a preliminary determination whether it will proceed with an expulsion hearing, based on the following factors:

- a. Whether the student has exhibited behavior that is detrimental to the safety, welfare and morals of other students or school personnel.
 - b. Whether educating the student in school may disrupt the learning environment, provide a negative example for other students or create a dangerous and unsafe environment for students, teachers and other school personnel
2. If it is determined that the student should not be educated in the schools of the district, the district may suspend or expel the student, in accordance with the procedures set forth above.
 3. Alternatively, suspension or expulsion proceedings may be postponed, pending the outcome of the court proceedings. If the suspension or expulsion proceedings are postponed, the student will not be permitted to return to school during that period. An appropriate alternative education program, including but not limited to, an on-line program authorized by state law or a home-based education program will be established for the student during the period pending the resolution of the juvenile proceedings. The time that a student spends in an alternative education program will not be considered a period of suspension or expulsion.
 4. If the student pleads guilty to the charge, is found guilty or is adjudicated a delinquent juvenile, the Board or designee may proceed to suspend or expel the student following the procedures set forth in these regulations.
 5. Information regarding the details of the alleged crime of violence or unlawful sexual behavior will be used by the Board or its designee for the purposes set forth in this policy, but shall remain confidential unless the information is otherwise available to the public by law.

Approved: 10/25/93 Revised: 02/25/02, 10/25/04, 07/26/10, 09/24/12, 06/26/17, 02/24/20

[File JKD/JKE-E](#)

Grounds for Suspension/Expulsion

According to Colorado Revised Statutes 22-33-106 (1) (a-g) and 22-12-105, 22-33-106.1, (3), the following may be grounds for suspension or expulsion from a public school:

1. Continued willful disobedience or open and persistent defiance of proper authority.
2. Willful destruction or defacing of school property.

3. Behavior on or off school property which is detrimental to the welfare, health, or safety of other pupils or of school personnel including behavior which creates a threat of physical harm to the child or other children.
4. Declaration as a habitually disruptive student.
 - a. For purposes of this paragraph, “habitually disruptive student” means a child who has caused a material and substantial disruption three times during the course of the school year in the classroom, on school grounds, in a school vehicle or at school activities or events. Any student who is enrolled in a public school may be subject to being declared a habitually disruptive student.
 - b. The student and the parent, legal guardian, or legal custodian shall have been notified in writing of each disruption counted toward declaring the student as habitually disruptive and the student and parent, legal guardian, or legal custodian shall have been notified in writing and by telephone or other means at the home or the place of employment of the parent or legal guardian of the definition of “habitually disruptive student”.
5. The use, possession or sale of a drug or controlled substance as defined in C.R.S. 12-22-303.
6. The commission of an act which if committed by an adult would be robbery pursuant to Part 3, Article 4, Title 18, C.R.S. or assault pursuant to Part 2, Article 3, Title 18, C.R.S. other than the commission of an act that would be third degree assault under C.R.S. 18-3-204 if committed by an adult.
7. Possessing a dangerous weapon without authorization of the school or district.

For purposes of this paragraph, “dangerous weapon” means:

- a) firearm, whether loaded or unloaded.
 - b) Any pellet or BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air.
 - c) A fixed blade knife with a blade that measures longer than three inches in length or a spring-loaded knife or a pocket knife with a blade longer than three and one-half inches.
 - d) Any object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury.
8. Repeated interference with a school’s ability to provide educational opportunities to other students.
9. Carrying, using, actively displaying, or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm in a school building or in or on school property.
10. Failure to comply with the provisions of Part 9, Article 4, Title 25, C.R.S. (immunization requirements). Any suspension, expulsion or denial of admission for such failure to comply shall not be

recorded as a disciplinary action but may be recorded with the student's immunization record with an appropriate explanation.

11. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.

According to C.R.S. 22-33-106 (2), subject to the district's responsibilities under the Exceptional Children's Education Act and applicable federal law (*see policy JK*-2, Discipline of Students with Disabilities*), the following shall be grounds for expulsion from or denial of admission to a public school or diversion to an appropriate alternate program:

1. Physical or mental disability such that the child cannot reasonably benefit from the programs available.
2. Physical or mental disability or disease causing the attendance of the child suffering therefore inimical to the welfare of other students.

Approval Date: 2/25/02 Revised: 12/15/03, 01/23/12, 09/24/12

[File JKG](#)

Expulsion Prevention

It is the belief of the Board that available interventions and prevention services should be explored to help students who are at risk of expulsion before expulsion becomes a necessary consequence. The principal of each school shall work with the professional staff to identify students who are at risk of suspension or expulsion. Among those students who may be at risk are those who are truant, who have been or are likely to be declared habitually truant or are likely to be declared habitually disruptive.

The district, working with the student's parent/guardian, shall provide students who are identified as at risk of suspension or expulsion with a plan to provide necessary support services to help them avoid expulsion. Services may include:

1. educational services (tutoring, alternative educational programs or career and technical education programs that provide instruction in the academic areas of reading, writing, mathematics, science and social studies).
2. counseling services
3. drug or alcohol addiction treatment programs
4. family prevention services
5. Response to Intervention process

In some cases, a remedial discipline plan may be the means by which various intervention and prevention services are identified and made available to a student. Support services may be provided through

agreements with appropriate local governmental agencies, appropriate state agencies, community-based organizations and institutions of higher education.

The failure of the school district to identify a student for participation in an expulsion prevention program or the failure of such program to remediate a student's behavior shall not be grounds to prevent school personnel from proceeding with appropriate disciplinary measures including but not limited to suspension and/or expulsion.

Adopted: 08/28/00 Revised: 5/27/09, 7/26/10, 09/24/12, 11/18/13

[File JH](#)

Student Absences and Excuses

One criteria of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development, and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment, and scholastic achievement. No single factor may interfere with a student's progress more quickly than frequent tardiness or absence.

According to state law, it is the obligation of every parent/guardian to ensure that every child under their care and supervision receives adequate education and training and, if of compulsory attendance age, regularly attends school.

Continuity of the learning process and social adaptation are seriously disrupted by excessive absences. In most situations, the instruction that is missed cannot be adequately compensated for. Students with good attendance generally achieve higher grades, enjoy school more, and are more employable upon graduating from school. For these reasons, the Board believes that a student must satisfy two basic requirements in order to earn full course credits: 1.) that they satisfy all the academic requirements established for each course or grade, and 2.) that they adhere to the attendance regulations reflected in this policy.

Excused Absences:

The following will be considered excused absences:

1. A student who is temporarily ill or injured or whose absence is approved by the administrator of the school of attendance on a prearranged basis. Prearranged absences will be approved for appointments or circumstances of a *serious nature only* which cannot be taken care of outside of school hours.
2. A student who is absent for an extended period (4 days) due to physical, -disability or a mental or behavioral health disorder will be contacted by the school.
3. A student who is attending any school-sponsored activity or activities of an educational nature with prearranged approval by the administration.
4. A student who is attending a funeral or other related activities in the bereavement process.
5. A student who is suspended or expelled

6. A student who is observing a religious holiday/celebration/event

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

If a student is in out-of-home placement (as that term is defined by C.R.S. 22-32-138(1) (h), absences due to court appearances and participation in court-ordered activities will be excused. The student's assigned social worker must verify the student's absence was for a court appearance or court-ordered activity.

Four discretionary days will be allowed to each student each year.

Unexcused Absences:

An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence will be entered on the student's attendance record. The parents or guardians of any student being assigned an unexcused absence will be notified orally or in writing by the district. In accordance with law, the district may impose appropriate penalties that relate directly to classes missed while unexcused.

Students and parents or guardians may petition the Board of Education for exceptions to this policy or the accompanying regulations, provided that no exception will be sustained if the student fails to abide by all requirements imposed by the Board as conditions for granting any such exception.

The maximum number of unexcused absences a student may incur before judicial proceedings are initiated to enforce compulsory attendance 10 unexcused absences during any calendar year or school year.

Make-Up Work

Make-up work will be allowed for all absences with the goal of providing the student an opportunity to keep up with the class, and as an incentive for students to attend school. Regulation JH-R provides guidelines for make-up work. It is the responsibility of students to obtain any permitted make-up assignments on the first day they return to class. There shall be one day allowed for make-up work for each day of absence. The administration may make exceptions to any provision of this paragraph when unusual circumstances arise.

Make-up work will be allowed following an unexcused absence for following a student's suspension from school with the goal of providing the student an opportunity to keep up with the class and an incentive to attend school. This work may receive full or partial credit to the extent possible as determined by the building administrator.

Unless otherwise permitted by the building administrator, makeup work will not be provided during a student's expulsion. Rather, the district will offer alternative education services to the expelled student in accordance with state law. The district will determine the amount of credit the expelled student will receive for work completed during any alternative education program.

Tardiness

Tardiness is defined as a student reporting to class without proper excuse after the scheduled time that a class begins. Because tardiness is disruptive to the teaching/learning process, and can present considerable challenges for teachers, appropriate penalties may be imposed for excessive tardiness. Parents or guardians will be notified of all penalties regarding tardiness.

In an unavoidable situation, a student detained by teachers or administrators will not be considered tardy provided that teacher or administrator provides the student with a pass to enter the next class. Teachers will honor passes presented in accordance with this. The provisions of this policy shall be applicable to all students in the district, including those above and below the age for compulsory attendance as required by law.

Adopted: 01/15/83 Revised: 03/25/83, 01/27/86, 08/25/86, 10/26/87, 08/28/89, 07/27/92, 06/26/00, 10/25/04, 5/27/09, 7/26/10, 3/12 (legal ref), 09/24/12, 03/31/14, 12/19/16, 3/26/18, 05/20/19, 08/10/20

[File JH-R](#)

Student Absences and Excuses – Secondary

The following regulations shall apply to secondary students:

Excused Absence: The following shall be considered an excused absence:

1. A Student who is temporarily ill or injured or whose absence is approved by the school administration on a prearranged basis. Prearranged absences shall be approved for appointments or circumstances of a serious nature only, which cannot be taken care of outside of school hours.
2. A Student who is absent for an extended period due to physical, mental, or emotional disability.
3. A Student who is attending any school-sponsored activity.

Make-Up Work for excused absences:

1. It is essential that students absent from school make up work that has been missed.
2. It is the responsibility of the STUDENT and PARENT or guardian to initiate requests for and pick up makeup work on the day the student returns to class from an excused absence.
3. Students will be given one day for each day absent to makeup work missed.

Unexcused Absence:

Any absence from school without approval of the school administration and parent/guardian will be considered an unexcused absence. Each unexcused absence shall be entered in the student's record and

the parents or guardians of the student receiving an unexcused absence shall be notified orally or in writing by the school. Unexcused absences will subject the student appropriate consequences, including disciplinary measures such as suspension from school in accordance with law and/or the imposition of academic sanctions for classes missed. At the secondary level, persistent unexcused absenteeism may, in the judgment of the teacher and administration, result in a failing grade.

Judicial proceedings will be initiated for students under the age of seventeen who accumulate more than five unexcused absences per semester or ten per calendar or school year. Students under the age of seventeen who have been removed from class will be expected to remain on school premises in the setting stipulated by the school.

Ten unexcused absences per calendar year will result in loss of credit. Credit may be recovered at 1 day per absence after four days. These will be made up on time arranged by the principal.

Makeup Work for Unexcused Absences:

1. For the first two unexcused absences students will be allowed to make up the missed work with a one letter grade reduction.
2. For every unexcused absence after two students will be able to make up any missed work with a two letter grade reduction.
3. If a student has an unexcused absence on the day that an assignment is due or a test or Project is scheduled the student may complete the missed work for a three letter grade reduction.
4. A student will be given one day for each day absent to make up work missed.

Tardies:

1. Tardiness is defined as the appearance of a student without a proper excuse after the scheduled time that a class begins. Students will be considered tardy during the first 1/3 of the class period and absent after 1/3 of the period has passed.
2. Unexcused tardy: If a student is not in their seat by 7:55 a.m. they will be marked as tardy (being in the building and not in their seat does not constitute being on time). Arrival before 8:15 will be marked tardy; after 8:15 will be marked absent.
3. Students will be allowed three tardies per nine weeks. Three tardies in the same class during a nine-week grading period will count as one unexcused absence. On the third tardy, students will be notified that an additional tardy may result in a suspension from school for up to three days. Parents or guardians will be notified of all suspensions regarding tardiness. In an unavoidable situation, a student detained by another teacher or administrator will not be considered tardy, provided that the teacher or administrator gives the student a pass to enter his next class. Teachers will honor passes presented in accordance with this policy.

Revised: 5/27/09, 05/28/20

Truancy

If a student is absent without a signed parental excuse or phone contact, or if the student leaves school or a class without permission of the teacher or administrator in charge, the student shall be considered truant. A “habitual truant” shall be defined as a student of compulsory attendance age who has 10 total days of unexcused absences during any calendar or school year. Absences due to suspension or expulsion shall not be counted in the total of unexcused absences for purposes of defining a student as an “habitual truant”.

In order to reduce the incidents of truancy, parents of all students shall be notified in writing at the beginning of each school year of their obligation to insure that all children of compulsory attendance age attend school. Parents shall be required to acknowledge in writing awareness of their obligations and to furnish the school with a telephone number or other means of contacting them during the school day.

The school shall establish a system of monitoring individual unexcused absences. When a student fails to report on a regularly scheduled school day and school personnel have received no indication that the parent/guardian is aware of the absence, school personnel or volunteers under the direction of school personnel shall make a reasonable effort to notify the parent/guardian by telephone.

A plan shall be developed by the RTI team for a student who is declared habitually truant with the goal of assisting the child to remain in school. The plan shall also include strategies determined by the RTI team to address the reasons for the truancy. When practicable, the student’s parent, guardian or legal custodian shall participate with district personnel during the development of the plan. Appropriate school personnel shall make reasonable efforts to meet with the parent guardian or legal custodian to review and evaluate the reasons for the student’s truancy. In accordance with the law, the district may impose appropriate penalties that relate directly to classes missed while truant. The administration shall develop regulations to implement appropriate penalties for truancy.

Adopted: 07/24/00 Revised: 10/22/07, 05/27/09, 07/26/10, 3/12 (note), 09/24/12, 1/14 (note, legal ref.)

Compulsory Attendance Ages

Every child who has attained the age of six years on or before August 1 of each year and is under the age of seventeen is required to attend public school with such exceptions as provided by law. It is the parents’ responsibility to ensure attendance.

The courts may issue orders against the child, the child’s parent, or both compelling the child to attend school or the parent to take reasonable steps to assure the child’s attendance. The order may require the parent, child, or both to follow a plan that addresses problems affecting the child’s school attendance and that ensures an opportunity for the child to obtain a quality education.

Nondiscrimination/ Equal Opportunity

The Board is committed to providing a safe learning and work environment where all members of the school community are treated with dignity and respect. The schools in the district are subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry or need for special education services. Accordingly, no otherwise qualified student or employee, applicant for employment, or member of the public may be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination under any district program or activity on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, or need for special education services. Discrimination against employees and applicants for employment based on age, genetic information, and conditions related to pregnancy or childbirth is also prohibited in accordance with state and/or federal law.

For purposes of this policy, and other policies including a nondiscrimination statement, these terms have the following meanings:

- “Race” includes hair texture, hair type, or a protective hairstyle that is commonly or historically associated with race.
- “Protective Hairstyle” includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps.
- “Sexual Orientation” means an individual’s identity, or another individual’s perception thereof, in relation to the gender or genders to which the individual is sexually or emotionally attracted and the behavior or social affiliation that may result from the attraction.
- “Gender Expression” means an individual’s way of reflecting and expressing the individual’s gender to the outside world, typically demonstrated through appearance, dress, and behavior.
- “Gender Identity” means an individual’s innate sense of the individual’s own gender, which may or may not correspond with the individual’s sex assigned at birth.

This policy and supporting regulation (s) will be used to address all concerns regarding unlawful discrimination and harassment. Alleged conduct regarding sex-based discrimination and sexual harassment will follow the complaint and investigation procedures specific to this conduct.

In keeping with these statements, the following are objectives of this school district:

1. To promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, pertinent legislation, and applicable judicial interpretations.
2. To encourage positive experiences in human values for children and adults who have differing personal and family characteristics or who come from various socio-economic, racial, and ethnic groups.

3. To carefully consider, in all decisions made which affect the schools, the potential benefits or adverse consequences that those consequences that those decisions might have on the human relations aspect of all segments of society.
4. To utilize educational experiences to build each individual's pride in the community in which they live.
5. To initiate a process of reviewing all policies and practices of this school district in order to achieve to the greatest extent possible the objectives of this policy.
6. To investigate and resolve promptly any complaints of unlawful discrimination and harassment.
7. To investigate and appropriately discipline staff and students found to be responsible for incidents of harassment or unlawful discrimination in violation of district policy.

Annual Notice

The district will issue a written notice prior to the beginning of each school year that advises students, parents, employees, and the general public that the educational programs, activities, and employment opportunities offered by the district are offered without regard to disability, race, creed, color, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, or need for special education services. With respect to employment practices, the district will also issue written notice that it does not discriminate on the basis of age, genetic information, or conditions related to pregnancy or childbirth. The announcement will also include the name/title, address, email address, and telephone number of the person(s) designated to coordinate Title II, Title IX, Section 504, and ADA compliance activities.

The notice will be disseminated to persons with limited English language skills in the person's own language. It will also be made available to persons who are visually or hearing impaired.

The notice will appear on a continuing basis in all district media containing general information including teacher's guides, school publications, the district's website, recruitment materials, application forms, vacancy announcements, student handbooks, school program notices, summer program, newsletters and annual letters to parents.

Harassment is Prohibited

Harassment based on a person's disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry or need for special education services, is a form of discrimination prohibited by state and federal law. Preventing and remedying such harassment in schools is essential to ensure a nondiscriminatory, safe environment in which students can learn and employees can work, and members of the public can access and receive the benefit of district facilities and programs. All such harassment, by district employees, students, and third parties is strictly prohibited.

All district employees and students share the responsibility to ensure that harassment does not occur at any district school, on any district property, at any district or school-sanctioned activity or event, or off school property when such conduct has a nexus to the school, or any district curricular or non-curricular activity or event.

Reporting Unlawful Discrimination and Harassment

Any student who believes they have been a target of unlawful discrimination or harassment, as defined in Board policy, and supporting regulations, or who has witnessed such unlawful discrimination or harassment, is encouraged to immediately report it to an administrator, counselor, teacher, or the district's compliance officer and file a complaint as set forth in the regulation which accompanies this policy.

Any applicant for employment, or member of the public who believes they have been a target of unlawful discrimination or harassment, or who has witnessed such unlawful discrimination or harassment, is encouraged to immediately file a complaint with the district's compliance officer.

Any employee who believes they have been a target of unlawful discrimination or harassment is encouraged to immediately file a complaint with either an immediate supervisor or the district compliance officer, and any employee who has witnessed such unlawful discrimination or harassment must immediately file a complaint with either an immediate supervisor or the district compliance officer.

If the individual alleged to have engaged in prohibited conduct is the person designated as the compliance officer, the complaint will be made to the superintendent who shall designate an alternate compliance officer to investigate the matter.

District Action

All district employees who witness unlawful discrimination or harassment must take prompt and effective action to stop it, as prescribed by the district.

The district will take appropriate action to promptly and impartially investigate allegations of unlawful discrimination and harassment, to end unlawful behavior, to prevent the recurrence of such behavior, and to prevent retaliation against the individual(s) who files the complaint and/or any person who participates in the investigation. When appropriate, the district will take interim measures during the investigation to protect against further unlawful discrimination, harassment, or retaliation.

To the extent possible, all reports of unlawful discrimination or harassment will be kept confidential. Students or employees who knowingly file false complaints or give false statements in an investigation may be subject to discipline, up to and including suspension/expulsion for students and termination of employment. No student, employee or member of the public may be subject to adverse treatment in retaliation for any good faith report of harassment under this policy.

In cases involving potential criminal conduct, the district will determine whether appropriate law enforcement officials should be notified.

Notice and Training

To reduce unlawful discrimination and harassment and ensure a respectful school environment, the administration is responsible for providing notice of this policy to all district schools and departments. The policy and complaint process must be prominently posted on the district's website, referenced in student and employee handbooks and made otherwise available to all students, staff, and members of the

public through electronic or hard copy distribution. Training materials regarding sex-based discrimination and sexual harassment are available to the public on the district's website.

Students and district employees will receive periodic training related to recognizing and preventing unlawful discrimination and harassment. District employees must receive additional training related to handling reports of unlawful discrimination and harassment. The training will include but not be limited to:

- awareness of groups protected under state and federal law and or targeted groups;
- how to recognize and react to unlawful discrimination and harassment; and
- proven harassment prevention strategies.

