

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

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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 shall be in session during the next school year. The number of hours/days of planned teacher-student instruction and of teacher-student contact shall be consistent with the Board's definition of "actively engaged in the educational process," 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 time
- passing period between classes
- school-related field trips
- independent study for which credit is received
- recess at the elementary level
- off-campus work at the secondary level completed as part of an instructional setting which is monitored and evaluated by a staff member, and for which the student receives academic credit
- classes taken at junior or senior colleges for which students are registered, receive academic credit and are in accordance with state statutes
- student assemblies

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

- lunch periods
- 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

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

The district calendar for the next school year must be prepared by the superintendent and presented 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 Board authorizes the administration in each school building to issue an instructional school calendar based on the district calendar and in accordance with this policy. Administrators are encouraged to examine instruction time and calendar issues in the context of supporting the district's educational objectives.

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 shall be preceded by adequate and timely notice of no less than 30 days.

Adopted: August 27, 2001

Revised: December 7, 2022

LEGAL REFS.: C.R.S. 22-1-112 (*school year and national holidays*)

C.R.S. 22-32-109 (1)(n) (*duty to determine school year and instruction hours*)

C.R.S. 22-33-102 (1) (*definition of academic year*)

C.R.S. 22-33-104 (1) (*compulsory attendance law*)

C.R.S. 22-44-115.5 (*fiscal emergency*)

1 CCR 301-39, Rules 2254-R-2.06 (*school year and instruction hours; definition of contact/instruction time*)

CROSS REF.: EBCE, School Closings and Cancellations

JH, Student Absences and Excuses

CONTRACT REF.: JMEA Agreement, Article VI, Duty Year/Day

Curriculum Development

The Board of Education is required by state law to determine the educational programs to be carried on in the district. The district's curriculum shall be aligned with the district's academic standards to ensure that each student will have the educational experiences needed to achieve the standards or complete the requirements and goals as listed on a student's Individualized Education Program (IEP), which may include modified standards.

Successful curriculum development is a cooperative enterprise involving impacted district staff members, carried out under the superintendent's leadership and using multiple resources. Carefully conducted and supervised experimentation for curriculum development is also desirable.

All new programs and courses of study as well as the elimination and extensive alteration of the content of current programs and courses shall be presented by the superintendent to the Board for its consideration and action.

The district's curriculum shall be reviewed at regular intervals to ensure that the curriculum and educational programs are effective and aligned with the district's academic standards and educational objectives. Curriculum review committees shall include administrators, teachers, parents, accountability members and others deemed appropriate by the Board or superintendent.

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

The review shall include consideration of achievement results for all student populations, educational equity, curriculum breadth and depth, and congruence of instructional strategies and assessments with the district's academic standards.

Adopted: September 8, 1997

Adopted: October 13, 1997

Reviewed: July 27, 1998

Revised and recoded: April 17, 2019

LEGAL REFS.: Colo. Const. Art. IX, Sect. 15 (*Board has control of instruction within the district*)

C.R.S. 22-7-1013 (2) (*adoption of academic standards; alignment of curriculum*)

C.R.S. 22-20-101 *et seq.* (*Exceptional Children's Educational Act*)

C.R.S. 22-20-201 *et seq.* (*education of gifted children*)

C.R.S. 22-32-109 (1)(t) (*Board duty to determine educational program and prescribe textbooks*)

C.R.S. 22-32-110 (1)(r) (*Board power to exclude immoral or pernicious materials and books*)

CROSS REF.: AEA, Standards Based Education

CONTRACT REF.: JMEA Agreement, Article IX, Curriculum Revision Process

Teaching about Drugs, Alcohol and Tobacco

In accordance with applicable law, the district shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs in grades kindergarten (K) through grade 12.

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

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

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

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

To the extent funds are available, each school is encouraged to operate and maintain an educational program to assist students in avoiding and discontinuing use of tobacco.

Adopted: August 13, 1990

Reviewed: July 27, 1998

Revised: April 17, 2019

LEGAL REFS.: 20 U.S.C. 7101 *et seq.* (*Safe and Drug-Free Schools and Communities Act of 1994*)
C.R.S. 22-1-110 (*effect of use of alcohol and controlled substances to be taught*)
C.R.S. 22-32-109 (1)(bb) (*policy required prohibiting use of tobacco products on school property*)
C.R.S. 25-14-103.5 (*use of tobacco products prohibited on school property*)

CROSS REFS.: ADC, Tobacco-Free Schools
IHACA, Law-Related Education
JICH, Drug and Alcohol Involvement by Students

Special Education/ Programs for Students with Disabilities

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

Any student identified as a child with disabilities pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (the IDEIA) who is between the ages of three and 21 and who has not been awarded a regular high school diploma and graduated from high school has the right to a free, appropriate public education.