Adopted: February 25, 1985 Revised: 4/22/91, 11/26/07, 10/27/08, 3/28/11, 8/27/12, 11/28/16, 08/10/20, 11/29/21, 5/23/22

[File AC-R-1](#)

Nondiscrimination/Equal Opportunity

(Complaint and Compliance Process)

The district is committed to providing a working and learning environment that is free from unlawful discrimination and harassment. The district must promptly respond to concerns and complaints of unlawful discrimination and/or harassment; take action in response when unlawful discrimination and/or harassment is discovered; impose appropriate sanctions on offenders in a case-by-case manner; and protect the privacy of all those involved in unlawful discrimination and/or harassment complaints as required by state and federal law. When appropriate, the complaint will be referred to law enforcement for investigation.

The district has adopted the following procedures to promptly and fairly address concerns and complaints about unlawful discrimination and/or harassment. Complaints may be submitted orally or in writing.

Definitions

1. "Compliance officer" means the superintendent, who is responsible for receiving and investigating complaints of alleged unlawful discrimination and harassment in accordance with this regulation.
2. "Aggrieved individual" means a student, the parents or guardians of a student under the age of 18 acting on behalf of a student, or an employee of the district, or a member of the public who is directly affected by and/or is witness to an alleged violation of Board policies prohibiting unlawful discrimination or harassment.

Compliance officer's duties

The compliance officer is responsible for conducting an investigation and coordinating all complaint procedures and processes for any alleged violation of federal or state statute or board policy prohibiting

unlawful discrimination or harassment. The compliance officer's duties include: providing notice to students, parents/guardians of students, and employees, and the general public concerning the compliance process; providing training for district staff regarding the prohibition of discrimination/ harassment in all district programs, activities, and employment practices; disseminating information concerning the forms and procedures for the filing of complaints; ensuring the prompt investigation of all complaints; coordinating hearing procedures; and identifying and addressing any patterns or systemic problems that arise during the review of complaints. The compliance officer may delegate any or all of the foregoing responsibilities as necessary and/or appropriate under the circumstances.

Complaint procedure

An aggrieved individual is encouraged to promptly report the incident as provided in board policy and this regulation. All reports received by teachers, counselors, principals, or other district employees must be promptly forwarded to the compliance officer. If the compliance officer is the individual alleged to have engaged in the prohibited conduct, the complaint must be forwarded to the Board president. The Board will then appoint another person to serve as the compliance officer.

Any aggrieved individual may file, with the compliance officer, a complaint charging the district, another student, or any district employee with unlawful discrimination or harassment. Complaints may be made orally or in writing. Persons who wish to file a written complaint are encouraged to use the district's complaint form.

All complaints must include a detailed description of the alleged events, the dates the alleged events occurred, and names of the parties involved, including any witnesses. The complaint must be made as soon as possible after the incident.

The compliance officer must confer with the aggrieved individual and/or the alleged target of the unlawful discrimination or harassment as soon as is reasonably possible, but no later than three days school days following the district's receipt of the complaint in order to obtain a clear understanding of the basis of the complaint.

Within five days school days following the initial meeting with the aggrieved individual and/or alleged target, the compliance officer must attempt to meet with the individual alleged to have engaged in the prohibited conduct and, if this individual is a student, their parents/guardians in order to obtain a response to the complaint. Such person(s) must be informed of all allegations that, in the compliance officer's judgment are necessary to achieve a full and accurate disclosure of material information or to otherwise resolve the complaint.

At the initial meeting(s), the compliance officer must explain the avenues for informal and formal action, provide a description of the complaint process and explain that both the target and the individual alleged to have engaged in prohibited conduct have the right to exit the informal process and request a formal resolution of the matter at any time. The compliance officer must also explain that whether or not the individual files a written complaint or otherwise requests action, the district is required by law to take steps to correct the unlawful discrimination or harassment and to prevent recurring unlawful discrimination or harassment or retaliation against anyone who makes a report or participates in an investigation. The compliance officer must also explain that any request for confidentiality will be

honored so long as doing so does not preclude the district from responding effectively to prohibited conduct and preventing future prohibited conduct.

Informal Action

If the aggrieved individual and/or the individual alleged to have engaged in the prohibited conduct requests that the matter be resolved in an informal manner and/or the compliance officer believes that the matter is suitable to such resolution, the compliance officer may attempt to resolve the matter informally through mediation, counseling, or other non-disciplinary means. If both parties feel a resolution has been achieved through the informal process, then no further compliance action must be taken. No party may be compelled to resolve a complaint of unlawful discrimination or harassment informally and either party may request an end to an informal process at any time. Informal resolution may not be used to process complaints against a district employee and may not be used between students where the underlying offense involves sexual assault or other acts of violence.

Formal Action

If informal resolution is inappropriate, unavailable, or unsuccessful, the compliance officer must promptly investigate the allegations to determine whether and/or to what extent, unlawful discrimination or harassment has occurred. The compliance officer may consider the following types of information in determining whether unlawful discrimination or harassment occurred:

- a. statements by any witness to the alleged incident;
- b. evidence about the relative credibility of the parties involved;
- c. evidence relative to whether the individual alleged to have engaged in prohibited conduct has been found to have engaged in prohibited conduct against others;
- d. evidence of the aggrieved individual and/or alleged target's reaction or change in behavior following the alleged prohibited conduct;
- e. evidence about whether the alleged target and/or aggrieved individual took action to protest the conduct;
- f. evidence and witness statements or testimony presented by the parties involved;
- g. other contemporaneous evidence; and/or
- h. any other evidence deemed relevant by the compliance officer.

In deciding whether conduct is a violation of law or policy, all relevant circumstances must be considered by the compliance officer, including:

- a. the degree to which the conduct affected one or more students' education or one or more employee's work environment;
- b. the type, frequency and duration of the conduct;

- c. the identity of and relationship between the individual alleged to have engaged in the prohibited conduct and the aggrieved individual and/or alleged target;
- d. the number of individuals alleged to have engaged in the prohibited conduct and number of targets of the prohibited conduct;
- e. the ages of the individual alleged to have engaged in the prohibited conduct and the aggrieved individual and/or alleged target;
- f. the size of the school, location of the incident and context in which it occurred; and
- g. other incidents at the school.

Within five days after the hearing, the compliance officer must prepare a written decision with specific factual findings and sanctions or other remedial action, including as appropriate recommendations to the Board for disciplinary or other action.

To the extent permitted by federal and state law, all parties, including the parents/guardians of all students involved must be notified in writing by the superintendent of the final outcome of the investigation and all steps taken by the district within ten days following the superintendent's determination.

Hearing Procedure

For allegations under Section 504 and as otherwise required by law, the aggrieved individual may request a hearing. This hearing procedure will not address guilt or innocence or disciplinary consequences, which are instead governed by the Board's discipline policies and procedures.

The district must retain a person to serve as the impartial hearing officer, who must be knowledgeable about Section 504 and/or the ADA, if applicable.

The hearing must be informal and must be recorded. Formal rules of evidence do not apply. A student is entitled to be represented by their parents or by an attorney. A district employee is entitled to be represented by an attorney or other representative of their choice. The complainant may appear at the hearing and is entitled to present testimony and other evidence. A district representative is likewise entitled to present testimony and other evidence. The hearing must be closed to the public.

Within five days after the hearing, the hearing officer must issue a written decision based upon evidence presented at the administrative hearing, including any remedial or corrective action deemed appropriate. Remedial actions include measures designed to stop the unlawful discrimination or harassment, correct its negative impact on the affected individual, ensure that the conduct does not recur, and restore lost educational opportunities.

After the hearing officer has issued the decision, the recording of the hearing, all physical and documentary evidence, and all other items comprising the record of the hearing must be returned to the district.

Either party may seek review of the hearing officer's decision in court of competent jurisdiction, in accordance with applicable law and applicable timelines for requesting such review.

Nothing contained herein may be interpreted to confer upon any person the right to a hearing independent of a Board policy, administrative procedure, statute, rule, regulation, or agreement expressly conferring such right. This process applies, unless the context otherwise requires and unless the requirements of another policy, procedure, statute, rule, regulation, or agreement expressly contradicts with this process, in which event the terms of the contrary policy, procedure, law, rule, regulation or agreement will govern.

Outside Agencies

In addition to, or as an alternative to, filing a complaint pursuant to this regulation, a person may file a discrimination complaint with the U.S Department of Education, Office for Civil Rights (OCR); the Federal Office of Equal Employment Opportunity Commission (EEOC); or the Colorado Civil Rights Division (CCRD). The addresses of these agencies are listed below.

Denver Office for Civil Rights (OCR), U.S. Department of Education, 1244 Speer Blvd., Suite 310, Denver, CO 80204-3582. Telephone: 303-844-5695. Fax: 303-844-4303. TTY: 303-844-3417. Email: OCR.Denver@ed.gov

Federal Office of Equal Employment Opportunity Commission (EEOC), 303 E. 17th Avenue, Suite 410, Denver, CO 80203. Telephone: 800-669-4000. Fax: 303-866-1085. TTY: 800-669-6820. ASL Video Phone: 844-234-5122. Website: <https://publicportal.eeoc.gov/portal/>

Colorado Civil Rights Division (CCRD), 1560 Broadway, Suite 825, Denver, CO 80202. Telephone: 303-894-2997 or 800-886-7675. Fax: 303-894-7830. Email: DORA_CCRD@state.co.us (general inquiries), DORA_CCRDIntake@state.co.us (intake unit)

Approval date: 11/26/07 Revised: 10/27/08, 8/27/12, 08/10/20

[File AC-E-2](#)

Nondiscrimination/Equal Opportunity

(Complaint Form)

Date: _____

Name of complainant: _____

School: _____

Address: _____

Phone: _____

Please check here for allegations of sex-based discrimination and/or sexual harassment. (Note: Investigator will use investigation procedures consistent with allegations of sex-based discrimination and/or sexual harassment).

Summary of alleged unlawful discrimination or harassment:

Name(s) of individual(s) allegedly engaging in prohibited conduct:

Date(s) alleged prohibited conduct occurred: _____

Name(s) of witness(es) to alleged prohibited conduct: _____

If others are affected by the possible unlawful discrimination or harassment, please give their names:

Your suggestions regarding resolving the complaint: _____

Please describe any corrective action you wish to see taken with regard to the alleged unlawful discrimination or harassment. You may also provide other information relevant to this complaint.

Signature of complainant

Date

Signature of person receiving complaint

Date

[File ADC](#)

Tobacco-Free Schools

To promote the general health, welfare, and well-being of students and staff, smoking, chewing, or any other use of any tobacco product by staff, students, and members of the public is prohibited on all school property.

Possession of any tobacco product by students is also prohibited on school property.

For purposes of this policy, the following definitions apply:

1. "School property" means all property owned, leased, rented, or otherwise used by a school, including but not limited to the following:
 - a. All interior portions of any building or other structure used for students or children under the age of 21 for instruction, administration, support services, maintenance or storage. The term does not apply to buildings used primarily as residences, i.e., teachers.
 - b. All school grounds over which the school exercises control including areas surrounding any building, playgrounds, athletic fields, recreation areas, and parking areas.

- c. All vehicles used by the district for transporting students, staff, visitors, or other persons.
- d. At a school-sanctioned activity or event.

2. "Tobacco product" means:

- a. any product that contains nicotine or tobacco or is derived from tobacco and is intended to be ingested or inhaled by or applied to the skin of an individual, including but not limited to cigarettes, cigars, pipe tobacco, snuff, chewing tobacco, or liquid nicotine/e-liquids; and
- b. any electronic device that can be used to deliver nicotine to the person inhaling from the device, including but not limited to an electronic cigarette, cigar, cigarillo, or pipe.
- c. "Tobacco product" does not include any product that has been approved by the appropriate federal agency as a tobacco use cessation product.

3. "Use" means lighting, chewing, inhaling or smoking, ingesting, inhaling, vaping or application of any tobacco product.

Signs will be posted in prominent places on all school property to notify the public that smoking or other use of tobacco products is prohibited in accordance with state law and district policy. This policy will be published in all employee and student handbooks, posted on bulletin boards, and announced in staff meetings.

Any member of the general public considered by the superintendent or designee to be in violation of this policy will be instructed to leave school district property. Employees found to be in violation of this policy will be subject to appropriate disciplinary action.

Disciplinary measures for students who violate this policy will include in-house detention, revocation of privileges and exclusion from extracurricular activities. Repeated violations may result in suspension from school. In accordance with state law, no student will be expelled solely for tobacco use.

Adopted:06/27/94 Revised: 07/24/00, 10/26/09, 8/27/12, 12/15 legal ref, 2/18 legal ref, 08/10/20

[File EBCE](#)

School Closings and Cancellations

The superintendent is empowered to close the schools or to dismiss them early in the event of hazardous weather or other emergencies which threaten the safety, health or welfare of students or staff members. It is understood that the superintendent will take such action only after consultation with appropriate authorities.

Parents, students, and staff members must be informed early in each school year as to how they will be notified in event of emergency closings or early dismissals.

All staff members, except for teachers and personnel who work only on teacher work days or on student days, unless otherwise notified must be required to report to work as soon as possible on emergency days.

In the event school is physically closed due to a public health emergency, all staff with direct student contact or associated with student attendance will not physically report to work unless notified otherwise. Instead, the district will utilize a form of remote instruction. Remote instruction allows students to access lessons provided by, and supported by, their regular teachers and allows students to continue their sequence of learning despite their inability to access facilities.

During days of remote instruction, teachers will take attendance and monitor student participation through. For situations that are out of the control of the student, days of remote instruction will be treated with the same exceptions as an excused absence in regard to work assigned.

The superintendent or their designee will develop administrative regulations or a plan for implementing this policy.

Current practice codified 1982 Revised: 08/28/89, 03/26/01, 06/26/17, 8/10/20

[File EEAG](#)

Student Transportation in Private Vehicles

Anyone transporting a student or a group of students in a personal vehicle for school-related purposes, may be granted special permission from the superintendent or designee in exceptional cases. In the event the superintendent is not available, the transportation director will/will not grant permission. Exceptional cases shall be determined by review of the number of students traveling, relative cost, safety factors, distance and other factors, as determined necessary by the superintendent or designee.

Those granted special permission to use their own vehicles for transporting students must carry their own liability insurance coverage in compliance with the state law with the understanding that their insurance shall be used first for any necessary coverage. A copy of their driver's license, motor vehicle record, and insurance card shall be in place and Memorandum of Understanding acknowledging that the individual granted special permission's personal liability insurance may be used first for any necessary coverage, signed by all parties *prior* to transporting the students. The motor vehicle record will fall under the guidelines of the schools insurance company. Students riding in the private vehicle shall have a permission slip signed by parent or guardian to do so. The permission slip will also release Sargent School from liability and be given to the driver before departure from the school.

Students shall return to Sargent School from the school related event in the transportation vehicle provided by the school district except when parent/guardian sign their own children out with the coach/sponsor. Those students wanting to ride home with someone other than their parent/guardian must have a permission slip signed and dated by the parent/guardian to do so and given to the coach/sponsor before leaving Sargent School.

Adopted: 02/25/85 Revised: 10/30/00, 2/25/09, 2/28/11, 10/26/15, 12/14/15, 8/27/18

Student Transportation in Private Vehicles

Memorandum of Understanding

Permission to transport students in private vehicles must be obtained from the Superintendent or designee prior to travel.

I understand that my driver's personal liability insurance may be the primary insurance in case there is a need for any coverage. I also understand that I must carry liability insurance coverage that is in compliance with state law.

The following shall be on file in the superintendent's office and in the transportation director's office before student transportation in my private vehicle takes place:

- _____ Copy of my driver's license.
- _____ Copy of my Motor Vehicle Record
- _____ Copy of my Auto Insurance Card

Sargent School Superintendent or designee Date

Sargent School Transportation Director Date

Owner/Driver of Private Vehicle Date

Student Transportation in Private Vehicles

(Following a School Sanctioned Event)

The School Board believes that the proper method of transporting students to and from all sanctioned school events is via a designated School Bus which has met all Federal and State requirements, is licensed and insured, and is driven by a driver who has completed all requirements to drive said bus. However, the School Board understands the parents/guardians desire to have their student/s travel with them and therefore will allow the parents/guardians to do so. By signing this form the parents/guardian acknowledges and assumes all the responsibilities involved with student transportation.

Students must be signed out by their parent/guardian signature.

Students that want to ride home with someone other than their parent/guardian must have a permission letter signed and dated by their parent/guardian stating who they are allowed to ride with and that person is responsible for signing the student out. This letter must be given to the coach/sponsor before leaving Sargent schools.

STUDENTS NAME(printed)

PARENT/GUARDIAN (signature)

[File EFC](#)

Free and Reduced Price Food Services

The district shall take part as feasible in the National School Lunch and other food programs which may become available to assure that all students in the district receive proper nourishment.

The administration shall establish regulations regarding participation in programs for free and reduced price meals and supplementary food in accordance with applicable state and federal law.

Current practice codified 1982 Adopted: date of manual adoption Revised: 03/26/01, 11/26/07 (legal ref.), 5/27/09, 3/22/10 (legal ref), 12/14 (legal ref/note), 06/26/17, 2/20 legal ref., 06/26/23

[File EEFA](#)

Nutritious Food Choices

At every possible eating occasion, students will have opportunities to practice what they are taught in nutrition education and choose nutritious snacks that are low in fat, sodium and added sugars.

Schools are encouraged to take steps to ensure:

- nutritious foods are always available as an affordable option whenever food is served or sold;
- students have limited opportunities to eat snacks high in fat, sodium or added sugars; and
- competition with nutritious meals served by the school food service program is minimized.

The emphasis on healthy choices applies to:

- a la carte items (separate food choices) offered by the food service program;
- “competitive foods” which are snacks and beverages sold from vending machines, school stores and fund-raising activities that compete with the food service program; and
- refreshments that are available at school parties, celebrations and meetings.

Each beverage offered for sale to students from any source, including the school cafeteria, vending machines, school stores and fund-raising activities conducted on school grounds, shall satisfy the minimum nutritional standards for beverages adopted by the State Board of Education.

These standards apply to beverages sold on campus during the regular school day and extended school day, including but not limited to extracurricular activities, such as clubs, year book, band, student government, and drama as well as childcare programs.

These standards shall not apply to the sale of beverages at school-related events where parents and other adults are invited attendees. Such activities include but are not limited to interscholastic sporting events, school plays and band concerts.

Adoption date: 11/17/08 Revised: 7/27/09, 4/13 (note, ref), 12/14 (note), 06/26/17, 06/26/23

[File EF-E-1](#)

School Meal Payments

The district is committed to ensuring that all students receive the nutrition they need to engage in active learning during the school day. In accordance with applicable federal guidance from the United States Department of Agriculture (USDA), this policy is intended to serve the purposes of meeting student needs, minimizing the identification of students with insufficient funds to pay for school meals and maintaining the fiscal integrity of the district’s school food service account.

Student meal accounts and meal charges

Student meal accounts shall be established by the district.

Parents will be encouraged to pre-pay for students paying full or reduced price for meals. The district shall ensure that parents have access to at least one no-cost method of paying for meal services, such as the ability to pay in person. At the time funds are distributed into student accounts, parents will be permitted to limit the amount of funds that a student may use daily, including for á la carte purchases.

Students will be permitted to pay for meals and/or add funds to student accounts on the day of service.

If a student has money to purchase a full or reduced price meal at the time of the meal service, the student must be provided a meal. The student’s money may not be used to repay previously unpaid charges if the student intended to use the money to purchase that day’s meal.

A meal account balance remains with the student until the student is no longer enrolled in the district. Students with unused credit in their accounts at the point of disenrollment or graduation will receive a refund in the amount of the credit.

Students paying full or reduced price for meals and who do not have money in their account or in hand to cover the cost of a meal at the time of service will be permitted to charge a meal. However, these students will be denied permission to charge à la carte or “extra” items, such as a second milk or additional entrée.

Notification of low or negative balances

Notification of a negative balance on a student account will be provided privately by mail, text and or email by the food services director.

When notified of a negative balance on a student account, parents may be reminded of this policy and the process for submitting applications for free or reduced price meal benefits. Parents will also be notified that any school meal debt accrued prior to the district’s determination that the student is eligible for free or reduced lunch remains the parent’s responsibility.

Collection of meal charge debt

In collecting debt, the district shall ensure that collection efforts do not have a negative impact on the students involved and instead focus on the adult(s) in the household responsible for providing funds for student meal purchases. The district will work with parents to establish repayment plans with payment levels and due dates appropriate to the household’s particular circumstances.

Collection efforts from one school year may continue into the following school year, including when students transfer to a school outside of the district.