These eligible students with disabilities shall be provided individualized programs appropriate to meet their educational needs, as determined by the students' Individualized Education Program (IEP) or Individual Family Service Plan (IFSP) teams.

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

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

Adopted: September 8, 1997

Revised: July 27, 1998

Revised: April 17, 2019

LEGAL REFS.: 20 U.S.C. 1401 *et seq.* (*Individuals with Disabilities Education Improvement Act of 2004*)
29 U.S.C. 701 *et seq.* (*Section 504 of the Rehabilitation Act of 1973*)
C.R.S. 22-7- 1006.3 (3)(c) (*reporting of alternate assessments*)
C.R.S. 22-7-1006.3 (3)(d) (*assignment of scores on statewide assessments for students with disabilities*)
C.R.S. 22-20-101 *et seq.* (*Exceptional Children's Educational Act*)
1 CCR 301-8, Rules 2220-R-1.00 *et seq.* (*Rules for the Administration of the Exceptional Children's Educational Act*)

CROSS REFS.: AEA, Standards Based Education
IHBIB, Primary/Preprimary Education
JF-E, Admission and Denial of Admission
JK-2, Discipline of Students with Disabilities

Gifted Education

The Board of Education is dedicated to providing comprehensive programming for the identification and education of gifted students. Gifted students are those students between the ages of four and 21 whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. The Board believes that a quality instructional program that differentiates curriculum and instruction is essential so all students can learn and grow at their level of potential.

To the extent resources are available for this purpose, the superintendent or designee shall develop and implement programming designed to meet the particular educational needs of gifted students that:

- encourages acceleration and enrichment beyond the basic curriculum,
- offers a differentiated curriculum that includes higher cognitive concepts and processes,
- uses instructional strategies that accommodate the learning styles of the gifted,
- fosters the individual growth of each student,
- supports students in the attainment of the district's academic standards,
- assists students with pre-collegiate and/or pre-advanced placement programs, and
- provides guidance support systems, including identifying post-secondary options.

The programming shall include early identification of gifted students who are at least five years of age and may include the early identification of four and five year old highly advanced gifted students. The programming shall also include ongoing professional development of staff who administer, supervise or teach in such programs. The programs will be regularly evaluated.

The superintendent or designee shall submit to the Colorado Department of Education a program plan to identify and serve gifted students and may submit a program plan to serve four and five year old highly advanced gifted students no later than April 30 of each year. The program plan shall contain elements specified by applicable State Board of Education rules so the district [or administrative unit] will be eligible for state funding for these students.

Except as otherwise required by law, the superintendent or designee shall have the final determination regarding placement of students in district programs for the gifted.

Adopted: March 13, 1995

Reviewed: July 27, 1998

Revised: April 17, 2019

LEGAL REFS.: C.R.S. 22-20-201 *et seq.* (*education of gifted children*)
C.R.S. 22-54-103 (10) (*allows district to count and receive funding for four and five year old "highly advanced gifted*

children” enrolled in kindergarten and first grade)
1 CCR 301-8, 2220-R-12.00 (*gifted and highly advanced gifted children*)

Equivalence of Services (Title I)

Pursuant to federal law, school districts receiving Title I funds to provide educational services to students must do so in accordance with Title I of the Every Student Succeeds Act.

Title I funds shall be used to provide educational services to supplement the educational services provided for district students with state and local funds. By adoption of this policy, the district ensures equivalence among its schools in teachers, administrators and other staff and equivalence in the provision of curriculum materials and instructional supplies.

District personnel shall establish written procedures which include a process to demonstrate that Title I funds are used to provide services in school attendance areas that are at least comparable to the services provided through state and local funds in attendance areas not receiving Title I funds. Such procedures shall also require the maintenance of appropriate records documenting compliance with this policy and the updating of such records on a biennial basis.