Annual notice

The district shall notify students and their parents about this policy at the beginning of each school year. Notification shall also be provided to those students who transfer into the district during the school year. Information about this policy may also be included in student handbooks, student enrollment or registration packets and/or back-to-school packets and posted on district and school websites.

This policy will also be communicated to school and district-level staff responsible for this policy’s enforcement, such as school food service staff responsible for collecting payment for meals at the point of service, staff involved in notifying families of low or negative balances, and staff involved in enforcing any other aspects of this policy.

Adoption Date: 06/26/2017, 06/26/23

[File GBAA](#)

Sexual Harassment

The district is committed to a learning and working environment that is free from sexual harassment. Sexual harassment is recognized as a form of sex discrimination and thus a violation of the laws which prohibit sex discrimination.

It shall be a violation of policy for any member of the district staff to harass another staff member or student through conduct or communications of a sexual nature. Any conduct of a sexual nature directed toward students by teachers or others to whom this policy applies, shall be presumed to be unwelcome. Sexual harassment committed by an employee of the district in the course of employment shall be deemed a breach of duty, and as such, shall subject the offending employee to disciplinary action. This policy similarly applies to non-employee volunteers or any other persons who work subject to the control of school authorities.

Sexual harassment prohibited

For the purposes of this policy, unwelcome sexual advances, requests for sexual favors, or other unwelcome conduct of a sexual nature constitutes sexual harassment if:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individuals.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive working or educational environment.

The prohibition against sexual harassment applies whether the harassment is between people of the same or different gender.

Sexual harassment as defined above may include but is not limited to:

1. Sex-oriented verbal "kidding," abuse or harassment.
2. Pressure for sexual activity.
3. Repeated remarks to a person with sexual implications.
4. Unwelcome touching, such as patting, pinching or constant brushing against another's body.
5. Suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, employment status or similar personal concerns.
6. Sexual violence.

Reporting, Investigation and Sanctions

It is the express desire of the board to encourage victims of or witnesses to, sexual harassment to report such claims through the district's complaint process (AC-R).

Employees who feel that their superiors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a

sexual nature, are encouraged to report these conditions to the appropriate administrator or to the district's compliance officer.

-All reports of sexual harassment received by any district employee shall be promptly forwarded to the compliance officer (AC-E-1). The compliance officer shall ensure that every complaint is promptly investigated and responded to as set forth in the district's complaint and compliance process (AC-R). No reprisals or retaliation shall be allowed to occur as a result of the good faith reporting of charges of sexual harassment. Requests for confidentiality shall be honored so long as doing so does not preclude the district from responding effectively to the harassment and preventing such conduct in the future.

Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension or termination, subject to applicable procedural requirements. Conduct of a sexual nature directed toward students shall, in appropriate circumstances, be reported as child abuse for investigation by appropriate authorities in conformity with policy JLF.

Filing of a complaint or otherwise reporting sexual harassment shall not reflect upon the individual's status or affect future employment or work assignments. All matters involving sexual harassment complaints shall remain confidential to the extent possible.

Notice of Policy

Notice of this policy shall be circulated to all district schools and departments and incorporated in employee handbooks.

Adopted: 04/25/94 Revised: 05/21/01, 11/26/07, 08/27/12

[File GBGB](#)

Staff Personal Security and Safety

Offenses against school employees

The following procedures shall be followed in instances of assault, disorderly conduct, harassment, knowingly false allegation of child abuse, or any alleged offense under the "Colorado Criminal Code" by a student directed towards a teacher or school employee.

These same procedures shall be followed in instances of damage by a student to the personal property of a teacher or school employee occurring on school district premises.

1. The teacher or employee shall file a written complaint with the building principal, the superintendent's office and the Board of Education.
2. The principal, shall, after receipt of the complaint and proof deemed adequate by the principal, suspend the student for three days in accordance with established procedures.

3. The superintendent shall initiate procedures for the further suspension or expulsion of the student when injury or property damage has occurred.

4. The superintendent or designee shall report the incident to the district attorney or the appropriate local law enforcement agency or officer who shall be requested, upon receiving the report, to investigate the incident to determine the appropriateness of filing criminal charges or initiating delinquency proceedings.

Communication of disciplinary information

The principal or designee shall communicate discipline information concerning any student enrolled in the district to all teachers and counselors who have direct contact with that student. Any teacher or counselor who is assigned a student with known serious behavior problems will be informed of the student's behavior record. Any school employee who is provided this information shall maintain its confidentiality and shall not communicate it to any other person.

Current practice codified 1982 Revised: 05/21/01, 5/19/08, 4/25/16, 8/27/18

[File IC/ICA](#)

School Year/School Calendar/Instruction Time

Prior to the end of the school year, the Board must determine the length of time during which district schools must be in session during the next school year. The number of hours/days of planned teacher-student instruction and of teacher-student contact must be consistent with the Board's definition of "actively engaged in the educational process," must meet or exceed the requirements of state law, and must 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

For the 2022-2023 school year, the definition of "actively engaged in the educational process" includes all of the above and temporary remote learning as a result of COVID-19 health concerns for students provided under the supervision of a certificated or licensed teacher. "Supervision of a certificated or licensed teacher" means a certificated or licensed educator, including teachers, counselors, paraprofessionals, or other certificated or licensed staff as assigned. Synchronous and asynchronous teacher-pupil instruction and contact time may occur during remote learning and may include the use of: [existing district online school or program, services provided with Colorado Digital Learning Solutions, assigned and prepared work packets, video conferencing, pre-recorded classes, or other method(s) utilized by the district]. Teacher-pupil instruction and contact time may be tracked and counted for attendance

purposes occur in the following ways:

1. Presence during in-person instruction;
2. Assignments completed at home;
3. Logging into the online learning platform;
4. Signing an online form attesting to work completed at home;
5. Student demonstration of learning;
6. Responding to teacher emails or communication; or

Attendance will be recorded at least once daily for days when instructional hours are provided, meaning a student is “actively engaged in the educational process.”

"Actively engaged in the educational process" does 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
- recess time
- teacher preparation time

The time students spend between two classes or between a class and a lunch period, known as “passing time”, will be included in the computation of time students are “actively engaged in the educational process” when the school calendar is developed.

Supervision by a licensed teacher must 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 will ensure that all students who are participating in remote learning will receive equitable instruction and services. Further, the district will ensure that within the constraints of COVID-19, equitable and appropriate instruction will continue to be offered to those students requiring accommodations.

The district calendar for the next school year must be developed with input from the District Accountability Committee and staff prior to presentation by the superintendent to the Board for approval in the spring of each year. The superintendent must consult with other districts in the area when preparing the calendar.

The calendar must include the dates for all staff in-service programs scheduled for the coming 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 must 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 must be preceded by adequate and timely notice of no less than 30 days.

Adopted: date of manual adoption

Revised: 08/26/85/ 08/25/86, 08/28/89, 10/25/93, 01/22/01, 10/28/02, 9/24/07, 11/16/09, 02/28/11, 06/26/17, 08/10/20, 08/23/21, 10/24/22

[File IHAM](#)

Health and Family Life/Sex Education

The Board believes a comprehensive health education program as an integral part of each student's education. The health education program should emphasize the functioning and proper care of the human body and encourage the development of lifelong, positive health habits. In addition, it should inform students about potential physical and mental health hazards they are likely to encounter in various life situations and help them make sound, intelligent decisions when they are confronted with choices that could affect their health or that of others.

The Board believes that the district's comprehensive health education program should provide information about family life and sex education. While parents have the prime responsibility to assist their children in developing moral values, the district should support and supplement these efforts by offering students factual information and opportunities to discuss the moral and practical concerns, issues and attitudes inherent in family life and sexual behavior.

The district shall teach about family life and sex education in regular courses on anatomy, physiology, science, health, consumer and family studies. If a separate family life or sex education program is developed, it shall not be required. Any curriculum that includes instruction on human sexuality shall be in accordance with applicable law and the district's academic standards.

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

1. The basic curriculum and instructional materials to be used in the district's comprehensive health education program shall be available for inspection by the public during school hours. A forum to receive comments from the public concerning the basic curriculum and instructional materials used in the district's health education program shall be scheduled prior to Board adoption.
2. In accordance with applicable state law, student's parents/guardians shall be notified in writing prior to the student's involvement in the health education course. The notice to parents/guardians shall include a detailed, substantive outline of the topics and materials to be presented.
3. The notice shall also inform students' parents/guardians that they may exempt their child, upon written request, from a specific portion or portions of the instruction on the grounds that it is contrary to religious beliefs and teachings or closely held personal beliefs of the student or the student's parent/guardian. If the request for the exemption is from a specific portion of the curriculum that concerns human sexuality, no reason must be given by the parent/guardian when requesting the exemption.

Adoption date: October 25, 2004 Revised: 5/27/09 (note), 03/30/15, 2/18 (note/legal ref)

Health Education and Family Life/Sex Education

(Exemption Procedure)

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 or closely held personal beliefs of the student or of the student's parent/guardian. If the request for the exemption is from a specific portion of the health education curriculum that concerns human sexuality, no reason must be given by the parent/guardian when requesting the exemption.

Adoption date: October 25, 2004 Revised: 03/30/14

Concurrent Enrollment

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

This policy and accompanying regulation do not apply to students seeking to enroll in postsecondary courses pursuant to the Accelerating Students through Concurrent Enrollment (ASCENT) program or a "dropout recovery program" pursuant to the Concurrent Enrollment Programs Act (the Act). Students seeking to enroll in the ASCENT program or a dropout recovery program will work with district administrators and meet the Act's applicable requirements.

Definitions

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

"Concurrent enrollment" means the pre-approved simultaneous (during the school year) enrollment of a qualified student in a district high school and in one or more postsecondary courses at an institution of higher education. Concurrent enrollment does not include a student's simultaneous enrollment in: a district high school and in one or more secondary career and technical education courses, advanced placement courses, or international baccalaureate courses; an early college course and a postsecondary course; a p-tech school and a postsecondary course; or a district high school and a postsecondary course that does not fall within the definition of concurrent enrollment.

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

"Postsecondary course" means a course offered by an institution of higher education and includes

coursework resulting in the acquisition of a certificate; an associate degree of applied sciences, general studies, arts, or science; and all baccalaureate degree programs.

"Institution of higher education" means:

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

Eligibility

Qualified students seeking to enroll in postsecondary courses at the district's expense and receive high school credit for such courses must follow the procedure accompanying this policy, including but not limited to timely submitting an application and establishing an academic plan of study. Qualified students must meet the minimum prerequisites and academic readiness for the postsecondary courses in which they seek to enroll.

The Board determines the manner in which it provides opportunities for concurrent enrollment. However, the district may not unreasonably deny approval for concurrent enrollment or limit the number of postsecondary courses in which a qualified student may enroll unless the district is unable to provide access due to technological capacity.

Academic credit

Academic credit granted for postsecondary courses successfully completed by a qualified student will shall count as high school credit toward the Board's graduation requirements, unless such credit is denied. College credit hours of 3 or more will equal .5 semester credit at the high school level. (Examples: college course credit hour of 2 is equal to .33 high school credits; college course credit hours of 5 will be equal to .83 high school credits.)

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

All grades earned will be entered and calculated into the student's high school GPA as per policy IKC. Students who fail a concurrent class will receive a failing grade on their transcripts and it will be included in their GPA calculation. If the same student retakes the same class, the new grade will be included in the transcripts and GPA calculation but the new grade will not replace the initial failing grade.

Agreement with institution of higher education

When a qualified student seeks to enroll in postsecondary courses at an institution of higher education and receive high school credit for such courses, the district and the participating institution will enter into a

written cooperative agreement in accordance with the Act.

Payment of tuition and additional costs

The district will pay the tuition for postsecondary courses in accordance with the Act and the district's cooperative agreement with the institution of higher education.

Sargent School District will pay the concurrent tuition at the "in-state" (resident) community college rate, up to a maximum of 6 college credit hours per semester per student. Students who wish to enroll at an institution of higher education outside the community college system will be responsible for the difference in tuition rate.

The qualified student and the student's parent/guardian will be responsible for the cost of textbooks and fees for postsecondary courses.

Transportation

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

Notice

Information about concurrent enrollment options will be made available to high school students and their parents/guardians on an annual basis. In addition, at least six weeks prior to the beginning of the enrollment period for postsecondary concurrent enrollment courses, written notice (which may be sent electronically) will be provided to high school students and their parents/guardians of the postsecondary courses offered at no tuition cost to qualified students at the district and at an institution of higher education, any anticipated costs of textbooks and fees to the qualified student for those courses, and the number and transferability of course credits that a qualified student may earn by enrolling in and successfully completing a concurrent enrollment course.

Information about concurrent enrollment options and the benefits of participating in concurrent enrollment during high school will be provided to middle school students and their parents/guardians electronically at least once during the school year and at least once during the summer.

Adopted: 10/25/93

Revised: 10/22/01, 08/22/05, 7/26/10, 3/28/11, 11/17/14, 03/30/15, 09/28/15, 08/23/2, 10/24/22

[File IHCDA-R](#)

Concurrent Enrollment (Procedure for students seeking to enroll in postsecondary courses)

1. Academic plan of study

The qualified student shall establish, in consultation with the High School Counselor, an academic plan of study that describes all of the courses (including postsecondary courses) the student intends to complete to satisfy the Board's high school graduation requirements. Prior to the qualified student's enrollment in a

postsecondary course, the High School Counselor shall review and approve the student's academic plan of study in accordance with applicable State Board of Education rules.

2. Application

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

The High School Counselor shall approve or disapprove the student's application in accordance with this regulation's accompanying policy and the priority requirements of the Concurrent Enrollment Programs Act, and State Board of Education rules. The High School Counselor shall notify the student of the decision which shall be final.

3. Eligibility

The following procedures are required for students to be eligible to take concurrent classes:

- A. All students must have administrator approval to participate.
- B. The student must provide a written request to participate in the concurrent program 60 days prior to classes beginning.
- C. The student must have completed the minimum course and institutional prerequisites as well as all required assessments.
- D. The concurrent class(es) should fit within the student's Individual Career and Academic Plan (ICAP)
- E. The student is required to maintain a passing grade of "C" or higher in the concurrent class. If the student receives a grade of "D", "F", an "Incomplete" or if the student withdraws from the class(es) after the designated drop period, the student and parent/guardian are responsible for all costs and tuition associated with their respective class(es).
- F. Students who wish to enroll at an institution of higher education outside the community college system will be responsible for the difference in tuition rate.
- G. All costs, other than approved tuition, are the responsibility of the student and parent/guardian.

Approved: 10/25/93

Revised: 10/22/01, 3/28/11, 03/30/15, 09/28/15

[File IKA](#)

Grading/Assessment Systems

The Board believes that students will respond more positively to the opportunity for success than to the threat of failure. The district seeks, therefore, in its instructional program to make achievement both

recognizable and possible for students. It emphasizes achievement in its processes of evaluating student performance.

State assessment system

State and federal law require district students to take standardized assessments in the instructional areas of English language arts, math, and science. State law also requires students in elementary and middle school to take standardized assessments in the instructional area of social studies. Accordingly, the district will administer standardized assessments pursuant to these state and federal legal requirements.

State law also requires the district to adopt policies and/or procedures concerning the use of pencil and paper on the computerized portion of state assessments; parent requests to excuse their children from taking state assessments; and the district's assessment calendar. This policy and its accompanying regulation represent the district's processes to address these requirements.

1. Pencil and paper testing option

The district may determine that a specific classroom or school within the district will use pencil and paper to complete the computerized portions of a state assessment. Factors that will be considered in making this determination include

- the technological capacity and resources of the particular school/classroom;
- students' previous experience with computerized and written assessments
- whether the instructional methodology of the particular school/classroom is consistent with the use of computerized assessments or written assessments;
- the logistics of administering the state assessment in different formats at a particular school or schools.

Prior to making this determination, the superintendent or designee must consult with the school principal(s) affected by this determination as well as parents/guardians of students enrolled in the district.

For students with disabilities, the use of pencil and paper instead of a computer to complete a state assessment will be determined by the student's Individualized Education Program (IEP) team or Section 504 team, in accordance with applicable law.

2. Parent/guardian request for exemption

A parent/guardian who wishes to exempt their child from a particular state assessment or assessments must make this request in accordance with this policy's accompanying regulation.

In accordance with state law, the district will not impose a negative consequence upon a student whose parent/guardian has requested an exemption from a state assessment or assessments. Students excused by their parents/guardians from participating in a state assessment or assessments will not be prohibited from participating in an activity or from receiving any other form of reward that the district provides to students for participating in the state assessment.

This policy's exemption process applies only to state assessments administered pursuant to C.R.S. 22-7-1006.3 and does not apply to district or classroom assessments.

3. Sharing of student state assessment results with parents/guardians

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

District assessment system

In addition to the state assessment system, the district has developed a comprehensive assessment system that:

1. Challenges students to think critically, and apply what they have learned and gives them the opportunity to demonstrate their skills and knowledge.
2. Includes "early warning" features that allow problems to be diagnosed promptly to let students, teachers and parents/guardians know that extra effort is necessary.
3. Provides reliable and valid information on student and school performance to educators, parents/guardians 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's academic standards.

In accordance with applicable law, the district's assessment system will accommodate students with disabilities and English language learners.

The district's assessment results, in combination with state assessment results, 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 district's academic standards.

Additional assessment information for parents/guardians

In accordance with state law and this policy's accompanying regulation, the district will distribute an assessment calendar and related information to parents/guardians on an annual basis to inform them about the state and district assessments that the district plans to administer during the school year.

Classroom assessment system

Classroom assessment practices will be aligned with the district's academic 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 is 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.

Grading system

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

The Board will approve the grading, reporting and assessment systems as developed by the professional staff, upon recommendation of the superintendent.

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

Adopted: 06/18/73 Revised: 01/25/83, 10/23/91, 01/22/01, 3/30/15, 08/24/15, 2/22/16, 2/18 (legal ref) 05/20/19, 08/10/20

[File IKA-R](#)

Grading/Assessment Systems

(Exemption Procedure and Information to Parents/Guardians)

Parent/guardian request for exemption

In accordance with the accompanying policy, the parent/guardian of a student enrolled in the district may request that his or her child be exempt from participating in one or more state assessments.

1. The request for exemption must be submitted in writing to the school principal.
2. The parent/guardian will not be required to state the reason for asking for the exemption.
3. The request for exemption may apply to all or specific state assessments administered to the student during the school year.
4. A request for exemption will be valid for one school year. Requests for exemption from state assessments in subsequent school years require a new written request.
5. Parents/guardians must submit their requests for exemption by October 1st each school year so that the district may plan accordingly.
6. Parents/guardians understand that a student's demonstration of postsecondary and workforce readiness is determined, in part, by scores on the state assessments administered in high school and by them exempting their child from these assessments; the district's ability to make that determination may be hampered.

7. Parents/guardians realize that exempting their student from state and federally mandated assessments may have a negative effect on the district's rating on the state required Unified Improvement Plan and may also lead to a loss of state and/or federal funding.

Information to parents/guardians

Each school year at the earliest possible time, the district shall distribute information to students' parents/guardians regarding the state and district assessments that the district will administer that year. This information shall also be posted on the district's website.

At a minimum, the district assessment calendar shall include:

- an estimate of the testing hours required on each testing day; and
- whether the assessment is required by federal and/or state law or was selected by the district.

Adoption date: 4/30/02 Revised: 10/28/02, 8/24/15

[File IKB](#)

Homework

It is recognized that all learning cannot be accomplished within the limited amount of time allotted for classroom instruction. Therefore, homework is routinely assigned to all students in the Sargent schools.

Homework which is properly designed, carefully planned and geared to the development of the individual student meets a real need and has a definite place in the educational program. It is assigned to help the student become more self-reliant, learn to work independently, improve the skills that have been taught and complete certain projects such as the reading of worthwhile books and the preparation of research papers.

Homework assignments also afford a way for parents to acquaint themselves with the school program and their own children's educational process.

The purposes of homework are to:

1. Reinforce concepts and skills learned during the class periods.
2. Provide practice with newly-learned skills.
3. Develop independent study habits.
4. Develop positive habits in planning for and meeting deadlines.
5. Teach efficient use of time.
6. Learn to use home and community resources.
7. Make up work missed because of absence.

8. Provide enrichment beyond what is possible in the classroom.
9. Provide additional practice in research skills and the ability to communicate ideas in verbal and written form.
10. Review material learned earlier in preparation for tests and other class work.

Teachers have an obligation to:

1. Plan homework assignments which are meaningful with directions which are readily understood by students and which are realistic in terms of time, facilities and resources.
2. Evaluate and return homework promptly. Prompt feedback is essential, helpful and valuable.
3. Motivate students to excel individually by a judicious choice of assignment
4. Provide a classroom atmosphere which is conducive to the development of good study habits.
5. Collaborate with other teachers to balance homework load.