Adopted: April 17, 2019

LEGAL REF.: 20 U.S.C. 6318(c) (*written assurance of equivalence required under Title I*)

CROSS REFS.: GCBA, Instructional Staff Contracts/Compensation/Salary Schedules
GDBA, Support Staff Salary Schedules
KBA, District Title I Parent and Family Engagement
KBA-E, School-Level Title I Parent and Family Engagement
(School/Parent Compact)

English Language Learners

In keeping with the intention of the state of Colorado and this school district to offer educational opportunities to those students with limited English proficiency, the district shall provide suitable research-based language instructional programs for all identified English language learners in grades kindergarten through 12 in accordance with the requirements of state and federal statutes, Colorado State Board of Education rules and Colorado Department of Education guidance.

The district shall identify students as English language learners using the state-approved assessment for English language proficiency. Identified students shall be assessed annually to determine their level of proficiency in the English language.

The district shall certify to the Colorado Department of Education each year those students identified as English language learners who are eligible for funding pursuant to the English Language Proficiency Act.

The district shall provide additional information as required by the Colorado Department of Education to comply with federal law.

Adopted: September 11, 1989

Reviewed: July 27, 1998

Revised: April 17, 2019

LEGAL REFS.: 20 U.S.C. 1703 (f) (*denial of equal educational opportunity prohibited*) 20 U.S.C. 6801 *et seq.* (*language instruction for English language learners, including immigrant students*)
42 U.S.C. 2000d (*Title VI of the Civil Rights Act of 1964*)
C.R.S. 22-24-101 *et seq.* (*English Language Proficiency Act*)
1 CCR 301-10 (*State Board of Education rules for the Administration of the English Language Proficiency Act*)

Homebound Instruction

The purpose of homebound instruction is to maintain continuity in the educational process for those students who, because of a temporary extended illness or condition, cannot attend school.

The district may provide homebound instruction, as appropriate, for students confined to home or hospitalized upon the request of parents and with the approval of the student's physician or other licensed health care professional.

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

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

The student and the student's family are partners in homebound instruction and shall provide timely and accurate information regarding the medical status of the student.

For students with an Individualized Education Program (IEP) or Section 504 plan, the student's IEP/Section 504 team shall determine the nature of the homebound instruction and the student's IEP/Section 504 plan may be modified as appropriate to reflect the services that will be delivered in the homebound/hospital setting.

Adopted: April 17, 2019

LEGAL REF.: C.R.S. 22-33-104 (2)(i) (*compulsory attendance shall not apply to a child being instructed at home*)

Home Schooling

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

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

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

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

Extracurricular and interscholastic activities

Students participating in home-based educational programs have the same rights

as district students to participate in district extracurricular and interscholastic activities. Such participation is subject to the same rules of any interscholastic organization or association of which the district is a member, applicable law and the district's eligibility requirements.

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

Habitually truant students

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

Re-entering district schools

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

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

Adopted: March 13, 1995

Reviewed: July 27, 1998

Revised: April 17, 2019

LEGAL REFS.: C.R.S. 22-7-1006.3 (3)(b) (*home school students not required to take state assessments, even when the student attends a district school for a portion of the school day and is included in the district's pupil count*)
C.R.S. 22-32-116.5 (*extracurricular and interscholastic activities*)
C.R.S. 22-33-104.5 (*home-based education law*)
C.R.S. 22-33-104.5 (3)(f) (*scores on nationally standardized tests or evaluations are not considered when measuring school performance and determining accreditation*)
C.R.S. 22-33-107 (*compulsory attendance law*)

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

Preparation for Postsecondary and Workforce Success

The Board believes that to decrease student dropout rates, increase graduation rates and encourage all students to reach their learning potential, it is important to support students in planning for postsecondary and workforce opportunities throughout their education. To promote students' postsecondary and workforce success and in accordance with state law, the district shall provide the following opportunities and information.

Sixth grade: Each student who enrolls in the sixth grade, on the day of enrollment, will be encouraged to register with the state-provided, free online college planning and preparation resources, commonly referred to as "CollegelInColorado."

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

Beginning in ninth grade: District personnel shall assist students to develop and maintain individual career and academic plans (ICAP) in accordance with the requirements of state law. Each student's ICAP will be designed to assist the student and the student's parent/guardian with the following:

- exploring the postsecondary career and educational opportunities available to the student;
- aligning coursework and curriculum;
- setting performance expectations;
- meeting academic and career goals;
- applying to postsecondary education institutions;
- enabling the student to demonstrate postsecondary and workforce readiness prior to or upon high school graduation;
- securing financial aid; and
- ultimately entering the workforce.

The district's plan for the development and implementation of student ICAPs shall be in accordance with this policy's accompanying regulation.

Adopted: April 17, 2019

Revised: November 18, 2020

LEGAL REFS.: C.R.S. 22-32-109 (1)(ff) (*notice of courses that satisfy higher education admission guidelines*)
C.R.S. 22-32-109 (1)(oo) (*board duty to adopt policy requiring individual career and academic planning for students no later than the beginning of ninth grade*)
C.R.S. 22-32-109.5 (4) (*district may administer "developmental education" placement or assessment tests to determine postsecondary and workforce readiness; if such test is administered, score shall be included on student's ICAP*)

C.R.S. 22-54-138 (career development success program provides financial incentives to participating districts to encourage completion of industry-credential programs, apprenticeships and advanced placement courses)
1 CCR 301-81 (rules governing standards for individual career and academic plans)

CROSS REFS.: IHEDA, Concurrent Enrollment
IKF, Graduation Requirements

Preparation for Postsecondary and Workforce Success
(Implementation Plan for Student Individual Career and Academic Plans)

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

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

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

Adopted: March 17, 2021

“Equity” refers to providing all individuals and groups of individuals with fairness and respecting their opportunities to participate in and benefit from the District’s programs, and to ensure that every stakeholder has the opportunity to reach their potential.

“Accessibility” refers to the ability of all students, families, and staff to have complete and reasonable opportunities to obtain School District programming and benefits regardless of race, color, ancestry, creed, sex, sexual orientation, gender expression, gender identity, religion, national origin, marital status, disability, socio-economic status, or eligibility for special education services. It also refers to the creation of systems to ensure such reasonable access.

“Identity” generally refers to one’s race, color, ancestry, creed, sex, sexual orientation, genderexpression, gender identity, religion, national origin, marital status, disability, socio-economic status, or eligibility for special education services. It also includes one’s lived experiences and self-expression in any given environment.

“Representation” means that students, staff, and community members at large see components of their individual and collective identities reflected in curricular and instructional resources with which they engage during the education process, as well as the educational environments they inhabit.

The Board of Education recognizes the need for criteria and indicators to address successful growth toward equity, inclusion, diversity, and accessibility.

The Board of Education shall NOT condone, by its staff, students, leadership, or any other community member representing School District interests:

- A) Biased, inequitable, racist, or exclusive practices
- B) Discriminatory behaviors that disproportionately impact any particular group or groups of individuals based on aspect of their collective identity
- C) Practices that promote inequality or inequity
- D) Deficit-focused instructional or operational implementation frameworks
- E) Systemic perpetuation of racism, discrimination, or the myth of meritocracy
- F) Policies and resolutions that support exclusion or intolerance

The School District will create and implement a targeted system to identify any of the above practices, frameworks, systems, behaviors, and/or policies. The School District will also develop, in conjunction with school and School District leaders, a restorative process to address the identified concern, repair harm to the community, and to eradicate any future inequities.

In order to create, implement, and enforce the above initiatives, the Board of Education and School District commit to maintain an Equity Advisory Council, comprised of school and School District leadership, teachers, students, parents, and community members,

focused on system-wide implementation of this policy. The School District will designate cabinet-level responsibilities for managing initiatives in furtherance of this policy, including coordinating with the Council. As part of its duties, the Council will additionally assist in the development of processes to recruit, hire, and retain a diverse pool of School District employees.

Nothing in this policy is intended to alter, amend or conflict with the School District's obligations under state or federal law.

Adopted: date of adoption

LEGAL REFS.: 20 U.S.C. §1681 (*Title IX of the Education Amendments of 1972*)
20 U.S.C. §1701-1758 (*Equal Educational Opportunities Act of 1974*)
29 U.S.C. §701 et seq. (*Section 504 of the Rehabilitation Act of 1973*)
C.R.S. 2-4-401(13.5) (*definition of sexual orientation, which includes transgender*)
C.R.S. 22-32-10(9) (1)(II) (*Board duty to adopt written policies prohibiting discrimination*)
C.R.S. 22-32-109.1 (2) (*safe school plan to be revised as necessary in response to relevant data collected by the school district*)
C.R.S. 24-34-601 (*unlawful discrimination in places of public accommodation*)
C.R.S. 24-34-602 (*penalty and civil liability for unlawful discrimination*)

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity
GBA, Open Hiring/Equal Opportunity Employment
GBAA, Sexual Harassment
JB, Equal Educational Opportunities
JBB, Nondiscrimination on the Basis of Disability
JBA, Non-Discrimination/Non-Harassment of Students
JBC, Sexual Harassment Under Title IX and Other Prohibited Misconduct of a Sexual Nature

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 simultaneous 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 ninth 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 count as high school credit toward the Board's graduation requirements, unless such credit is denied.