Students have an obligation to:

1. Attend class regularly in order to receive homework assignments.
2. Ask for clarification if they do not understand the assignment.
3. Complete homework assignments and turn them in on time.
4. Check with the teacher if the assignment has not been graded and returned within a reasonable amount of time.

Parents are expected to:

1. Emphasize the importance of homework
2. Supervise the homework tasks of younger students.
3. Provide an adequate place for students to study.
4. Assist in the location of reference materials and resources, if necessary.
5. Encourage students to return assignments on time.
6. Plan with the teacher as necessary.

The amount, length and type of homework will vary according to individual needs of the student and the class or course selected. The amount of homework will be minimal in the primary grades and increase as student's progress through the grades under the professional discretion of the classroom teacher.

In the secondary schools, homework should be regularly assigned. At this level, it is recommended that students begin homework assignments under the teacher's supervision and guidance during the last 15 or 20 minutes of the class hour.

Adoption Date:

October 25, 2004

[File 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 Study Team and/or other appropriate school staff with input from 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 plan development 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 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 Student Study Team 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 along with the Student Study Team shall determine whether it is in the best interests of the student to be retained for such reasons. However, the final decision will be the responsibility of the building principal.

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

The district administration shall develop regulations to implement this policy, which shall include an appeals process concerning a decision to promote, retain or accelerate a student.

Adopted: December 19, 1988 Revised: 3/26/01, 09/26/05, 9/24/07, 12/10/08, 6/24/13, 08/24/15

[File IKE-R](#)

RETENTION DECISION-MAKING PROCESS

(Grades K-8)

Prior to Start of Third Quarter

When it appears that a student may benefit from retention, the child's teacher will refer pertinent facts and circumstances to the school's Child Study Team. The teacher will also initiate a conference with the student's parents/guardians. This conference will include a discussion of the student's educational progress to date and a review of those factors that suggest that retention may be an appropriate intervention.

Within 20 Days of Referral

The Child Study Team will complete a review of variables to be considered in weighing the appropriateness of retention. Objective scales such as the *Lieberman Decision-Making Model for In-Grade Retention* or the *Light's Retention Scale* will be used. Upon completion of its review, the Child Study Team will make a formal, written recommendation either for or against retention.

If the team's recommendation is against retention, it will assist the teacher in defining other appropriate educational interventions. These may include mentoring, detention, counseling, special education referral and tutoring, after-school and summer programs. The teacher will meet with parents to outline the findings of the Child Study Team and review the requirements of the student's Individual Learning Plan.

If the team's recommendation is for retention, the principal will meet with the parents/guardians and outline the findings of the Child Study Team. The parents/guardians will be asked for their recommendation. The principal may establish a timeline for intervention strategies and postpone any promotion/retention decision for an appropriate period.

Prior to May 15th

The principal will make the decision regarding promotion or retention based on the circumstances of the student and parents/guardians and will inform the parents/guardians and appropriate teachers of the decision. If the decision is for retention, the principal will inform the superintendent. The principal and parents/guardians will consult together regarding the best means of informing the student.

Approved: March 26, 2001

[File IKF](#)

Graduation Requirements

In pursuit of its mission to ensure that all students reach their learning potential and are prepared for postsecondary and career opportunities, the Board of Education has established the following graduation requirements for students entering the ninth grade in the 2017-18 [or 2018-19] school year and each ninth-grade class thereafter.

To receive a high school diploma from the district, students must meet or exceed the district's academic standards and measures required by this policy. Students with disabilities must be provided access to all graduation pathways provided by this policy and must have the opportunity to earn a high school diploma from the district.

College and career readiness

The Colorado State Board of Education has adopted state graduation guidelines that identify college and career readiness measures in English (Reading, Writing, and Communicating) and Math (Mathematics). The Board has selected its own measures from these state graduation guidelines.

Students must complete at least one English measure and one Math Measure and meet or exceed the measure's corresponding cut score or criteria to demonstrate college and career readiness in English and Math. The Board's approved measures and cut scores are outlined in this policy's accompanying exhibit.

Exceptions to the Board's required measures and cut scores/criteria

If a student has demonstrated college and career readiness by completing an assessment or other measure that is not included in this policy's accompanying exhibit but is included in the state graduation guidelines, the principal or principal's designee may determine that such assessment or other measure is acceptable and meets the district's graduation requirements.

Courses required for graduation and Units of credit required for graduation

The following criteria shall entitle a student to a high school diploma:

- Achievement in the district's academic standards as demonstrated by mastery of the curriculum which may include, but is not limited to, daily classroom assignments, state and district assessments, classroom assessments, and student participation in, and completion of, assigned projects.

- Completion of credits in grades nine through twelve in the prescribed categories listed below.
- Students are required to be enrolled in 7 periods per day; any exceptions require superintendent approval.
- Completion of the requirements and goals as listed on a student’s Individualized Education Program (IEP) which may include modified academic standards.
- Credits earned in junior high that are placed on the transcript do not fulfill the high school GPA/graduation requirements.

Units of Credit Needed Class of 2021-2022

● English	4 credit
● Mathematics include Alg 1, Geometry, Algebra II)**	4 credit (Must
● Science need to be lab based)	4 credit (Two
● Social Studies	4 credit
● World Language	1 credit
● Electives	12
Total Credits	29

Rationale:

Class of 2021 and 2022 had the opportunity to earn a total of 31 credits.

** Math credits are based on the recommendation of [Colorado Department of Higher Education admission requirements](#).

** Science credits based on the recommendation [Colorado Department of Higher Education Admission requirements](#).

Units of Credit Needed Class of 2023

● English	4 credit
● Mathematics include Alg 1, Geometry, Algebra II) **	4 credit (Must
● Science need to be lab based)	4 credit (Two
● Social Studies	4 credit
● World Language	1 credit
● Electives	11
Total Credits	28

Rationale:

Class of 2023 and beyond had the opportunity to earn a total of 30 credits (8 credits in their Freshman and Sophomore years and 7 credits in their Junior and Senior year).

** Math credits are based on the recommendation of [Colorado Department of Higher Education admission requirements](#).

** Science credits based on the recommendation [Colorado Department of Higher Education Admission requirements](#).

Units of Credit Needed Class of 2024

English		4 credit
Mathematics	4 credit (Must include Alg 1, Geometry, Algebra II) **	
Science	4 credit (Two need to be lab based)	
Social Studies		4 credit
World Language		1 credit
Electives		10
Total Credits Needed		27

Rationale:

Class of 2024 has the opportunity to earn a total of 29 credits (8 credits their Freshman year and 7 credits each year after.

Units of Credit Needed Class of 2025 and Beyond

English		4 credit
Mathematics	4 credit (Must include Alg 1, Geometry, Algebra II) **	
Science	4 credit (Two need to be lab based)	
Social Studies		4 credit
World Language		1 credit

Electives 9

Total Credits Needed 26

Rationale:

Class of 2025 and beyond has the opportunity to earn a total of 28 credits (7 per year) .

Example: if a student takes Algebra 1 in the 8th grade, the student will not have to take Algebra 1 in grades 9-12, but the student will still be required to have 4 additional mathematics credits in grades 9-12. Likewise, if a student takes Algebra 1 in 7th grade and Geometry in 8th grade the student will not have to take either class in grades 9-12 but will still be required to have 4 additional mathematics credits in grades 9-12.)

Credit from other institutions and home-based programs

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

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 will 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.

When transcripts of transfer students show grades such as pass or satisfactory, such grades may not be counted in determining class rank or grade point average. Students entering from home-based education programs must submit student work or other proof of academic performance for each course for which credit toward class ranking or grade point average is sought.

The superintendent is directed to establish written processes/procedures for preparation, retention and dissemination of transcripts.

Requests for waiver of any of the above mentioned graduation requirements should be submitted in writing to the high school principal for consideration. The principal may appoint a committee to review each request and reserves the right to disapprove the request for waiver.

Early graduation

The Board of Education believes that most students benefit from four years of high school experience and are encouraged not to graduate early. However, in some cases, students are ready for postsecondary

education or other opportunities prior to completing four years of high school. Therefore, the superintendent or designee may grant permission to students wishing to graduate early, provided the student has met all district graduation requirements in accordance with this policy and its accompanying exhibit.

High school students and parents/guardians must be informed annually regarding student progress toward completion of graduation requirements. All juniors and their parents/guardians will receive documentation of their credit status during the second semester of their junior year.

Adoption date: 1/23/17 Revised: 4/24/17, 3/25/19, 02/24/20, 10/26/20, 04/26/21, 11/29/21

[File IKF-2-E](#)

Graduation Requirements (Beginning with the Class of 2021 or 2022)

English

Students must complete at least one of the following measures and meet the measure’s corresponding cut score or criteria to demonstrate college and career readiness in English.

Measure	Cut Score/Criteria
Classic: Accuplacer assessment	Score of at least 62 on Reading Comprehension OR 70 on Sentence Skills.
Next Generation: Accuplacer assessment	Score of at least 241 on Reading OR 236 on Sentence Writing
ACT assessment	Score of at least 18 on English.
Advanced Placement (AP) exam that demonstrates English readiness, as identified on the accompanying exhibit.*	Score of at least 2
Armed Services Vocational Aptitude Battery (ASVAB)	Score in at least 31 on the AFQT
SAT assessment	Score of at least 470 on English.
Concurrent enrollment course that demonstrates English readiness, as approved by the district and included in the student’s academic plan of study or Individualized Career and Academic Plan (ICAP).	Students must maintain a passing grade of “C” or higher, per policy IHCDA-E
Industry certificate that demonstrates academic and intellectual learning in the subject area of English.	Receipt of the industry certificate and approval by the district-designated team.

District capstone project that demonstrates academic and intellectual learning in the subject area of English.	Completion of the district capstone project and approval by the district-designated team.
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Math

Students must complete at least one of the following measures and meet the measure’s corresponding cut score or criteria to demonstrate college and career readiness in Math.

Measure	Cut Score/Criteria
Classic: Accuplacer assessment	Score of at least 61 on Elementary Algebra.
Next Generation: Accuplacer assessment	255 on Arithmetic (AR) OR 230 on Quantitative Reasoning, Algebra, and Statistics (QAS)
ACT assessment	Score of at least 19 on Math.
Advanced Placement (AP) exam that demonstrates Math readiness, as identified on the accompanying exhibit.*	Score of at least 2.
Armed Services Vocational Aptitude Battery (ASVAB)	Score in at least 31 on the AFQT
SAT assessment	Score of at least 500 on Math.
Concurrent enrollment course that demonstrates Math readiness, as approved by the district and included in the student’s academic plan of study or Individualized Career and Academic Plan (ICAP).	Students must maintain a passing grade of “C” or higher, per policy IHCDA-E
Industry certificate that demonstrates academic and intellectual learning in the subject area of Math.	Receipt of the industry certificate and approval by the district-designated team.
District capstone project that demonstrates academic and intellectual learning in the subject area of Math.	Completion of the district capstone project and approval by a district-designated reviewer.

Issue date: 02/24/20, 11/29/21, 12/14/22

[File 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 accomplishment in a publicly-celebrated graduation exercise.

Only those who have completed all graduation requirements and who are graduating from Sargent High School Will be eligible to participate in the graduation ceremony

Graduates desiring to participate in the graduation ceremony will be required to observe the standards of dress outlined by high school officials. Participation in the graduation ceremony is a privilege, not a right. Therefore, students who fail to measure up to applicable conduct standards may be denied the right to participate in graduation ceremonies. These students would be presented their diplomas in private settings.

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 graduation expenses, no student shall be barred from participating in the exercises because of inability to pay the fees.

Baccalaureate Exercises

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 terms, conditions and rates prescribed by the district.

Adopted: 08/28/00

[File IMB](#)

Teaching about Controversial Issues and Use of Controversial Materials

Controversial issues are defined as those problems, subjects or questions about which there are significant differences of opinion, and discussion of which generally create strong feelings among people, and which are not already included in board-approved curricula. Although there may be disagreements over what the facts are and what they mean, subjects usually become controversial issues because of differences in interpretation or the values people use in applying the facts.

Controversial materials are defined as learning resources which are not part of the district's approved learning resources and which are subject to disagreement as to appropriateness because they refer or relate to controversial issues or present material in a manner or context which is itself controversial. Examples of such materials include, but are not limited to, those that depict explicit sexual conduct, graphic violence, profanity, drug use, or other socially undesirable behaviors, or materials that are likely to divide the community along racial, ethnic or religious lines.

Films and/or videos rated R, PG-13 or PG shall be considered controversial in accordance with this policy. X rated and NC-17 rated films and videos shall not be used in district schools. PG, PG-13 and R rated films and videos shall be considered controversial at the elementary school level. PG-13 and R rated films and videos shall be considered controversial at the middle school level. R rated films and videos shall be considered controversial at the high school level.

Teachers may use controversial learning materials and discuss controversial issues if they contribute to the attainment of course objectives directly related to Board-adopted academic standards. The educational purpose of teaching about controversial issues or using controversial materials must be student achievement in academic standards rather than reaching conclusions about the validity of a specific point of view.

In teaching about controversial issues, teachers shall work cooperatively with the building principal. Teachers shall obtain approval from the building principal prior to the use of any controversial materials. If a teacher has a question regarding whether an issue or resource is controversial within the meaning of this policy, the teacher shall contact the principal. The principal may instruct the teacher to notify students' parents/guardians and obtain parents/guardians' permission prior to discussing a controversial issue or using controversial materials. Teachers shall inform the principal of controversial issues that arise unexpectedly which cause or are likely to cause concern for students and/or their parents/guardians.

When teaching about controversial issues, teachers may express their personal viewpoints and opinions; however, they also have the obligation to be objective and impartially present the various sides of an issue. Controversial issues are to be presented with good judgment and coordination with the building principal, keeping in mind the maturity of the students.

When controversial issues or controversial materials are used as part of the instructional program, alternative learning activities shall be provided when feasible at the request of a student or the student's parents/guardians.

Adopted: 09/25/00 Revised: 06/23/03, 03/30/15

[File IMBB](#)

Exemptions from Required Instruction

If the religious or closely held personal beliefs and teachings of a student or the student's 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. Requests for exemption regarding some or all of the district's curriculum concerning human sexuality shall be in accordance with the Board's policy on health and family life/sex education.

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 or other licensed health care professional stating the reason for the student's inability to participate. Exemptions from required instruction do not excuse a student from the requirements for graduation from high school.

Equal Educational Opportunities

Every student of this school district will have equal educational opportunities through programs offered in the school district regardless of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, or need for special education services.

This concept of equal educational opportunity will guide the Board and staff in making decisions related to school district facilities, selection of educational materials, equipment, curriculum, and regulations affecting students. Students with identified physical and mental impairments that constitute disabilities will be provided with a free appropriate public education, consistent with the requirements of federal and state laws and regulations.

In order to ensure that district programs are in compliance with applicable laws and regulations, the board directs the superintendent or designee(s) to periodically monitor the following areas:

1. curriculum and materials – review curriculum guides, textbooks, and supplemental materials for discriminatory bias.
2. training – provide training for students and staff to identify and alleviate problems of discrimination.
3. student access – review programs, activities, and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
4. district support – ensure that district resources are equitably distributed among school programs including but not limited to staffing and compensation, facilities, equipment, and related matters.
5. student evaluation instruments – review tests, procedures, and guidance and counseling materials for stereotyping and discrimination.
6. Discipline—review discipline records and any relevant data to ensure the equitable implementation and application of Board discipline policies.

Adopted: February 25, 1985 Revised: 11/26/07, 12/10/08, 03/28/11, 08/27/12, 09/24/12, 11/28/16, 08/10/20, 11/29/21

Sexual Harassment

The Board recognizes that sexual harassment can interfere with a student's academic performance and emotional and physical well-being and that preventing and remedying sexual harassment in schools is essential to ensure a nondiscriminatory, safe environment in which students can learn. In addition, sexual harassment is recognized as a form of sex discrimination and thus is a violation of the laws which prohibit sex discrimination, as addressed in Board policy concerning unlawful discrimination and harassment.

District's commitment

The district is committed to maintaining a learning environment that is free from sexual harassment. It is a violation of policy for any staff member to harass students or for students to harass other students through conduct or communications of a sexual nature, or to retaliate against anyone who reports sexual harassment or participates in a harassment investigation.

Sexual harassment defined

Pursuant to Title IX of the Educational Amendments of 1972, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);
2. Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
3. Sexual assault, dating violence, domestic violence, or stalking.

Pursuant to state law, "harassment" means creating a hostile environment based on an individual's sex.

Reporting, investigation, and sanctions

Students are encouraged to report all incidences of sexual harassment to either a teacher, counselor, or principal in their school building and file a complaint through the district's complaint process addressing sex-based discrimination. All reports and indications from students, district employees, and third-parties must be forwarded to the Title IX Coordinator.

The district will initiate and conduct an investigation in accordance with the appropriate procedures addressing sex-based discrimination and sexual harassment.

All matters involving sexual harassment reports must remain confidential to the extent possible as long as doing so is in accordance with applicable law and policy and does not preclude the district from responding effectively to the harassment or preventing future harassment. Filing a complaint or otherwise reporting sexual harassment will not reflect upon the individual's status or affect grades.

The district will take appropriate corrective action to: make the harassed student whole by restoring lost education opportunities; prevent harassment, from recurring; or prevent retaliation against anyone who reports sexual harassment or participates in a harassment investigation.

Notice and training

To reduce unlawful discrimination and harassment and ensure a respectful school environment, the administration is responsible for providing notice of this and complaint procedures to all district schools and departments. The policy and complaint procedures must be referenced in student and employee

handbooks and otherwise be made available to all students, staff, and members of the public through electronic or hard-copy distribution.

All students and district employees will receive periodic training related to recognizing and preventing sexual harassment. District employees must receive additional periodic training related to handling reports of sexual harassment. Training materials are available to the public on the district's website.

Adopted: 04/25/94 Revised: 12/17/01, 11/26/07, 8/27/12, 08/10/20

[File JFC](#)

Student Withdrawal from School/Drop-Outs

The Board believes that students should complete a K-12 program of education. The district will have an established procedure for contacting those students and/or parents of those students that have discontinued enrollment or are potential dropouts and for which the district has no evidence of graduation or enrollment in an alternative program.

To emphasize the importance of a high school diploma and to encourage students to reconsider their decision to withdraw from school, the district shall notify the student's parent or parents, or legal guardian or custodian in writing, when the district has knowledge that a student has dropped out of school. Such written notification shall be in accordance with this policy's accompanying regulation. For purposes of this policy, "dropout" shall mean any student included in the district's "student dropout rate," as defined by the rules of the State Board of Education.

Adopted: 01/27/86 Revised: 11/28/88, 12/17/01, 09/26/05, 10/26/09, 03/31/14

[File JFC-R](#)

Student Withdrawal from School/Drop-Outs

When a student is identified by the staff as a potential or immediate dropout, the following procedure is to be implemented:

1. The student and a school counselor will meet for the purpose of discussing the reason(s) for leaving school and the student's plans for the future.
2. the counselor and the student's teachers will meet to discuss the student's present scholastic standing
3. The student, his/her parents, guardian or legal custodian, the counselor and the principal or designee will review all pertinent information and give their recommendations.

If, after the above procedure has been followed, the student remains firm on his/her intention to leave school, a final meeting will be scheduled between the student and the counselor to discuss those educational and occupational alternatives, available to the student. The discussion will include, but not be necessarily limited to, the following subjects: (1) equivalency diploma; (2) adult education classes; (3) correspondence courses; and (4) available skill training program. In addition, work-study programs will be explored.

When the student has been a dropout for 10 school days, an attempt shall be made by the school counselor to meet with the student and the student's parent(s)/legal guardian/custodian for a re-evaluation of the student's decision to leave school, which the option offered to return to school at this time as a student in good standing, depending upon the student's willingness to make up missed scholastic assignments.

When a student has been a dropout for 15 school days, the principal or designee shall send a written notice to the student's parent(s)/legal guardian/custodian. At a minimum, the written notice shall include notification of the student's dropout status and an explanation of the educational alternatives available to assist the student in re-engaging in school. Such written notice shall be sent even if the student is not subject to the compulsory attendance laws, i.e. those students 17 years of age or older. The written notice may also include, but not be limited to, an encouragement that the student return to school; an explanation of the long-term ramifications to the student of dropping out of school; and the availability of services for at-risk students, such as counseling services, drug or alcohol addiction treatment programs, and family preservation services. The written notice shall be sent within 5 school days after the student has been a dropout for 15 school days.

All efforts possible will be extended in an attempt to retain students in school and assist them in earning a high school diploma.