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 will also be denied for a postsecondary course substantially similar to a course offered by the district, unless the qualified student's enrollment in the postsecondary course is approved due to a scheduling conflict or other reason deemed legitimate by the district. Concurrent enrollment is not available for summer school.

Agreement with institution of higher education

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

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.

(Adoption date – April 19, 2023)

LEGAL REFS.: C.R.S. 22-32-109 (1)(nn) (*discussion of the requirements for and benefits of concurrent enrollment must be part of ICAP process*)
C.R.S. 22-35-101 *et seq.* (*Concurrent Enrollment Programs Act*)
C.R.S. 23-60-202.7 (*requirement to provide information concerning concurrent enrollment to parents of middle school students*)
1 CCR 301-86 (*State Board of Education rules regarding the Administration of the Concurrent Enrollment Program*)

CROSS REFS.: IHBK*, Preparation for Postsecondary and Workforce Success
IJNDAB*, Instruction through Online Courses
IKF, Graduation Requirements
JFC, Student Withdrawal from School/Dropouts

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 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 school administration 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 who seeks to enroll in a postsecondary course shall complete the district's concurrent enrollment application form and submit it to the 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 superintendent or designee may waive the 60 day requirement at his or her discretion.

The school administration 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 counselor shall notify the student of the decision, which shall be final.

Adopted: September 13, 1990

Reviewed: July 27, 1998

Revised: August 10, 1998

Revised: April 17, 2019

Revised: November 18, 2020

Instructional Resources and Materials

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

Instructional materials for school classrooms and school libraries shall be selected by the appropriate professional personnel in consultation with the administration, teachers and students. Final decision on purchase shall rest with the superintendent or designee, subject to approval by the Board. All instructional resources and materials shall be aligned with the district's academic standards and support the district's educational objectives.

All textbooks, library materials and other instructional resources and materials shall be available for inspection by students' parents/guardians.

Adopted: September 11, 1989

Reviewed: July 27, 1998

Revised: April 17, 2019

LEGAL REFS.: C.R.S. 22-32-109 (1)(t) (*Board duty to determine educational programs and prescribe textbooks*)
C.R.S. 22-32-110 (1)(r) (*Board power to exclude immoral or pernicious materials and books*)
C.R.S. 22-54-105 (1) (*budgeting for instructional supplies and materials*)

CROSS REFS.: DB, Annual Budget, and subcodes
IMB, Teaching about Controversial Issues and Use of Controversial Materials
KEC, Public Concerns/Complaints about Instructional Resources

Field Trips

The Board recognizes that the first-hand learning experiences provided by field trips can serve as an effective and worthwhile means of learning. The Board encourages field trips that are part of and directly related to the school's educational program and will yield greater learning opportunities than other educational experiences.

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

These guidelines and procedures shall ensure that all field trips have the approval of the superintendent and the principal, and that all out of state trips have the prior approval of the Board of Education.

When possible, 10 days advance notice is requested, with athletics being the exception.

Determinations regarding the appropriateness of a field trip, necessary modifications and/or accommodations, and other matters concerning students with disabilities shall be made by the students' IEP or Section 504 team.

Adopted: September 11, 1989

Reviewed: August 3, 2022

Revised: September 21, 2022

LEGAL REF.: C.R.S. 13-22-107 (parental liability waivers)

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

Field Trips

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

1. The teacher shall review the educational value of the field trip with the principal prior to making any arrangements for the trip. The teacher should be prepared to explain how the trip aligns with the Colorado Academic Standards, describe the prospective costs or logistics necessary to complete the trip (ex. transportation and eating arrangements, number of staff or chaperones needed, date and time of departure, estimated time of return, other itinerary details), adhere to safety protocols as need and respond to any questions or concerns of the principal. Ultimately, the decision to move forward with the trip will reside with the principal.
2. School buses ordinarily will be used for transportation. The use of private vehicles for transporting small groups of students may be authorized in certain instances, subject to Board policy EEAG, Student Transportation in Private Vehicles and its regulation and exhibit.
3. Once approved, the teacher will provide students' parents and guardians with information concerning the purpose and destination of the trip, transportation and eating arrangements, date and time of departure, estimated time of return, and a detailed itinerary.
4. Participating students will pay a pro rata share of costs for any special transportation, admission fees, etc. Fees will be waived for indigent students consistent with policy JQ.
5. The teacher has primary responsibility for the conduct of the students and any invited chaperones. The teacher is responsible for informing accompanying chaperones of their duties and responsibilities prior to trip departure. Failure of any student or chaperone to comply with the teacher's directions and the Student Code of Conduct, may result in that individual being excluded from participating in the field trip.
6. Should an emergency occur, the teacher is responsible for notifying the principal as soon as possible.

Adopted: October 19, 2022

LEGAL REF.: C.R.S. 13-22-107 (parental liability waivers)

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

Academic Achievement

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

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

All students are expected to meet or exceed the district's academic standards before they transition from level to level and before they are eligible to graduate, or complete the requirements and goals as listed in their Individualized Education Program (IEP), which may include modified academic standards.

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

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

Adopted: April 17, 2019

LEGAL REFS.: C.R.S. 22-7-1013 (1) (*adoption of academic standards*)
C.R.S. 22-11-101 *et seq.* (*Education Accountability Act of 2009*)

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
AED, Accreditation
IKA, Grading/Assessment Systems
IKE, Ensuring All Students Meet Standards (Promotion, Retention and Acceleration of Students)

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; and
- 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. This information shall be included in each student's individual student record. 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:

- challenges students to think critically, apply what they have learned and gives them the opportunity to demonstrate their skills and knowledge;
- includes "early warning" features that allow problems to be diagnosed promptly to let students, teachers and parents/guardians know that extra effort is necessary;
- provides reliable and valid information on student and school performance to educators, parents/guardians and employers; and
- provides 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 that 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 academic 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 classroom grading and/or assessment systems, however effective, are subjective in nature but urges all professional staff members to conduct student evaluations as objectively as possible.

Adopted: June 10, 2002
Revised: October 28, 2015
Revised: April 17, 2019
Revised: September 16, 2020

LEGAL REFS.: 20 U.S.C. 6311 (b)(2)(A) (*Every Student Succeeds Act (ESSA) requires states to implement mathematics, reading or language arts, and science assessments*)
20 U.S.C. 6312 (e)(1)(B)(i) (*under ESSA, district must provide information to parents regarding child's level of achievement and academic growth on state assessments*)
20 U.S.C. 6312 (e)(2)(A) (*under ESSA, district must provide information to a parent regarding district's opt-out policy for state assessments, at parent's request for such information*)

C.R.S. 22-7-1006.3 (1) *(state assessment implementation schedule)*
C.R.S. 22-7-1006.3 (1)(d) *(district must report to CDE the number of students who will take the state assessment in a pencil and paper format)*
C.R.S. 22-7-1006.3 (7)(d) *(state assessment results included on student report card if feasible)*
C.R.S. 22-7-1006.3 (8)(a) *(policy required to ensure explanation of student state assessment results)*
C.R.S. 22-7-1013 (1) *(district academic standards)*
C.R.S. 22-7-1013 (6) *(policy required regarding the use of pencil and paper on state assessments)*
C.R.S. 22-7-1013 (7) *(procedure required concerning distribution of assessment calendar to parents/guardians)*
C.R.S. 22-7-1013 (8) *(policy and procedure required to allow parents to excuse their children from participation in state assessments)*
C.R.S. 22-7-1016 (2)(b) *(results of state “readiness assessments” and national assessments administered in high school must not be included on high school student’s final transcript)*
C.R.S. 22-11-101 et seq. *(Education Accountability Act of 2009)*
C.R.S. 22-11-203 (2)(a) *(principal required to provide educators access to their students’ academic growth information “upon receipt” of that information)*
C.R.S. 22-11-504 (3) *(policy required to ensure explanation of student state assessment results and longitudinal growth information)*
1 CCR 301-46 *(Rules for the Administration of the College Entrance Exam)*

CROSS REFS.: AEA, Standards Based Education AED*,
Accreditation
IK, Academic Achievement
JRA/JRC, Student Records/Release of Information on Students

State 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 are encouraged to submit their requests for exemption at the earliest possible date each school year so that the district may plan accordingly.