Approved: 01/27/86 Revised: 11/28/88, 12/17/01, 09/26/05, 9/24/07, 10/26/09, 01/14

[File JII](#)

Student Concerns, Complaints, and Grievances

Decisions made by school personnel which students believe are unfair or in violation of pertinent Board policies or individual school rules may be appealed to the principal or a designated representative or by following the specific appeal process created for particular complaints.

Grievance and investigation procedures are available for students to receive prompt and equitable resolution of allegations of discriminatory actions on the basis of disability, race, creed, color sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry or need for special education services.

Current practice codified 1982

Adopted: date of manual adoption Revised: 04/22/91, 06/24/91, 12/17/01, 2/25/09, 11/28/16, 08/10/20, 11/29/21

Student Concerns, Complaints and Grievances

For the purpose of this procedure, the following categories of complaints are established:

1. Conduct of an individual
2. Departmental procedures
3. Building procedures
4. Board policies and regulations
5. Curricular programs
6. Civil rights
7. All others

Complaints must be initiated in writing, dated and signed by the complainant. Completed reports must be filed with the appropriate person as follows:

1. Conduct of an individual: Immediate supervisor of the individual. The building principal is the supervisor of the teachers; the superintendent is the supervisor of the principal or support staff members.
2. Departmental procedures: Building principal.
3. Building procedures: Building principal.
4. Board policies and regulations: Superintendent.
5. Curricular programs: Building principal.
6. Civil rights: Building principal.
7. All others: Building principal.

When a complaint is filed in writing, a conference will be held with the complainant within five school days. A written response will be given to the complainant within 10 school days following the conference.

If the complaint is not resolved to the satisfaction of the student, a written appeal may be submitted within 10 school days in accordance with the appeal procedures.

Appeals must be made in the following order: building principal, superintendent, Board of Education.

When an appeal has been filed in writing, a conference will be held with all parties involved within 10 school days. A written response will be given to the complainant within 10 school days following the conference.

If the appeal should reach the level of the Board of Education, a meeting with the Board will be scheduled within 20 school days after a written appeal has been filed. A written response from the Board will be given to the complainant within 10 school days following the conference.

Complainants who are not satisfied with the resolution of the complaint within the school district have the option of contacting their local Office of Civil Rights of the U.S. Department of Education.

Approved: 06/24/91 Revised: 12/17/01

[File JJA-1](#)

Student Organizations

The schools may encourage students to broaden their knowledge and citizenship by permitting the formation of clubs or other groups that relate to subject matter covered by the curriculum. Such organizations shall operate within the framework of state statutes, Board policy, administrative rules and the parameters of the learning program.

The building principal shall develop general guidelines for the establishment and operation of student organizations within the particular school. Among other provisions, such guidelines shall require the approval of the principal prior to the formation of any club or organization in a school and the assignment of at least one faculty adviser to each approved student organization.

All student organizations are required to open membership to all interested and/or eligible students. Fraternities, sororities and/or secret societies shall not receive recognition in any manner under this policy.

All forms of hazing shall be prohibited in a student organization. No initiation shall be held for a student organization which will be degrading to the student.

The faculty adviser must attend every meeting of the student organization whether conducted on school premises or at another location.

The principal is responsible for determining that the purpose of a student organization is related to the curriculum

Student organizations shall be considered directly related to the curriculum if one or more of the following applies:

1. The subject matter of the group actually is taught in a regularly-offered course
2. The subject matter of the group concerns the body of courses as a whole
3. Participation in the group is required for a particular course

4. Academic credit or extra credit is given for participation in the group

When the principal denies the request of a student organization desiring to meet or form in a particular school, the principal shall inform the group of the reasons for the denial. The students and/or group may submit a written request to the superintendent within 10 days of the denial for a review of the principal's decision.

Adopted: 04/27/92 Revised: 02/25/02, 1/12 (re-coded), 08/27/18

[File JJA-2](#)

Student Organizations -- Open Forum

In addition to clubs and groups related to the curriculum, students in middle and high schools in this district shall be permitted to organize and conduct meetings of noncurriculum-related student clubs or other groups to pursue specialized activities outside the classroom. Such groups shall not be considered school-sponsored student organizations nor be given all the privileges afforded to school-sponsored organizations.

Students may conduct meetings under this policy on school premises only during non-instructional time so that meetings do not interfere with the orderly conduct of the educational activities of the school. Meetings of noncurricular student groups must be scheduled, organized and conducted within the guidelines established by this policy and accompanying regulations.

For purposes of this policy, 'non-instructional time' means time set aside by each school before actual classroom instruction begins or after actual classroom instruction ends. Lunch period is considered "non-instructional time."

Requests for permission to conduct a noncurricular student meeting must originate from a student or groups of students. Persons not attending school in this district, parents, school personnel or any other nonschool persons are prohibited from directing, conducting, controlling or regularly attending the activities of a noncurricular student group,

All noncurricular student groups meeting on school premises are required to open membership to all interested and/or eligible students, Fraternities sororities and/or secret societies shall not receive recognition in any manner under this policy. Attendance at all meetings must be voluntary.

The administration shall develop general guidelines and rules so that students will be informed about the procedure for scheduling meetings and activities, the hours available for meetings and the facilities available for meeting space. Students must request permission for a meeting of a noncurriculum-related group from the principal and submit all scheduling requests to the principal for approval.

A member of the professional staff must be invited to attend every meeting or activity scheduled on school premises as a monitor for purposes of general supervision. Students shall be responsible for ensuring the presence of a faculty monitor prior to every meeting.

Under no circumstances shall the school compel a faculty member or school employee to monitor or attend a meeting of a noncurricular student group if the content of the speech at the meeting is contrary to the beliefs of the school employee.

School employees may be present at religious meetings of a noncurricular group only in a non-participatory capacity.

All forms of hazing shall be prohibited in any group meeting on school premises. No initiation shall be held for any noncurricular student group which will be degrading to the student.

The school district, through the building principal, retains the authority to prohibit meetings which otherwise would be unlawful. Further, nothing in this policy shall be construed to limit the authority of the school to maintain discipline on school premises, to protect the well-being of students and faculty and to insure that attendance at meetings is voluntary. Neither shall anything in this policy be used to imply that the school is sponsoring a noncurricular student group. No public funding or support shall be extended to noncurricular student groups other than an opportunity to meet on school premises.

In providing equal access to school facilities for all noncurricular groups, the district is not expressing any opinion or approval of the subject matter discussed at any meeting nor is it advocating or supporting in any manner the point of view expressed by any student or group meeting as allowed by this policy. Noncurricular student groups shall not be denied equal access to school facilities solely on the basis of the religious, political, philosophical or other content of any speech at such meetings.

Adoption: 4/27/92 Revised: 1/12 (re-coded), 08/27/18

[File JJA-2-R](#)

Noncurricular Student Organizations

1. The principal shall review the weekly school calendar and indicate when time and space are available for meetings of student organizations so that the meetings will not interfere with the regular educational activities of the school.
2. General information about time periods available for student meetings shall be made available to students upon request.
3. Students seeking permission to meet on school premises during non-instructional time must complete a form available in the principal's office indicating the name of the organization (if any), the nature of the organization, the purpose of the meeting, and the time and place of the meeting.

4. Upon reviewing this information, the principal shall schedule the meeting if time and space are available. Requests shall be denied only in accordance with the Board policy on meetings of noncurricular student organizations.
5. The principal shall verify that the students requesting permission for a meeting have made arrangements for a faculty monitor and obtain whatever assurances are deemed necessary to see that the meeting is appropriately supervised.
6. Notices of meetings of noncurricular student organizations may be posted only on a designated bulletin board used by all non school sponsored organizations. No announcements shall be made over the public address system or in any school-sponsored publications.
7. The principal shall provide a fair opportunity to any students requesting permission to meet on school premises so long as time and space are available.
8. If a meeting request is denied by the principal, the principal shall inform the students of the reason for the denial. The students shall be given an opportunity to request a review of the principal's decision by the superintendent by requesting a review in writing within 10 days of the denial of the request.

Adoption: 4/27/92

Revised: 1/12 (re-coded)

[File JJJ](#)

Extracurricular Activity Eligibility

Definitions

For purposes of this policy, the following definitions apply:

1. "Activity" means any extracurricular or interscholastic activity including but not limited to any academic, artistic, athletic, recreational or other related activity offered by a public school.
2. "School of attendance" means the school in which a student is enrolled and attends classes.
3. "District of residence" means the school district in which a student resides.
4. "District of attendance" means the school district in which a student is enrolled and attends classes if the student does not attend school in his or her district of residence. For a homeschooled student, the district of attendance shall be determined in accordance with C.R.S. 22-33-104.5 (6).
5. "School of participation" means a school in which the student participates in an activity but is not the student's school of attendance.

Participation in activities

Students meeting eligibility requirements may participate in activities at their school of attendance. Subject to the same eligibility requirements and in accordance with this policy and applicable law, the district shall allow students enrolled in any school (including charter schools, online education programs, nonpublic schools and nonpublic home-based educational programs to participate on an equal basis in any activity offered by the district that is not offered at a student's school of attendance.

If an activity is not available at a student's school of attendance, the student may participate in another public school in the district of attendance or district of residence.

If an activity is not offered at any public school in the district of attendance or the district of residence, the student may seek to participate in a contiguous school district or at the nearest public school that offers the activity even if the school is not in a contiguous school district.

Regardless of whether the student seeks to participate in an activity at a public school in the district of attendance, district of residence, contiguous district or other district, the district in which the student seeks to participate shall choose the school of participation.

In choosing a school of participation, the district shall seek to maximize all students' opportunities to participate in activities and shall consider certain factors, including but not limited to:

1. which public school of the district offers the most activities in which the student wishes to participate;
2. which public school or schools are nearest to the student's residence;
3. the preferences of the student's parents/guardians, and;
4. such issues as may be presented for the district's consideration by a statewide high school activities association.

A student may participate in activities at more than one school of participation during the same school year only if the original school of participation does not offer an activity in which the student wishes to participate. This limitation applies regardless of whether the student participates in activities at a public or nonpublic school. Any additional schools(s) of participation shall be chosen by the district in accordance with this policy.

With regard to athletic teams, the school of participation may reserve slots for up to twice the number of starting positions on the team at each level of competition for students enrolled in the district. With regard to individual athletic activities, the school of participation may reserve slots for up to half the total number of team members at each level of competition for students enrolled in the district.

Eligibility requirements

Eligibility requirements in the bylaws of the Colorado High School Activities Association (CHSAA) shall be observed by students at the high school level. Additional eligibility requirements may be imposed by the district for both high school and middle school students. Such eligibility requirements may include,

but not be limited to, good citizenship, acceptable academic standing, parental permission and good health (sports only).

To participate in activities at a school of attendance, a student shall meet all of the requirements imposed by the school of attendance.

To participate in activities at a school of participation students must comply with:

1. All eligibility requirements imposed by the school of participation.
2. The same responsibilities and standards of behavior, including related classroom and practice requirements that apply to enrolled students.

Student participation in an activity through any amateur association or league that is not a member of CHSAA shall not prevent the student from participating or affect eligibility to participate in the same activity at any school as long as the student has the express written permission of the principal at the school of participation, the student's class attendance is not compromised and the student is in good academic standing.

If a student has not met all of the eligibility requirements or if the student would have become ineligible to participate at a school, the student cannot gain or regain eligibility by applying to participate in activities at another school. Any penalties assessed to the student must first be paid at the school of attendance or participation before regaining eligibility to participate at another school.

Transfer students

If a student transfers enrollment to another school without an accompanying change of domicile by the student's parent/guardian, the student's eligibility to participate is determined by the district's eligibility requirements, and CHSAA bylaws and applicable law.

Participation fee

Except as otherwise prohibited by state law, non-enrolled students participating in district activities shall pay the same fee charged enrolled students for participation in the activity. *[NOTE: The district may charge non-enrolled students up to 150% of the fee charged enrolled students. The district cannot charge a participation fee to any student in out-of-home placement, as that term is defined by C.R.S.22-32-138(1)(h).]*

Appeal- Any student who is sanctioned or is found by the school, school district or CHSAA to be ineligible to participate in any extra curricular activity may appeal the sanction or finding. Students may not appeal sanctions for unsportsmanlike conduct or ejection from the activity.

Adopted: 10/25/93 Revised: 10/30/00, 09/24/01, 12/15/03, 09/27/04, 10/22/07, 5/27/09, 8/27/12, 03/31/14, 2/18 (cross ref), 05/20/19

Student Health Services and Records

The purpose of the school health program shall be to supplement the efforts and guidance of parents/guardians to raise student awareness of the benefits of regular health care.

The objectives of the school health program are:

1. To promote good health habits among students.
2. To stimulate a sanitary, safe and healthful environment in school.
3. To assist in the identification and referral to appropriate health care providers for medical, psychological and physical needs.

Health Records

Health records shall be maintained by the nursing staff and kept in a separate and secure health file in the school health office.

Access to the health files shall be limited to only those school personnel who have a specific and legitimate educational interest in the information for use in furthering a student's academic achievement or maintaining a safe and orderly teaching environment.

The nursing staff shall maintain a log showing who has been given access, when access occurred and to which specific records.

Annual screening programs

The sight and hearing of all students in kindergarten, first, second, third, fifth, seventh and ninth grades or students in comparable age groups referred for testing shall be tested during the school year by the school nurse, teacher, principal or other qualified person authorized by the school district, as required by law. These screenings shall not be required of any student whose parent/guardian objects on religious or personal grounds.

The parent/guardian shall be informed when a deficiency is found.

Parental consent

Parental consent shall not be required for all examinations noted above if given by a school physician or under auspices of the school. In addition, parental consent shall not be required to refer a student to public health or other doctors for medical services in connection with pregnancy, sexually transmitted infection, or alcohol or drug abuse. The district shall encourage students to seek health services related to such matters with or without parental consent.

As otherwise provided by law, parents/guardians and eligible students (students 18 years of age or older or an emancipated minor) shall receive notice and have the opportunity to opt a student out of any non-emergency, invasive physical examination or screening other than a hearing, vision, or scoliosis screening that is:

1. required as a condition of attendance
2. administered by the school and scheduled by the school in advance
3. not necessary to protect the immediate health and safety of the student or other students.

Dental health

The school district shall participate in programs to encourage good dental health including instruction, dental examination clinics when available and referral to agencies which can provide aid for those in need.

Communicable diseases

Students showing symptoms of communicable diseases, an infectious condition, or illness or disability of a serious nature shall be referred to the school nurse. The school nurse shall report to the principal for appropriate action the names of students with communicable diseases.

Adopted: 02/25/85 Revised: 08/27/01, 11/26/07, 11/16/09, legal ref 11/10, 12/15 (note), 2/18 (legal ref)

[File JLCB](#)

Immunization of Students

The Board directs the superintendent or designee(s) to annually provide parents/guardians of each student enrolled in the district a copy of the standardized immunization document developed by the Colorado Department of Public Health and Environment. The standardized immunization document includes a list of required and recommended immunizations and the age at which each immunization should be given., the school's specific immunization and exemption rates for the measles, mumps, and rubella vaccine [optional: the school may also include immunization and vaccination rates for any other vaccine] for the school's enrolled student population for the previous school year compared to the vaccinated children standard, and a statement that the school is required to collect and report the information, but the school does not control the school's specific immunization rates or establish the vaccinated children standard.

No student is permitted to attend or continue to attend any school in this district without meeting the legal requirements of immunization against disease unless the student has presented one of the following, as provided by law:

- A written authorization signed by a parent/guardian requesting local public health officials administer the immunizations;
- A certificate of medical exemption;

- A certificate of completion of the online education module administered by the Colorado Department of Public health and Environment; or
- A certificate of nonmedical exemption.

Students who do not submit an up- to- date certificate of immunization, a written authorization signed by one parent or guardian requesting local public health officials to administer the immunizations, or a valid certificate of medical or nonmedical exemption will be suspended and/or expelled from school according to regulation JLCB-R.

All information distributed to parents by the district will inform them of their rights to seek an exemption from immunization requirements.

Adopted: 06/18/73 Revised:08/20/82, 08/27/01, 5/27/09, 7/25/11, 12/14 (note), 2/18 (cross ref.) 08/23/21

[File JLCB-R](#)

Immunization of Students

1. No student may attend school in the district unless the student has presented to the school an up to date certificate of immunization, a written authorization signed by a parent/guardian requesting local public health officials administer the immunizations or a valid certificate of medical or nonmedical exemption form. *[Note: please refer to current standardized immunization documents developed and official exemption forms developed and updated by the Colorado Department of Public Health and Environment.]*
2. A student will be exempted from required immunizations only upon submission of:
 - a. A completed certificate of medical exemption from a licensed physician, qualified physician assistant, or advanced practice nurse that the student's physical condition is such that immunization would endanger the student's life or health or is otherwise medically contraindicated due to other medical conditions;
 - b. A completed certificate of completion of the online education module administered by the Colorado Department of Public Health and Environment; or
 - c. A completed certificate of nonmedical exemption signed by a parent/guardian or an emancipated student and a physician, qualified physician assistant, or advanced practice nurse.

In the event of an outbreak of any communicable disease for which immunization is required, no exemption will be recognized and those students will be excluded from school.

3. Parents/guardians or emancipated students who assert a nonmedical exemption must submit either a completed certificate of completion of the online education module administered by the

Colorado Department of Public Health and Environment or a completed certificate of nonmedical exemption that is signed by a parent/guardian or emancipated student and a physician, qualified physician assistant, or advanced practice nurse on an annual basis. Such submission will occur at the beginning of each school year that the non-medical exemption is asserted.

4. Parents/guardians or emancipated students who assert an exemption from immunizations based on a medical reason must submit the required medical exemption form to the school one time. The medical exemption form must be maintained on file at each new school the student attends.

5. Each school in the district annually provides the school's specific immunization and exemption rates for the measles, mumps, and rubella vaccine [optional: the school may also include immunization and vaccination rates for any other vaccine] for the school's enrolled student population for the previous school year compared to the vaccinated children standard

6. The district will provide upon request an immunization reporting form. The school nurse is responsible for seeing that required information is included on the form and transferred to an official certificate of immunization as required.

7. ~~6.~~ If there is a failure to comply with the immunization requirements, the school nurse will personally notify the parent/guardian or emancipated student. Such notification will be accomplished by telephone, email, or in person. If this is not possible, contact will be by physical mail. Emancipated students must be contacted directly rather than through their parents/guardians.

The parent/guardian or emancipated student will be notified by the following:

a. that up to date immunizations are required under Colorado law.

b. that within fourteen (14) days of notification, the parent/guardian must submit one of the following; an authorization for administration of the immunization by public health officials; a completed certificate of medical or nonmedical exemption, a completed certificate of completion of the online education module administered by the Colorado Department of Public Health and Environment; or documentation to the school showing that the next required immunization has been given and a written plan for completion of all required immunizations.

c. that if the required documentation is not submitted within fourteen (14) days of notification or if the student begins but does not continue or complete the written plan, the student will be suspended or expelled.

8. A student who fails to comply will be suspended by the principal for up to five days and notice of the suspension sent to the Health Department, in accordance with applicable law.

9. If no certificate of immunization is received during the period of suspension, the superintendent will institute proceedings for expulsion.

10. Any suspension or expulsion under this policy will terminate automatically upon compliance.

11. Record of any such suspension or expulsion will be contained in the student’s health file, with an appropriate explanation – not in the student’s disciplinary file.

Any student expelled for failure to comply with the immunization requirements will not be included in calculating the dropout rate, but will be included in the annual report to the State Board of Education.

NOTE: While the definition of “student in out-of-home placement” closely tracks the federal law’s definition of a student in foster care, the state law’s definition is slightly broader. Thus, the use of the term “student in out-of-home placement” is intentional in the following paragraph, as state law requires the district to enroll a student in an out-of-home placement regardless of whether the district has received the student’s immunization records. C.R.S. 22-32-138 (4).

Students in out-of-home placements

The following procedure applies to students in out-of-home placements, as that term is defined by C.R.S. 22-32-138(1)(h).

Unless the district or school is otherwise authorized to deny enrollment to a student in out-of-home placement, the district or school must enroll the student regardless of whether the district or school has received the student’s immunization records. Upon enrolling the student, the school must notify the student’s legal guardian that unless the school receives the student’s certificate of immunization or a written authorization for administration of immunizations within fourteen (14) days after the student enrolls, the school will suspend the student until such time as the school receives the certificate of immunization or authorization.

Current practice codified 1982

Approved: Date of manual adoption Revised: 08/27/01, 2/25/09, 7/25/11, 11/28/16, 2/18 (note), 08/27/18, 08/23/21

[File JLCD](#)

Administering Medicines to Students

School personnel may not administer prescription or non prescription medications to students unless appropriate administration cannot reasonably be accomplished outside of school hours.

Medication may be administered to students by the school nurse or school personnel whom a registered nurse has trained and delegated the task of administering prescription medication and nonprescription medication but does not include medical marijuana.