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.

The district shall also distribute a district assessment calendar to students' parents/guardians at the earliest possible time each school year, and shall post the calendar 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.

Adopted: October 28, 2015

Reviewed: April 17, 2019

**Ensuring All Students Meet Standards
(Promotion, Retention and Acceleration of Students)**

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

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

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

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

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

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

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

Retention due to social, emotional or physical immaturity shall be used on a very limited basis. After consulting with the student's parents/guardians, teacher(s) and other professional staff and in accordance with applicable law, the principal shall determine whether it is in the best interests of the student to

be retained for such reasons.

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

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: June 12, 1989

Reviewed: July 27, 1998

Revised: April 17, 2019

LEGAL REFS.: C.R.S. 22-7-1013 (2.5) (*recommended considerations for academic acceleration procedure*)
C.R.S. 22-32-109 (1)(hh) (*board duty to provide opportunity for an academic remediation plan upon request by student's parent/guardian*)

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
AEA, Standards Based Education
IK, Academic Achievement
IKA, Grading/Assessment Systems
ILBC and ILBC-R, Early Literacy and Reading Comprehension

Graduation Requirements

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

District academic standards

To receive a high school diploma from the district, students must meet or exceed the district's academic standards.

Graduation from high school is a culminating event that results from the foundations built at the elementary and middle levels. Graduation is a collaborative effort among levels in a student's public school career. Each level of school and each staff member or parent/guardian who instructs or counsels a student shares responsibility for the ultimate ability of that student to demonstrate proficiency in the district's academic standards and to meet the expectations for graduation.

Units of credit needed

A total of 24.5 credits earned during grades nine through 12 are required for graduation. A credit is defined as the amount of credit given for the successful completion of a course which meets for at least 36 weeks or the equivalent. Successful completion means that the student obtained a passing grade for the course.

The following criteria entitles a student to a high school:

- 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 24.5 credits in grades nine through twelve in the prescribed categories listed below.
- Completion of the requirements and goals as listed on a student's Individualized Education Program (IEP) which may include modified academic standards.

Required credits/courses

<u>Subject</u>	<u>Required Units</u>
English	4.0
Social Studies	3.5
Mathematics	3.0
Science	3.0

Health and Physical Education	1.0
Humanities	1.0
Life Skills	0.5
Computer Applications	0.5
Senior Seminar	0.5
<u>Electives</u>	<u>7.5</u>
Total Required Units	24.5

Credit from other institutions and home-based programs

All students entering from outside the district must meet the district graduation requirements. 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 “online” programs, must have prior approval from the principal.

The district must 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 must 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.

Credit from a dropout recovery program

In accordance with applicable state law, college courses completed pursuant to the student’s participation in a “dropout recovery program” must count as credit toward completion of the district’s graduation requirements. A student seeking to enroll in a dropout recovery program must work with their high school principal or designee in selecting college courses.

Independent study

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

Student course load

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

Years of attendance

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

Adopted: March 25, 2015

Revised: April 17, 2019

Revised: September 4, 2019

Revised: November 18, 2020

LEGAL REFS.: C.R.S. 22-1-104 (*teaching history, culture and civil government*)
C.R.S. 22-32-109 (1)(kk) (*board to establish graduation requirements that "meet or exceed" state graduation guidelines*)
C.R.S. 22-32-132 (*discretion to award diploma to honorably discharged veterans*)
C.R.S. 22-33-104.5 (*home-based education law*)
C.R.S. 22-35-101 *et seq.* (*Concurrent Enrollment Programs Act*)

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
AEA, Standards Based Education
IHBG, Home Schooling
IHBK, Preparation for Postsecondary and Workforce Success
IHCDA, Concurrent Enrollment
IK, Academic Achievement
IKA, Grading/Assessment Systems

Graduation Requirements (Beginning with the Class of 2021)

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 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 and Math. 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.

Credit from other institutions and home-based programs

Students entering from outside the district must meet the district's course requirements. The principal or principal's designee must determine whether credit toward course requirements will be granted for courses taken outside the district.