Student possession, use, distribution, sale, or being under the influence of medication inconsistent with this policy will be considered a violation of Board policy concerning drug and alcohol involvement by students and may subject the student to disciplinary consequences, including suspension and/or expulsion, in accordance with applicable Board policy.

The administration of medical marijuana must be in accordance with the Board's policy on administration of medical marijuana to qualified students.

The term "nonprescription medication" includes but is not limited to over-the-counter medication, homeopathic and herbal medications, vitamins and nutritional supplements.

Medication may be administered to students only when the following requirements are met:

1. Medication must be in the original properly labeled container. If it is a prescription medication the student's name, name of the medication, dosage, how often it is to be administered and name of the prescribing health care practitioner shall be printed on the container.
2. The school must have received written permission from the student's parent/guardian to administer the medication to the student and either:
 - a. written permission to administer the medication from the student's health care practitioner with prescriptive authority under Colorado law; or
 - b. a standing medical order, if the medication is an over-the-counter medication such as Advil or Tylenol.
3. The parent/guardian must be responsible for providing all medication to be administered to the student, unless it is an over-the-counter medication such as Advil or Tylenol.
4. The nonprescription medication is a product that has been approved by the federal Food and Drug Administration (FDA).

Self-administration of medication for asthma, allergies anaphylaxis, or other prescription medication

A student with asthma, a food allergy, other severe allergies, or a related, life-threatening condition, or who is prescribed medication by a licensed health care practitioner may possess and self-administer medication to treat the student's asthma, anaphylaxis or related life-threatening condition, or other condition for which the medication is prescribed. Self-administration of such medication may occur during school hours, at school-sponsored activities, or while in transit to and from school or a school-sponsored activity. Student possession and self-administration of such medication-must-be in accordance with regulation JLCD-R.

Authorization for a student to possess and self-administer medication to treat the student's asthma, food or other allergy, anaphylaxis or other related, life-threatening condition, or other condition for which the medication is prescribed may be limited or revoked by the school principal after consultation with the school nurse and the student's parents/guardian if the student demonstrates an inability to responsibly possess and self-administer such medication.

Use of stock epinephrine auto-injectors in emergency situations

The district will have a stock supply of epinephrine auto-injectors for use in emergency anaphylaxis events that occur on school grounds. Any administration of a stock epinephrine auto-injector to a student by a district employee must be in accordance with applicable state law, including applicable State Board of Education rules.

The district's stock supply of epinephrine auto-injectors is not intended to replace student-specific orders or medication provided by the student's parent/guardian to treat the student's asthma, food or other allergy, anaphylaxis or related, life-threatening condition.

The district will have a stock supply of opiate antagonists to assist a student who is at risk of experiencing an opiate-related drug overdose event. For purposes of this policy, an opiate antagonist means naloxone hydrochloride or any similarly acting drug that is not a controlled substance and that is approved by the federal Food and Drug Administration (FDA) for the treatment of a drug overdose.

The stock supply of opiate antagonists may also be used to assist a district employee or any other person who is at risk of experiencing an opiate-related drug overdose event.

Administration of an opiate antagonist by a district employee to a student or any other person must be in accordance with applicable state law.

Current practice codified 1982

Adopted: date of manual adoption Revised: 06/27/88, 08/27/01, 09/26/05, 11/29/10, 12/15
(legal ref), 8/29/16, 11/28/16, 08/27/18, 10/22/18, 02/24/20, 5/23/22

[File JLCDA](#)

Students with Food Allergies

The Board recognizes that many students are being diagnosed with potentially life-threatening food allergies. To address this issue and meet state law requirements concerning the management of food allergies and anaphylaxis

Health care plan

The school nurse, or a school administrator in consultation with the school nurse, shall develop and implement a health care plan (plan) for each student with a diagnosis of a potentially life-threatening food allergy. The plan shall address communication between the school and emergency medical services, including instructions for emergency medical responders. If a student qualifies as a student with a disability in accordance with federal law, the student's Section 504 plan, Individualized Education Program (IEP), and/or other plan developed in accordance with applicable federal law shall meet this requirement.

Reasonable accommodations

Reasonable accommodations shall be made to reduce the student's exposure to agents that may cause anaphylaxis within the school environment. If a student qualifies as a student with a disability in accordance with federal law, the student's Section 504 plan, Individualized Education Program (IEP), and/or other plan developed in accordance with applicable federal law shall meet this requirement.

Access to emergency medications

Emergency medications for treatment of the student's food allergies or anaphylaxis shall be kept in a secure location accessible to designated school staff. Whenever possible and in a timely fashion, the student's parent/legal guardian shall supply the school with the medication needed for treatment of the student's food allergies or anaphylaxis, unless the student is authorized to self-carry such medication in accordance with Board policy JLCD, Administration of Medications.

Staff training

The principal or equivalent school administrator, in consultation with the school nurse, shall determine the appropriate recipients of emergency anaphylaxis treatment training, which shall include those staff directly involved with a student who has a known food allergy during the school day. At a minimum, the training shall prepare staff to have a basic understanding of food allergies and the importance of reasonable avoidance of agents that may cause anaphylaxis, the ability to recognize symptoms of anaphylaxis, and the ability to respond appropriately when a student suffers an anaphylactic reaction. The training shall also include instruction in the administration of self-injectable epinephrine.

Adopted: 5/24/10

[File JLCDB](#)

Administration of Medical Marijuana to Qualified Students

The Board strives to honor families' private medical decisions while ensuring a learning environment free of disruption. To accomplish these goals, the district restricts the administration of medications, including medical marijuana, during school hours unless administration cannot reasonably be accomplished outside of school hours.

Administration of medical marijuana to qualified students must be in accordance with this policy. Administration of all other prescription and nonprescription medications to students must be in accordance with applicable law and the Board's policy concerning the administration of medications to students.

Definitions

For purposes of this policy, the following definitions apply:

1. “Designated location” means a location identified in writing by the school district in its sole discretion and may include a location on the grounds of the school in which the student is enrolled, upon a school bus in Colorado, or at a school-sponsored event in Colorado.
2. “Medical marijuana” means a cannabis product with a delta-9 tetrahydrocannabinol (THC) concentration greater than 0.3 percent.
3. “Permissible form of medical marijuana” means nonsmokeable products such as oils, tinctures, edible products or lotions that can be administered and fully ingested or absorbed in a short period of time. Patches and other forms of administration that continue to deliver medical marijuana to a qualified student while at school may be appropriate for students who receive ongoing adult assistance or on a case-by-case basis as determined by the district when adequate protections against misuse may be made. Forms of medical marijuana not included in this definition may be proposed by the qualified student’s primary caregiver to the superintendent, who may authorize such a request after consultation with appropriate medical personnel chosen by the district.
4. “Primary caregiver” means the qualified student’s parent, guardian or other responsible adult over eighteen years of age who is identified by the student’s parent/guardian as the qualified student’s primary caregiver. In no event may -another student or a staff member be recognized as a primary caregiver, unless the staff member is the student’s parent/guardian. Any primary caregiver seeking access to school or district property, a school bus or school-sponsored event for purposes of this policy must comply with the Board’s policy and/or procedures concerning visitors to schools and all other applicable policies.
5. “Qualified student” means a student who holds a valid registration from the state of Colorado (license issued by the Colorado Department of Public Health and Environment) for the use of medical marijuana and for whom the administration of medical marijuana cannot reasonably be accomplished outside of school hours.

Permissible administration of medical marijuana to a qualified student

A qualified student's primary caregiver may administer a permissible form of medical marijuana to a qualified student in a designated location if all of the following parameters are met:

1. The qualified student’s parent/guardian provides the school with a copy of the student’s valid registration from the state of Colorado authorizing the student to receive medical marijuana;
2. The qualified student’s parent/guardian signs a written acknowledgement assuming all responsibility for the provision, administration, maintenance and use of medical marijuana under state law, and releases the district from liability for any injury that occurs pursuant to this policy;
3. The qualified student’s parent/guardian or primary caregiver must be responsible for providing the permissible form of medical marijuana to be administered to the qualified student;
4. The district determines, in its sole discretion, that a location and a method of administration of a permissible form of medical marijuana are available that do not create risk of disruption to the educational environment or exposure to other students;

5. After administering the permissible form of medical marijuana to the qualified student, the student's primary caregiver must remove any remaining medical marijuana from the grounds of the school, district, school bus or school-sponsored event; and

6. The district prepares, with the input of the qualified student's parent/guardian, a written plan that identifies the form, designated location(s), and any protocol regarding administration of a permissible form of medical marijuana to the qualified student. The written plan must be signed by the school administrator, the qualified student (if capable) and the qualified student's parent/guardian.

Additional parameters

School personnel may not administer or hold medical marijuana in any form.

This policy conveys no right to any student or to the student's parents/guardians or other primary caregiver to demand access to any general or particular location on school or district property, a school bus, or at a school-sponsored event to administer medical marijuana.

This policy does not apply to school grounds, school buses, or school-sponsored events located on federal property or any other location that prohibits marijuana on its property.

Permission to administer medical marijuana to a qualified student may be limited or revoked if the qualified student and/or the student's primary caregiver violates this policy or demonstrates an inability to responsibly follow this policy's parameters.

Student possession, use, distribution, sale or being under the influence of marijuana inconsistent with this policy may be considered a violation of Board policy concerning drug and alcohol involvement by students or other Board policy and may subject the student to disciplinary consequences, including suspension and/or expulsion, in accordance with applicable Board policy.

If the federal government indicates that the district's federal funds are jeopardized by this policy, the Board declares that this policy must be suspended immediately and that the administration of any form of medical marijuana to qualified students on school property, on a school bus, or at a school-sponsored event must not be permitted. The district must post notice of such policy suspension and prohibition in a conspicuous place on its website.

Adoption date: 10/22/18, 02/24/20, 10/26/20

[File JLCG](#)

Medicaid Reimbursement

In all cases in which a student is enrolled in the Colorado Medicaid program, the Sargent School District shall seek reimbursement for health-related services rendered by qualified district staff. District staff shall make a reasonable effort to coordinate care with the student's health care provider to avoid duplication of services.

As a Medicaid provider, the district shall access Medicaid eligibility information for students from Health Care Policy and Financing (HCPF). HCPF is the designated Medicaid agency for the state of Colorado.

Information shall annually be distributed to parents that contains the following statement:

“As a Medicaid provider, the Sargent School District will access Medicaid eligibility information for students from Health Care Policy and Financing (HCPF), the designated Medicaid agency in the state. Directory information of name, date of birth, and gender will be released to HCPF to verify Medicaid eligibility. With consent, the description of health and health-related services delivered to Medicaid-eligible students will be released to Medicaid and/or the district billing agent for proper administration of the program. A dated record of all transactions will be kept on file at the San Luis Valley Board of Cooperative Services school Medicaid office. Parents may revoke their consent at any time by calling (719) 589-5851.”

All ongoing health and related services shall be rendered by qualified district staff pursuant to an individual health services plan signed by a professional qualified to provide the types of services described in the plan. The plan may be an Individual Education Plan (IEP), Individual Family Service Plan (IFSP), Section 504 Accommodation Plan or any individual health services plan.

Adopted: 07/24/00

[File JLDAC](#)

Screening/Testing of Students (And Treatment of Mental Disorders)

Parents/guardians and eligible students have the right to review, upon request, any survey, analysis or evaluation administered or distributed by a school students whether created by the district or a third party. For purposes of this policy, “eligible student” means a student 18 years of age or older or an emancipated minor. Any survey, analysis or evaluation administered or distributed by a school to students shall be subject to applicable state and federal laws protecting the confidentiality student records.

Survey, analysis or evaluation for which consent is required

Except as otherwise permitted by law, students shall not be required to submit to a survey, analysis, or evaluation that is intended to reveal information, whether the information is personally identifiable or not, without prior written consent, of the parent/guardian or eligible student, if that survey, analysis or evaluation reveals information in the following areas (“protected information”):

1. political affiliations or beliefs of the student or the student’s parent/guardian
2. mental or psychological problems of the student or the student’s family
3. sex behavior or attitudes
4. illegal, anti-social, self-incriminating or demeaning behavior
5. critical appraisals of other individuals with whom the student has a close family relationship

6. legally recognized privileged or analogous relationships, such as those with lawyers, physicians and ministers
7. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program)
8. religious practices, affiliations or beliefs of the student or the student's parents/guardians

School personnel responsible for administering any such survey, analysis or evaluation shall give written notice at least two weeks in advance to the student's parent/guardian or the eligible student. The notice shall offer to provide the following written information upon request:

1. records or information that may be examined and required in the survey, analysis or evaluation
2. the means by which the records or information shall be examined, reviewed, or disseminated
3. the means by which the information is to be obtained
4. the purposes for which the records or information are needed
5. the entities or persons, regardless of affiliation, who will have access to the information; and
6. a method by which a parent/guardian can grant or deny permission to access or examine the records or information

These notice provisions also apply to any survey, analysis or evaluation funded by the U.S. Department of Education.

Notice and right to "opt out" for surveys, analysis or evaluation for marketing purposes

Parents/guardians and eligible students (students 18 years of age) shall receive notice and have the opportunity to opt a student out of activities involving the collection, disclosure or use of personal information collected from the student for the purpose of marketing or selling that information or otherwise providing the information to others for that purpose.

Right to review

Parents/guardians and eligible students (students 18 years of age) have the right to review, upon request, any survey, analysis or evaluation administered or distributed by a school to students whether created by the district or a third party.

Exceptions to policy

Nothing in this section of the policy shall:

1. prevent a student who is working under the supervision of a journalism teacher or sponsor from preparing or participating in a survey, analysis or evaluation without obtaining consent as long as such participation is not otherwise prohibited by law

2. be construed to prevent a district employee from reporting known or suspected child abuse or neglect as required by state law
3. be construed to limit the ability of a health professional that is acting as an agent of the school district to evaluate an individual child
4. be construed to require parental notice or consent for a survey, analysis or evaluation related to educational products or services for or to students or educational institutions. These products and services include, but are not limited to, the following:
 - college or other postsecondary education recruitment or military recruitment activities
 - book clubs, magazines and programs providing access to low-cost literary products
 - curriculum and instructional materials used by district schools
 - tests and assessments used by district schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students
 - the sale by students of products or services to raise funds for school-related or education-related activities
 - student recognition programs

Surveys, analysis or evaluation for marketing purposes

Parents/guardians and eligible students shall receive notice and have the opportunity to opt a student out of activities involving the collection, disclosure or use of personal information collected from the student for the purpose of marketing or selling that information or otherwise providing the information to others for that purpose.

Annual Notice

At the beginning of each academic year, the district shall inform parents/guardians and eligible students that the parent/guardian or eligible student has the right to consent before students are required to submit a survey that concerns one or more of the protected areas and to opt out of the following:

1. activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information.
2. the administration of any protected information survey; or
3. any non-emergency, invasive physical examination or screening (other than a hearing, vision or scoliosis screening) that is:
 - required as a condition of attendance;
 - administered by the school and scheduled by the school in advance; and
 - not necessary to protect the immediate health and safety of the student or of other students

Psychiatric/psychological/behavior testing methods or procedures

School personnel are prohibited under state law from recommending or requiring the use of psychotropic drugs for students. They are also prohibited from testing or requiring testing for a student's behavior

without giving notice to the parent/guardian describing the recommended testing and how any test results will be used. Prior to conducting any such testing, school personnel shall obtain written permission from the parent/guardian or eligible student in accordance with applicable law.

School personnel are encouraged to discuss concerns about a student's behavior with the parent/guardian, and such discussions may include a suggestion that the parent/guardian speak with an appropriate health care professional regarding any behavior concerns that school personnel may have. Only those persons appropriately certified or licensed may expose students any psychiatric or psychological method or procedure for the purpose of diagnosis, assessment or treatment of any emotional, behavioral or mental disorder or disability. Such methods or procedures may only be performed after acquiring written permission from a student's parent or guardian, or from the student in those circumstances in which federal or state law allows the student to obtain such services in confidence or without prior notice to the parent/guardian.

Licensed school personnel are encouraged to be knowledgeable about psychiatric or psychological methods and procedures but shall not be involved in any diagnosis, assessment or treatment of any type of mental disorder or disability unless appropriately certified. In accordance with state law, school personnel including certified school psychologists are not authorized to practice psychotherapy or utilize any psychiatric or psychological procedure outside of or beyond their area of training, experience or competence.

Ordinary classroom instruction, activities and techniques involving the approved curriculum that teach about psychological or psychiatric methods or procedures shall be permissible and considered outside the scope of this policy. It is understood that there is a significant difference between practicing therapy and providing activities that may be therapeutic in nature. Any teacher who questions whether a planned activity is one involving psychiatric or psychological methods or procedures for which the teacher may not be properly certified or licensed shall consult with the school principal.

Special education evaluation

The giving of parental permission for evaluation or re-evaluation of a student with disabilities and any required consent to the provision of special education services to a student with disabilities is governed by state and federal law and is outside the scope of this policy.

Adopted: 08/28/00 Revised: 12/15/03, 11/26/07, 10/26/09, 11/19 Legal Ref

[File JLDAC-E](#)

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents/guardians certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey"), if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):

- a. Political affiliations or beliefs of the student or student’s parent/guardian.
 - b. Mental or psychological problems of the student or student’s family.
 - c. Sex behavior or attitudes.
 - d. Illegal, anti-social, self-incriminating, or demeaning behavior.
 - e. Critical appraisals of others with whom respondents have close family relationships.
 - f. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers.
 - g. Religious practices, affiliations, or beliefs of the student or parents/guardians.
 - h. Income, other than as required by law to determine program eligibility.
2. Receive notice and an opportunity to opt a student out of:
- a. Any other protected information survey, regardless of funding.
 - b. b.Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student.
 - c. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. Inspect, upon request and before administration or use:
- a. Protected information surveys of students.
 - b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes.
 - c. Instructional material used as part of the educational curriculum.

These rights transfer from the parents/guardians to a student who is 18 years old or an emancipated minor (“eligible student”) under state law.

The district will develop and adopt policies, in consultation with parents/guardians, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

The district will directly notify parents/guardians of these policies at least annually at the start of each school year and after any substantive changes. The district will also directly notify, such as through U.S. Mail or electronic mail, parents/guardians of students who are scheduled to participate in the specific activities or surveys noted above and will provide an opportunity for the parent/guardian to opt his or her child out of participation in the specific activity or survey. The district will make this notification to parents/guardians at the beginning of the school year if the district has identified the specific or

approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/guardians will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents/guardians will also be provided an opportunity to review any pertinent surveys.

Following is a list of the specific activities and surveys covered under this requirement:

1. Collection, disclosure, or use of personal information for marketing, sales or other distribution.
2. Administration of any protected information survey not funded in whole or in part by ED.
3. Any non-emergency, invasive physical examination or screening as described above.

Parents/guardians and eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office, U.S. Department of Education

400 Maryland Avenue, SW Washington, D.C. 20202-5901

Issue date: 02/27/12

[File JLF](#)

Reporting Child Abuse/Child Protection

It is the policy of the Board of Education that this school district comply with the Child Protection Act.

To that end, any school official or employee who has reasonable cause to know or suspect that a child has been subjected to abuse or neglect or who has observed the child being subjected to circumstances or conditions which would reasonably result in abuse or neglect, as defined by statute, shall immediately upon receiving such information report or cause a report to be made to the appropriate county department of social services or local law enforcement agency. Failure to report promptly may result in civil and/or criminal liability. A person who reports child abuse or neglect in good faith is immune from civil or criminal liability.

Reports of child abuse or neglect, the name and address of the child, family or informant or any other identifying information in the report shall be confidential and shall not be public information.

The Board shall provide periodic inservice programs for all teachers in order to provide them with information about the Child Protection Act, to assist them in recognizing and reporting instances of child abuse and to instruct them on how to assist victims and their families.

School employees and officials shall not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect. It is not the responsibility of the school official or employee to prove that the child has been abused or neglected.

The superintendent shall submit such procedures as are necessary to the Board for approval to accomplish the intent of this policy.

Adopted: 02/25/85 Revised: 03/25/91, 05/21/01, 10/28/02

[File JLIB](#)

Student Dismissal Precautions

The school is legally responsible for the health and safety of its students during the school day. Therefore, each school shall set up procedures to validate requests for early dismissal to ensure that students are released only for proper reasons and into proper hands.

Under no circumstances shall teachers dismiss a student from school prior to the end of the school day or into any person's custody without the direct prior approval and knowledge of the building principal.

The principal shall not excuse a student under the age of 18 before the end of a school day without a request for the early dismissal from the student's parents. In keeping with this policy, it becomes prudent that:

1. No student be released from school early on the basis of an unvalidated telephone call.
2. Children of estranged parents be released only upon the request of the parent whom a Colorado court holds directly responsible for the child and who is the parent or guardian registered on the school record.

An elementary student shall be sent home only with parents, or if the parent is not available, with another authorized adult. Additional precautions shall be taken by the principals as needs arise.

Adopted: 02/25/85 Revised: 12/17/01

[File JQ](#)

Student Fees, Fines and Charges

Students shall not be charged an instructional fee as a condition of enrollment in school or as a condition of attendance in any class that is considered part of the academic portion of the district's educational program except tuition when allowed by law. However, the district may require students to pay textbook fees, fees for expendable materials and other miscellaneous fees as more fully set forth in this policy.

All student fees and charges shall be adopted by the Board. The fee shall remain in place until modified or removed by Board resolution. All student fees adopted by the Board shall be used for the purposes set forth in the motion and shall not be spent for any other purpose.

When publicizing any information concerning any fee authorized to be collected by this policy, the school shall specify whether the fee is voluntary or mandatory and the specific activity from which the student will be excluded if the fee is not paid.

Among the fees which the Board may authorize are the following:

Textbooks, library resources and other school property

Textbooks shall be provided on a loan basis. Students may be asked to pay a nonrefundable rental fee reasonably related to the actual cost of some or all of the textbooks provided for the student. The rental fee and corresponding depreciation schedule shall be adopted by the Board prior to the textbook's introduction into the classroom. No rental fee will be assessed for textbooks and workbooks used in the classroom for reference.

It is expected that students shall return textbooks, library resources and other school property to the school in good condition except for ordinary wear. Students shall be assessed fines for lost, damaged or defaced books (including those checked out from the library), materials or equipment. The fines will be for the amount of the loss, replacement cost.

If the school district has made a reasonable effort to obtain payment for lost or damaged textbooks, library resources or other school property and the student is graduating, the district may deny the privilege of participation in the graduation ceremony if the student fails to return or replace a textbook, library resource or other school property by the date of the ceremony. Alternative payment methods, such as installment plans or school service, shall apply to students who are unable to pay.

A student shall not be refused use of textbooks based on failure to pay the required fees.

Fees for expendable supplies and materials

Teachers shall determine a basic course for each class which can be completed with materials furnished by the school. However students may be charged a fee for expendable supplies and materials used in the course. Fees for expendable supplies and materials shall relate directly to the actual cost of providing these materials to the student. Students shall be required to pay for materials that go into shop, crafts or art projects that are above the basic requirements for the course and are to be retained by the student.

Miscellaneous fees

Students may be asked to pay miscellaneous fees and expenses on a voluntary basis as a condition of attending, participating in, or obtaining materials/clothing/ equipment used in a school-sponsored activity or program not within the academic portion of the educational program.

Rental fees for the use of items such as choral robes, band uniforms and school-owned instruments shall be approved by the Board upon the recommendation of the superintendent.

Students participating in activities which are not required by the teacher or used in the determination of a grade may be required to pay charges covering the cost of the activity. Such charges may include but are not limited to admission fees, food costs and transportation costs on activity trips. However, it is

incumbent upon the teacher and principal to make every effort to be sure no student is denied the right to participate in trips or other enrichment activities because of lack of funds.

The district may impose and collect a fee for the payment of excess transportation costs in accordance with state law. Only those students who use the district's transportation services shall be required to pay any transportation fee.

Waiver of fees

All fees, fines and charges for textbooks and expendable supplies and materials required for classes within the academic portion of the educational program and any transportation fee may be waived for indigent students. For purposes of determining if a student is able to pay, an indigent student is defined as any child who is eligible for a free or reduced price lunch under the federal poverty income guidelines.

All fees for textbooks, expendable supplies and materials, and miscellaneous fees shall be waived for students in out-of-home placements, as that term is defined by C.R.S. 22-32-138(1)(h).

Fee schedule

The district shall prepare and make available upon request a complete list of student fees, describing how the amount of each fee was derived and the purpose of each fee.

Parents shall be informed of existing fee schedules when they enroll their student and of procedures for applying for a waiver of fees, whether fees are voluntary or mandatory and the specific activity from which the student will be excluded if the fee is not paid. Students qualifying for a fee waiver will receive it without unnecessary embarrassment or public exposure of their need.

Adopted:06/18/73 Revised:02/25/02, 02/23/04, 09/26/05, 5/27/09, 06/26/17, 2/18 (cross ref), 05/20/19

[File JRA/JRC](#)

Student Records/Release of Information on Students

In recognition of the confidential nature of student education records, no person or agency may access student education records without prior written consent from the student's parent/guardian or the eligible student, except as set forth in law and this policy.

The superintendent or designee shall provide for the proper administration of student records in accordance with law, including the implementation of safeguard measures or procedures regarding access and to disclosure of student education records.

Content and custody of student education records

The principal is the official custodian of records in his or her building.

Student education records in all formats and media, including photographic and electronic are those records that relate directly to a student. Student education records may contain, but will not necessarily be limited to, the following information: identifying data; academic work completed; level of achievement (grades, standardized achievement test scores); attendance data; scores on standardized intelligence, aptitude and psychological tests; interest inventory results; health and medical information; family background information; teacher or counselor ratings and observations, reports of serious or recurrent behavior patterns, and any individualized education program (IEP).

Student education records do not include records maintained by a law enforcement unit of the school or school district that are created by that unit for the purpose of law enforcement.

Nothing in this policy shall prevent administrators, teachers or staff from disclosing information derived from personal knowledge or observation and not derived from a student's education records.

In accordance with applicable law, requests for inspection and review of student education records, requests for copies of such records, and disclosure of personally identifiable information therein shall be maintained as a part of each student's education record.

School personnel shall use reasonable methods to authenticate the identity of parents, students, school officials, and any other party to whom they disclose student education records. Authentication of identity prior to disclosure of electronic records through passwords or other security measures shall be required.

Access to student education records by parents and eligible students

A parent/guardian ("parent") has the right to inspect and review their child's education records if the student is under 18 years of age. However, if a student is 18 years old or older ("eligible student"), the student may inspect or review his or her own education records and provide written consent for disclosure of such records and personally identifiable information therein. However, the parent is also entitled to access his/her child's education records, despite the lack of written consent from the eligible student, if the eligible student is a dependent for federal income tax purposes or the disclosure is in connection with a health or safety emergency. Access to student education records by parents or eligible students shall be in accordance with the regulation accompanying this policy.

Request to amend student education records

A parent or eligible student may ask the district to amend a student education record they believe is inaccurate, misleading or otherwise violates the privacy rights of the student. Student grades cannot be challenged pursuant to this policy. Requests to amend a student record shall be in accordance with the regulation accompanying this policy.

Disclosure with written consent

Whenever the district is required by law or policy to seek written consent prior to disclosing personally identifiable information from a student's education record, the notice provided to the parent/guardian or eligible student shall contain the following:

- a. The specific records to be disclosed;
- b. The specific reasons for such disclosure;
- c. The specific identity of any person, agency or organization requesting such information and the intended uses of the information;
- d. The method or manner by which the records will be disclosed; and
- e. The right to review or receive a copy of the records to be disclosed.

The parent's or eligible student's consent shall only be valid for the specific instance for which it was given. Consent for a student to participate in any course, school activity special education program or in any other school program shall not constitute the specific written consent required by this policy.

All signed consent forms shall be retained by the school district.

Disclosure without written consent

The district may disclose student education records or personally identifiable information contained therein without written consent of the parent or eligible student if the disclosure meets one of the following conditions:

1. Disclosure is to a school official having a legitimate educational interest in the student education record or the personally identifiable information contained therein.

a. For purposes of this policy, a "school official" is a person employed by the district as an administrator, supervisor, teacher or support staff member; (including health or medical staff and law enforcement unit personnel); a person serving on the board of education; a person or company with whom the district has outsourced services or functions it would otherwise use its own employees to perform (such as attorneys, auditors, consultants or therapist); or a parent or student serving on an official committee such as disciplinary or grievance committee; or a parent, student or other volunteer assisting another school official in performing his or her tasks.

b. A school official has a "legitimate educational interest" if disclosure to the school official is: 1. Necessary for that official to perform appropriate tasks that are specified in his or her position description or by a contract agreement; 2. Used within the context of official district business and not for purposes extraneous to the official's areas of responsibility; 3. Relevant to the accomplishment of some task or to a determination about the student and; 4. Consistent with the purposes for which the data are maintained.

2. The disclosure is to officials of another school, school system or postsecondary institution that has requested the records and in which the student seeks or intends to enroll, or has enrolled. Any records sent during the student's application or transfer period may be supplemented, updated or corrected as necessary.

3. The disclosure is to authorize representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities.
4. The disclosure is in connection with a student's application for, or receipt of, financial aid.
5. The disclosure is to state and local officials and concerns the juvenile justice system's ability to effectively serve, prior to adjudication, the student whose records are disclosed as provided under the Colorado Open Records Act and Colorado Children's Code. Such records and personally identifiable information shall only be disclosed upon written certification by the officials that the records and information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the parent or eligible student.
6. The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate or administer predictive tests; to administer student aid programs; or to improve instruction.
7. The disclosure is to accrediting organizations for accrediting functions.
8. The disclosure is to the parent of an eligible student and the student is a dependent for IRS tax purposes
9. The disclosure is in connection with an emergency, if knowledge of the information is necessary to protect the health or safety of the student or others.
10. The disclosure is to comply with a judicial order or lawful subpoena. The district shall make a reasonable effort to notify the parent or eligible student prior to complying with the order or subpoena unless:
 - a. The court order or subpoena prohibit such notification or;
 - b. The parent is a party to a court proceeding involving child abuse and neglect or dependency matters and the court order is issued in the context of that proceeding.
11. The disclosure is to the Secretary of Agriculture, or authorized representative from the USDA Food and Nutrition Service or contractors acting on behalf of the USDA Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations and performance measurement of state and local educational agencies receiving funding or providing benefits of program(s) authorized under the National School Lunch Act or Child Nutrition Act.
12. The disclosure is to an agency caseworker or other representative of a state or local child welfare agency or tribal organization who has the right to access the student's case plan because such agency or organization is legally responsible, in accordance with applicable state or tribal law, for the care and protection of the student.
13. The disclosure is of "directory information" as defined by this policy.

Disclosure of directory information

Directory information may be disclosed without written consent of the parent or eligible student. "Directory information" means information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information which may be released may include the student's name, e-mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status degrees, honors and awards received, the most recent previous education agency or institution attended by the student, and other similar information. Directory information also includes a student identification number or other unique personal identifier displayed on a student ID badge or used by the student to access or communicate in electronic systems, but only if the identifier cannot be used to gain access to student education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a password known only by the authorized user.

Student telephone numbers and addresses shall not be disclosed pursuant to this section.

The parent or eligible student has the right to refuse to permit the designation of any or all of the categories of directory information if such refusal is received in writing in the office of the principal of the school where the student is in attendance no later than September 7 or the following Monday if September 7 is a Saturday or Sunday.

Disclosure of disciplinary information to school personnel

In accordance with state law, the principal or designee shall communicate disciplinary information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Any teacher or counselor to whom disciplinary information is reported shall maintain the confidentiality of the information and shall not communicate it to any other person.

State law requires the principal or designee to inform the student and the student's parent/guardian when disciplinary information is communicated and to provide a copy of the shared disciplinary information. The student and/or the student's parent/ guardian may challenge the accuracy of such disciplinary information through the process outlined in this policy and accompanying regulation.

Disclosure to military recruiting officers

Names, addresses and home telephone numbers, as well as directory information, of secondary school students shall be released to military recruiting officers within 90 days of the request unless a parent/guardian or eligible student submits a written request that such information not be released. Reasonable and customary actual expenses directly incurred by the district in furnishing this information will be paid by the requesting service.

Disclosure to Medicaid

In all cases in which a student is enrolled in the Colorado Medicaid program, the district shall release directory information consisting of the student's name, date of birth and gender to Health Care Policy and Financing (Colorado's Medicaid agency) to verify Medicaid eligibility of students. The district shall obtain written consent annually from a parent/guardian before the release of any non-directory information required for billing. To accomplish this, the district shall include a consent form with IEP packet materials.

Disclosure to the Colorado Commission on Higher Education (CCHE)

On or before December 31 of each school year, the school district shall disclose to the CCHE the names and mailing addresses of those students enrolled in the eighth grade for use in mailing the educational opportunities and higher education admission guidelines as required by state law.

Annual notification of rights

The district shall notify parents and eligible students of their rights pursuant to this policy at the beginning of each academic year. For notice to parents or eligible students who are disabled or whose primary or home language is other than English, the format or method of notice will be modified so it is reasonably likely to inform them of their rights.

A copy of the Family Educational Rights and Privacy Act and this policy and accompanying regulation and exhibit may be obtained from the office of the superintendent during normal business hours.

Governing law

The district shall comply with the Family Educational Rights and Privacy Act (FERPA) and its regulations as well as state law governing the confidentiality of student education records. The district shall be entitled to take all actions and exercise all options authorized under the law.

In the event this policy or accompanying regulation does not address a provision in applicable state or federal law, or is inconsistent with or in conflict with applicable state or federal law, the provisions of applicable state or federal law shall control.

Adopted: 10/25/93 Revised: 07/24/00, 08/27/01, 12/15/03, 09/26/05, 10/22/07, 3/28/11,
8/27/12, 03/31/14, 2/18 (legal ref)

[File JRA/JRC-R](#)

Student Records/Release of Information on Students (Review, amendment and hearing procedures)

In accordance with policy JRA/JRC, this regulation contains the procedures to follow when a parent or eligible student seeks to review or challenge the content of student education records.

Request to review student education records

1. The parent or eligible student shall submit a written request to the principal of the school attended by the student, asking to review the student's education records.
2. Upon receipt of the written request, the principal or designee shall set a date and time for inspection and review of the records (usually within three working days after the request has been made).
3. The parent or eligible student shall examine the student's education records in the presence of the principal and/or other person(s) designated by the principal. The record itself shall not be taken from the school building.
4. During inspection and review of student education records by a parent or eligible student and when requested by them, the principal will provide personnel necessary to give explanations and interpretations of the records.
5. Upon request, one copy of the record shall be provided within a reasonable time to the parent or eligible student at a cost of \$0.25 per page.

Request to amend student education records

1. The parent or eligible student shall submit a written request to the principal [or appropriate school official], clearly identifying the part of the record to be amended and specifying why the record is inaccurate, misleading or otherwise violates the student's privacy rights.
2. The written request to amend the student's education records must be made in writing within 10 school days of the date the records were first examined by the parent or eligible student, unless additional time is granted by the district for good cause shown.
3. If the principal or school official denies the request to amend the student education record, the principal/school official shall notify the parent or eligible student of the decision and advise him or her of the right to a hearing to appeal the denial.

Request for a formal hearing

A request for a formal hearing must be made in writing and addressed to the superintendent of schools. The district's response to the request shall be mailed within 10 school days.

The hearing shall be held in accordance with the following:

1. The hearing will be held within 25 school days after receipt of the request. Notice of the date, place and time of the hearing will be forwarded to the parent or eligible student by certified mail.

2. The hearing will be conducted by a principal or higher administrative official as designated in writing by the superintendent. The official conducting the hearing shall not be the principal who made the initial decision nor shall it be anyone with a direct interest in the outcome of the hearing.
3. Parents or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of their choice at their own expense, including an attorney.
4. The official designated above shall make a decision in writing within 20 school days following the conclusion of the hearing and shall notify the parent or eligible student of that decision by certified mail.
5. The decision of the official shall be based upon the evidence presented at the hearing and shall include a summary of the evidence and the reason for the decision.
6. The decision shall include a statement informing the parents or eligible student of the right to place in the student education record a statement commenting upon the information in the records and/or setting forth any reason for disagreement. Any explanation placed in the records shall be maintained by the district. If the student education record is disclosed by the district to any other party, the explanation shall also be disclosed to that party.

Adoption date: 03/28/11

[File JRA/JRC-E-1](#)

Student Records/Release of Information on Students

(Notification to Parents and Students of Rights Concerning Student Education)

The Family Educational Rights and Privacy Act (“FERPA”) and Colorado law afford parents/guardians (“parents”) and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records, as follows:

1. The right to inspect and review the student’s education records within a reasonable time after the request for access is made (not to exceed 45 days). See JRA/JRC-R.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student’s privacy rights.(See JRA/JRC-R)

3. The right to privacy of personally identifiable information contained in the student's education records, except to the extent that FERPA and state law authorize disclosure without consent. (See JRA/JRC).

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW,
Washington, DC 20202.

5. The right to refuse to permit the designation of any or all of the categories of directory information. (See JRA/JRC).

The right to request that information not be provided to military recruiting officers. (See JRA/JRC and JRA/JRC-E-2).

Revised: 3/28/11

[File JRCA](#)

Sharing of Student Records/Information between School District and State Agencies

It is the Board of Education's intention to utilize all avenues under state law to facilitate the sharing of relevant student records and information when necessary to protect the safety and welfare of school district staff, visitors, students, and the public and to protect property.

The superintendent is directed to develop procedures and a training program for staff consistent with this policy. The procedures shall direct school district personnel to provide and obtain student records and information to/from state agencies, including law enforcement and judicial department agencies, to the extent required or allowed by state and federal law.

Sharing of information by the school district

Disciplinary and attendance information shall only be shared with a criminal justice agency investigating a criminal matter concerning a student enrolled or who will enroll in the school district when necessary to effectively serve the student prior to adjudication. Such information shall only be shared upon written certification by the criminal justice agency that the information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the student's parent/guardian.

School personnel who share disciplinary and attendance information concerning a student pursuant to this policy are immune from civil and criminal liability if they act in good faith compliance with state law.

Nothing in this policy shall prevent administrators, teachers or staff from disclosing information derived from personal knowledge or observation and not derived from student's education records.

Information obtained from state agencies

Within the bounds of state law, school district personnel shall seek to obtain such information regarding students as is required to perform their legal duties and responsibilities, including to protect public safety and safety of the student. Such information may be obtained from the judicial department or any state agency that performs duties and functions under the Colorado Children's Code.

School district personnel receiving such information shall use it only in the performance of their legal duties and responsibilities and shall otherwise maintain the confidentiality of all information obtained. School personnel who knowingly violate this provision are subject to disciplinary action pursuant to board policy and to a civil penalty of up to \$1,000. If such information is shared with another school or school district to which a student may be transferring, it shall only be shared in compliance with the requirements of federal law, including the Family Educational Rights and Privacy Act of 1974 ("FERPA").

When a petition is filed in juvenile court or district court that alleges a student between the ages of 12 to 18 years has committed an offense that would constitute unlawful sexual behavior or a crime of violence if committed by an adult, basic identification information, as defined in state law, along with the details of the alleged delinquent act or offense, is required by law to be provided immediately to the school district in which the juvenile is enrolled.

The information shall be used by the Board of Education to determine whether the student has exhibited behavior that is detrimental to the safety, welfare, and morals of the other students or school personnel and whether educating the student in the school may disrupt the learning environment in the school, provide a negative example for other students, or create a dangerous and unsafe environment for students, teachers, and other school personnel. The Board shall take appropriate disciplinary action, which may include suspension or expulsion, in accordance with the student code of conduct and related policies.

Adopted: 08/28/00, 5/27/09 (legal ref), 11/10, (ref/note), 5/20/13

[File JRCB](#)

Privacy and Protection of Confidential Student Information

The Board is committed to protecting the confidentiality of student information obtained, created and/or maintained by the district. Student privacy and the district's use of confidential student information are protected by federal and state law, including the Family Educational Rights and Privacy Act (FERPA) and the Student Data Transparency and Security Act (the Act). The Board directs district staff to manage its student data privacy, protection and security obligations in accordance with this policy and applicable law.

Definitions

“Student education records” are those records that relate directly to a student. Student education records may contain, but not necessarily be limited to, the following information: identifying data; academic work completed; level of achievement (grades, standardized achievement test scores); attendance data; scores on standardized intelligence, aptitude and psychological tests; interest inventory results; health and medical information; family background information; teacher or counselor ratings and observations; reports of serious or recurrent behavior patterns and any Individualized Education Program (IEP).

“Student personally identifiable information” or “student PII” means information that, alone or in combination, personally identifies an individual student or the student’s parent or family, and that is collected, maintained, generated, or inferred by the district, either directly or through a school service, or by a school service contract provider or school service on-demand provider.

“Security breach” means the unauthorized disclosure of student education records or student PII by a third party.

The following terms used in this policy shall be as defined by the Act: “school service,” “school service contract provider” and “school service on-demand provider.”

Access, collection and sharing within the district

The district shall follow applicable law and Board policy in the district’s access to, collection and sharing of student education records.

District employees shall ensure that confidential information in student education records is disclosed within the district only to officials who have a legitimate educational interest, in accordance with applicable law and Board policy.

Outsourcing and disclosure to third parties

District employees shall ensure that student education records are disclosed to persons and organizations outside the district only as authorized by applicable law and Board policy. The term “organizations outside the district” includes school service on-demand providers and school service contract providers.

Any contract between the district and a school service contract provider shall include the provisions required by the Act, including provisions that require the school service contract provider to safeguard the privacy and security of student PII and impose penalties on the school service contract provider for noncompliance with the contract.

In accordance with the Act, the district shall post the following on its website:

- a list of the school service contract providers that it contracts with and a copy of each contract; and
- to the extent practicable, a list of the school service on-demand providers that the district uses.

Privacy and security standards

The security of student education records maintained by the district is a high priority. The district shall maintain an authentication and authorization process to track and periodically audit the security and safeguarding of student education records.

Security breach or other unauthorized disclosure

Employees who disclose student education records in a manner inconsistent with applicable law and Board policy may be subject to disciplinary action, up to and including termination from employment. Any discipline imposed shall be in accordance with applicable law and Board policy.

Employee concerns about a possible security breach shall be reported immediately to the superintendent. If the superintendent is the person alleged to be responsible for the security breach, the staff member shall report the concern to the Board President.

When the district determines that a school service contract provider has committed a material breach of its contract with the district, and that such material breach involves the misuse or unauthorized release of student PII, the district shall follow this policy's accompanying regulation in addressing the material breach.

Nothing in this policy or its accompanying regulation shall prohibit or restrict the district from terminating its contract with the school service contract provider, as deemed appropriate by the district and in accordance with the contract and the Act.

Data retention and destruction

The district shall retain and destroy student education records in accordance with applicable law and Board policy.

Staff training

The district shall provide periodic in-service training to appropriate district employees to inform them of their obligations under applicable law and Board policy concerning the confidentiality of student education records.

Parent/guardian complaints

In accordance with this policy's accompanying regulation, a parent/guardian of a district student may file a written complaint with the district if the parent/guardian believes the district has failed to comply with the Act.

Parent/guardian requests to amend student education records

Parent/guardian requests to amend his or her child's education records shall be in accordance with the district's procedures governing access to and amendment of student education records under FERPA, applicable state law and Board policy.

Oversight, audits and review

The superintendent shall be responsible for ensuring compliance with this policy and its required privacy and security standards.

The district's practices with respect to student data privacy and the implementation of this policy shall be periodically audited by the secretary to the board or designee.

A privacy and security audit shall be performed by the district on an annual basis. Such audit shall include a review of existing user access to and the security of student education records and student PII.

The superintendent or designee shall annually review this policy and accompanying regulation to ensure it remains current and adequate to protect the confidentiality of student education records in light of advances in data technology and dissemination. The superintendent shall recommend revisions to this policy and/or accompanying regulation as deemed appropriate or necessary.

Compliance with governing law and Board policy

The district shall comply with FERPA and its regulations, the Act, and other state and federal laws governing the confidentiality of student education records. The district shall be entitled to take all actions and exercise all options authorized under the law.

In the event this policy or accompanying regulation does not address a provision in applicable state or federal law, or is inconsistent with or in conflict with applicable state or federal law, the provisions of applicable state or federal law shall control.

Adoption date: 5/22/17

[File KB](#)

Parent and Family Engagement in Education

The Board of Education believes that the education of each student is a responsibility shared by the school as well as parents and families. Engaging parents and families is essential to student achievement. The Board recognizes the need for a constructive partnership between the district and parents that provides for two-way communication and fosters educational support for students, parents, and families. In this policy, the word "parent" means a child's biological parent, adoptive parent, legal caregiver.

In keeping with these beliefs, it is the district's intention to cultivate and support active parent and family engagement and to set and realize goals for parent and family engagement in education.

To that end all district schools will:

1. Consult with and encourage parents and families to share in school and district planning and in the setting of objectives through participating in the school and district accountability committee.
2. Help parents and families understand the educational process and their role in supporting student achievement through regular, meaningful communication.
3. Informing parents and families of school choices and learning opportunities within the district, including but not limited to information on open enrollment, choice programs and charter school options.
4. Provide opportunities for parents and families to be informed about their student's progress toward attaining proficiency on state and district academic standards. Such information shall be provided through written materials and public meetings. Information shall explain how the student's progress in achieving standards will be measured and how parents and families will be informed of such progress. This information will also be provided to the accountability committee.
5. Provide appropriate avenues for parents and families to find support in their role.
6. Encourage formal organization for parents and families at each school building as well as the district level. The organization will receive information concerning district and school activities and will have opportunities for input into district and school decisions as appropriate.
7. Encourage and welcome parent volunteers in the schools.
8. Create an inclusive culture honoring the lived experience of students, parents, and families in the school and district community.
9. Invest in building trusting relationships to strengthen the partnership between students, parents, and families and the school building and district regarding the education outcomes for children and youth.

Adopted: 03/25/02

Revised: 03/22/10 (legal ref), 08/27/12, 03/02/15, 12/15 (note, legal ref) , 06/28/21

[File KBA](#)

District Title I Parent and Family Engagement

Pursuant to federal law, the district and the parent of students participating in Title I district programs have jointly developed the following parent and family engagement policy to establish the district's expectations and objectives for meaningful parent and family engagement. The policy shall be implemented by the superintendent or designee according to the timeline set forth in the policy and incorporated into the district's Title I plan.

Involvement with Title I Planning

The district shall hold an annual meeting for parents and families of students in Title I programs, as well as school Title I staff, principals of schools receiving Title I funds and other interested persons to discuss the Title I program plan, review implementation of the Title I plan, discuss how Title I funds allotted for parent and family engagement activities shall be used, and invite suggestions for improvement.

District support for parent and family engagement

The district shall provide coordination, technical assistance and other support necessary to assist participating schools in building the capacity for effective parent and family engagement activities to improve student academic achievement and school performance.

This coordination, assistance and support shall include:

The District will annually appoint a Title I staff member as the districts ‘Parent Involvement Coordinator.’”

The District will appoint annually a District Accountability Committee to provide advice on all matters related to parent involvement in programs supported by Title I funds.

The District Title I staff will consult annually with the District Accountability Committee regarding annual goals to improve parent involvement in the Title I program.

The District, at least annually, will allocate resources on an as needed basis for parent involvement activities beyond the minimum annual legal requirements.

Community based organizations and local businesses will be encouraged to become involved with the District’s Title I Parent Involvement activities, with appropriate acknowledgement for those who participate.

Development of district protocols for appropriate roles for community based organizations and businesses in parent involvement activities.

The District will support the attendance of staff in teacher development training and parents in parental growth and development experiences through various means including but not limited to released time and financial resources.

Designating other district support for parent and teacher development and training as needed. Adoption of district model approaches for improving parent involvement at the school level.

The district, with the assistance of parents, shall develop and implement a district professional development plan to enhance the skills of teachers, pupil services personnel, principals and other staff in:

- The value and utility of contributions of parent
- How to reach out, communicate with, and work with parents as equal partners
- Implementing and coordinating parent programs
- Building ties between parents and the school

Coordination of parent involvement activities with other district programs

The district shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Accelerated Reader, mentoring, and summer school programs - and conduct other activities - such as parent resource centers - to encourage and support parents in more fully participating in the education of their students

All written communication to parents of students involved in the programs outlined above will be coordinated by the District Title I parent involvement coordinator. The District will require, at a minimum, quarterly meetings of the staff involved in these programs to ensure coordination of effort in parent involvement activities

Student learning

The district shall coordinate and integrate Title I parental involvement strategies with those of other educational programs in the district. The purpose of this coordination shall be to improve the academic quality of the schools served, including identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who:

- Are economically disadvantaged
- Have disabilities
- Have limited English proficiency
- Have limited literacy
- Are of any racial or ethnic minority background
- Are parents of migratory children

The District Title I Parent Involvement Coordinator will document at least quarterly, information gleaned from district staff involved in other educational programs. This effort will be used to identify any perceived barriers in accessing district programs by parents who any of the descriptions outlined above.

The District shall provide information to parents to help them understand the state's academic content and achievement standards, state and local academic assessments, the requirements of Title 1, how to monitor students' academic progress and how to work with school staff to improve the achievement of students. The district shall develop written materials and training for staff to help parents work with students to improve student achievement.

The District shall provide, but not be limited to, providing support and training in the following areas: basic literacy skills, technology skills, Colorado State content standards, and how to monitor state and local academic assessments Needs will be determined via parent surveys and other parental input.

School-based parent involvement activities:

Parent involvement is an important component of an effective school. Being a small rural school and community allows for a great deal of interaction and communication with parents. Our district will encourage parents to collaborate by:

Promoting and supporting parenting skills for parents in need

Enabling parents to become volunteers at school at all levels

Soliciting parents as full partners in the decisions that affect them and their children

Insuring that communication between home and school is regular, two-way, and meaningful

Encouraging parents to play an integral role in assisting student learning

Welcoming parents in the school and seeking and supporting their assistance

Promoting community collaboration in utilizing resources to strengthen both the schools and families

Method of communicating with parents

All information related to school and parent programs, meetings, and other activities shall be sent to parents in a format and to the extent possible, a language the parents can understand.

Communications and information will be shared with parents in the following ways:

At the beginning of each school year the district will prepare and disseminate a report to the parents of all children attending the school, showing how the school did on CSAP compared to the state and whether the district has been identified for school improvement if the district is identified for school improvement.

If a school has been identified for school improvement, letters will then be distributed explaining CHOICE (transportation, supplemental educational service).

A copy of the Parent Involvement Policy will be distributed to parents in the Student-Parent-Teacher Handbook.

Parent meetings are to be scheduled near the beginning of the year to discuss the Title I Program as well as other services available to help students improve achievement.

A Student-Parent-School Compact will be developed.

Workshops, in-services, and informational programs will be provided to help meet the needs of parents.

An open door policy for parent and family visits to the school will be promoted.

Parent-teacher conferences will be held three times throughout the school year as a means of assisting parents in understanding the needs and academic progress of their children.

A weekly Parent Bulletin will be published to inform parents of school activities and scheduled events.

Annual evaluation

The district shall conduct — with the involvement of parents and the District Academic Improvement Council -- an annual evaluation of the content and effectiveness of this policy. Effectiveness shall be measured in part by improvements in student academic achievement and in school performance.

The evaluation shall specifically address barriers to greater participation by parents in activities authorized by law particularly by parents who:

- Are economically disadvantaged
- Have disabilities
- Have limited English proficiency
- Have limited literacy
- Are of any racial or ethnic minority background
- Are parents of migratory children

The district shall use the findings of the evaluation to design strategies for more effective parental involvement and, if necessary, to revise this policy.

The district shall provide such other reasonable support for parental involvement activities as parents may request.

Each school receiving Title I funds shall develop with and distribute to parents of students participating in the title I program (hereafter referred to as “parents”) a written School-Level Title I Parent Involvement Policy agreed upon by the parents in accordance with the requirements of federal law.

The policy shall contain a school-parent compact or agreement that outlines how parents, school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students. [Note: At a minimum, the compact shall include the provisions contained in exhibit KBA-E accompanying this policy.]

Adoption date: October 27, 2003 Revised: 3/22/10 (legal ref), 01/23/12, 12/15 (legal ref), 3/26/18

[File KBBA](#)

Custodial and Noncustodial Parent Rights and Responsibilities

School officials shall presume that the parent who enrolls a student in school is the student’s custodial parent. Unless a currently effective Colorado court order specifies otherwise, the custodial parent shall be the one whom the school district holds responsible for the education and welfare of the student. Where the court order specifies that the parents shall share custody and jointly make decisions relative to the care

and education of their child, school officials shall consult with both parents regarding educational matters affecting the child. Where the parents disagree in such matters and the court order does not provide a mechanism for resolving their differences, school officials shall follow the instructions of the parent with whom the child primarily resides during a normal school week.

If the rights of a noncustodial parent are restricted by a Colorado court order, the custodial parent shall provide the school with a certified copy of the currently effective court order curtailing these rights. Unless informed through the submission of such a court order, the school district assumes there are no restrictions regarding a noncustodial parent's rights, including the right to access the student's educational records.

The student shall not be permitted to visit with or be released to anyone, including the noncustodial parent, without the approval of the custodial parent. Unless otherwise provided by applicable law or court order, education conferences with a noncustodial parent shall be permitted only upon the consent of the custodial parent.

Adopted: 03/25/02

Revised: 02/27/12

[File KBBA-R](#)

Custodial and Noncustodial Parent Rights and Responsibilities

The following procedures have been developed for situations involving child custody, visitation and release of records:

1. The enrollment records of the district will include information regarding the marital status of a student's parents. Such status will be reviewed each year.
2. The school shall flag the files of students whose parents are divorced or legally separated or have other special custody arrangements. The school shall maintain a card file of these students that is easily accessible to the principal or designee.
3. If a person whom the principal or designee does not recognize appears at school requesting the dismissal of a student, the principal will ask for identification such as a driver's license.

Children of divorced/separated parents

1. Both parents have the right to access the student's educational records.
2. If a student's parents are divorced or legally separated or have other special custody arrangements, district personnel shall request a copy of any and all legal documents pertaining to child custody including restraining orders.
3. The district will presume that both parents have equal access to a child when that student is registered in school unless one parent provides the district with a Colorado court order indicating otherwise.

4. A copy of the court order governing divorce, separation or delineation of parental rights will be provided by the custodial parent and kept in the student's cumulative record as a temporary record.
5. If the school is aware that the student's parents are divorced or separated and a parent refuses to provide a copy of the court order to the district, the principal will be advised and a statement of the refusal will be noted, including the date and situation. This statement will be filed in the student's cumulative record. The district will provide access to the student's educational records to both parents in this case.
6. A student will not be denied admission to school on the basis of refusing the request for documentation of a divorce, separation or delineation of parental rights.
7. A student will not be released to or visited by a non-custodial parent during the school day unless the custodial parent has approved the release or permission for visitation.
8. If a school official is in doubt about the validity of a request or documentation presented, the official will contact the superintendent. The official shall request positive identification of any individual making a request for release or visitation of a student.
9. If a person making a request for release or visitation refuses to leave the school premises at the principal's request, the principal may contact the appropriate law enforcement agency.
10. Contact from an attorney on behalf of a parent may be referred to the school attorney on advice of the superintendent.

Approved: 03/25/02 Revised: 02/27/12

[File KEF](#)

Public Concerns/Complaints about Teaching Methods, Activities or Presentations

Parents/guardians or patrons shall be allowed to challenge the use of any teaching methods, activities or presentations but must express such objection through the following procedures:

1. The parent/guardian or patron with a concern is encouraged to meet with the appropriate teachers or other staff involved.
2. If not resolved with the teacher, the person with the concern may meet with the principal. At this time, the principal may request that a standard form setting forth the complaint be completed.
3. If the complainant is dissatisfied with the results of the meeting with the principal, he/she may request that the complaint be reviewed by the superintendent.
4. The superintendent or designee shall review the complaint and shall render a decision in the matter. Should the solution be unsatisfactory to the complainant, the decision may be appealed to the board.

Nothing herein shall be deemed to modify or repeal any other policy or regulation of the school district relative to rights and expression on the part of the professional staff or students.

Adopted: 03/25/02

[File KEC](#)

Public Concerns/Complaints about Instructional Resources

The Board, though it is ultimately responsible for all curriculum and instructional materials including library books, recognizes the need and right of students to free access to many different types of books and materials. It also recognizes the right of the professional staff to select books and other materials supportive of the district's educational philosophy and goals.

The Board has approved principles governing the selection of all instructional materials including library books and has established policies pertaining to the selection process. However, the Board wishes to amplify its principles on the selection of books and other materials which present controversial topics or which for other reasons might be challenged.

Material that is challenged usually belongs to one of the three basic categories: religion, ideology or profanity/obscenity. Board policies regarding these areas shall be as follows:

1. Religion – Factual, unbiased material on all major religions has a place in school libraries.
2. Ideologies – Libraries should, with no thought toward swaying reader judgment, make available a balanced collection of primary and factual material on the level of their students on various ideologies or philosophies which exert or have exerted a strong force, either favorably or unfavorably, in government, current events, politics, education and other phases of life.
3. Profanity/obscenity – Materials shall be subjected to a test of literary merit and reality by media specialists and teachers who will take into consideration the maturity of students and the standards of the community.

Criticism of a book or other materials used in the schools may be expected from time to time. In such instances:

1. The Board recognizes the right of individual parents to request that their child not read a given book. When such a request is presented, the teacher and/or school administrator should resolve the situation, perhaps by arranging for use of alternative materials meeting essentially the same instructional purpose. This does not apply, however, to basic program texts and materials that the Board has adopted.

2. The Board shall not permit any individual or group to exercise censorship over instructional materials and library collections but recognizes that at times a re-evaluation of certain materials may be desirable. Should an individual or group ask to have any book or other material withdrawn from school use:

- a. The person who objects to the book or other material shall be asked to sign a complaint on a standard form on which he or she will document the criticism.
- b. Following receipt of the formal complaint, the superintendent shall provide for a re-evaluation of the material in question.
- c. The re-evaluation shall be based on the points offered above as well as the principles governing the selection of all instructional materials. Additionally, the Board wishes to emphasize that.
 - (1) A book shall not be excluded because of the writer's race or nationality or political or religious views.
 - (2) The value of any book or other material shall be judged as a whole, taking into account the purpose of the material rather than individual, isolated expressions or incidents in the work.
- d. The superintendent or designee shall review the complaint and re-evaluation and shall render a decision in the matter. Should the solution be unsatisfactory to the complainant, the decision may be appealed to the Board.

In summary, the Board assumes final responsibility for all books and instructional materials it makes available to students. It holds its professional staff accountable for their proper selection. It recognizes rights of individual parents with respect to controversial materials used by their own children. It will provide for the re-evaluation of materials in library collections upon formal request. On the other hand, students' right to learn and the freedom of teachers to teach shall be respected.

Adopted: 01/25/83 Revised: 02/25/02

[File KE](#)

Public Concerns and Complaints

Constructive criticism motivated by a sincere desire to improve the quality of the educational program or to equip the schools to do their tasks more effectively is welcomed by the Board of Education.

Public complaints made pursuant to this policy may involve personnel or district operations. Such complaints shall be processed in accordance with this policy's accompanying regulation. Public complaints concerning unlawful discrimination, instructional resources or teaching methods shall be processed according to applicable Board policy, as listed in this policy's cross references.

This policy and accompanying regulation shall not apply to parent/guardian concerns or complaints filed on behalf of a student or concerning a student. If a parent/guardian files a complaint, the district shall follow applicable Board policy in responding to the complaint, as listed in this policy's cross references.

The Board relies on district staff to resolve concerns raised by the public and believes that complaints are best handled and resolved as close to their origin as possible. Therefore, whenever a complaint is made directly to the Board or an individual Board member, it shall be referred to the superintendent, who shall process the complaint in accordance with this policy's accompanying regulation.

Adopted: 01/25/83 Revised: 02/25/02, 05/20/19

[File KI](#)

Visitors to Schools

The district will make reasonable efforts to accommodate requests to visit the district's schools, yet also recognizes concerns for the welfare of students. Therefore, the district limits visitors to:

1. Parents/guardians of current students;
2. Other family members of current students who are approved by the student's parent/guardian; and
3. Board members and other persons invited by the district for official business purposes.

To ensure visitors do not disrupt the educational process or other school operations and that no unauthorized persons enter schools all visitors must report to the school office immediately when entering a school. Authorized visitors may (1) be required to sign in and out; (2) be given name tags to wear identifying themselves as visitors; and (3) be accompanied by a district employee for some or all of the visit. School administrators may approve additional building procedures pertaining to school visitors to preserve a proper and safe learning environment.

Unauthorized persons may not loiter on school property at any time. Law enforcement authorities may be called to enforce this policy provision.

Visiting schools is a privilege, not a right, which may be limited, denied, or revoked by a school administrator or designee based on considerations of student and/or staff health, safety, efficient school operations, maintenance of a proper educational environment, or failure to comply with this policy.

Adopted: 10/28/93 Revised: 07/24/00, 3/28/1, 08/10/20



2023-2024 Policy Handbook

Signature Page

The Parent/Guardian is to review the handbook with their student and sign for both stating that they have read the Sargent School POLICY Handbook, which is available on the Sargent webpage. Paper copies are also available in the elementary, secondary and admin office.

Return the signature page to the school office on registration day.

Student/Parent/Guardian Memo of Understanding

I, _____ (Printed Parent/Guardian Name) and my student, _____ have read, reviewed and understood all policies of Sargent School District as outlined in the policy handbook.

_____/_____
(Parent/Guardian Signature) (Date)