In accordance with applicable state law, college courses completed pursuant to the student's participation in a "dropout recovery program" must count as credit toward completion of the district's credit requirements.

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.

Adopted: November 18, 2020

LEGAL REFS.: C.R.S. 22-1-104 (*teaching history, culture and civil government*)
C.R.S. 22-32-109 (1)(kk) (*Board to establish graduation requirements that "meet or exceed" state graduation guidelines*)
C.R.S. 22-32-132 (*discretion to award diploma to honorably discharged veterans*)
C.R.S. 22-33-104.5 (*home-based education law*)
C.R.S. 22-35-101 *et seq.* (*Concurrent Enrollment Programs Act*)

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
AEA, Standards Based Education
IHBG, Home Schooling
IHBK*, Preparation for Postsecondary and Workforce Success
IHCDA, Concurrent Enrollment
IK, Academic Achievement
IKA, Grading/Assessment Systems

Graduation Requirements

(Beginning with the Class of 2021)

Step 1: Earn 24.5 Graduation Credits

English	4.0
Math	3.0
Science	3.0
Social Studies *Government Required	3.5
Physical Education/Health	1.0
Humanities *Includes World Languages, Art, Music, Agriculture, and Broadcasting	1.0
Technology/Business/Career Tech Education (CTE)	1.0
Electives	8.0
Total Credits: 24.5	

Step 2: Community Service

Perform 8 hours of community service while enrolled in high school.

Step 3: Demonstrate Competence in English and Math

Finally, students must demonstrate college and career readiness in both English and Math by meeting or exceeding the required level of readiness in one of the following methods:

<i>Menu of Options</i>	<i>English</i>	<i>Math</i>
<p>ACCUPLACER</p> <p>A computerized test that assesses reading, writing, math and computer skills. The results of the assessment, in conjunction with a student's academic background, goals and interests, are used by academic advisors and counselors to place students in college courses that match their skill levels. Students may complete this in 10th-12th grades.</p>	<p>62 on Reading Comprehension OR 70 on Sentence Skills (Accuplacer Classic)</p> <p>241 on Reading OR 236 on Writing (Accuplacer Next Generation)</p>	<p>61 on Elementary Algebra (Accuplacer Classic)</p> <p>255 on Arithmetic OR 230 on Quantitative Reasoning, Algebra, and Statistics (Accuplacer Next Generation)</p>
<p>ACT</p> <p>A college admissions exam. It measures four subjects - English, Reading, Math and Science. Students may complete this in 11th or 12th grade.</p>	18 on English	19 on Math
<p>SAT</p> <p>A college admissions exam. Students may complete this in 11th (school will administer) or 12th grade.</p>	470	500
<p>Advanced Placement (AP)</p> <p>AP Lang/Lit and AP Calculus test students' ability to perform at a college level. Students may complete this in 11th or 12th grade.</p>	2	2

<p>Concurrent Enrollment</p> <p>Approved Courses for English: ENG 122 and 123</p> <p>Approved Courses for Math: Math 124, 131, and 132</p> <p>Students may complete these in 11th and 12th grade.</p>	C	C
<p>District Capstone</p> <p>Students may complete this in grade 12 only.</p>	Individualized	Individualized
<p>Industry Certificate</p>	TBD	TBD
<p>ASVAB</p> <p>ASVAB is a comprehensive test that helps determine students' eligibility and suitability for careers in the military. Students may complete this in 10th, 11th or 12th grade.</p>	31 on the AFQT	31 on the AFQT

** Completion of the requirements and goals as listed on a student's Individual Education Plan (IEP), which may include modified content standards.

Special Education Students:

Special education students will be provided multiple pathways to demonstrate competency and earn a diploma through the use and attainment of one or more of the following:

As appropriate, use the same competency measures and demonstrations that provide meaningful and rigorous options for non-special education students. Individualized, standards-based Transition Individualized Education Plans (IEPs) that move the students toward identified postsecondary goals and competencies. Industry standards, military standards, college entrance requirements and/or Colorado Academic Standards as described in students' Transition IEPs. Extended Evidenced Outcomes (EEOs), when appropriate. Apply, as appropriate, workforce readiness competencies and industry standards to provide opportunities and experiences for special education students that lead to successful post-school outcomes. Allow for flexibility with transfer of special education students to demonstrate competency toward diploma attainment.

Issued: November 18, 2020

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.

High schools shall plan their own graduation exercises with the staff 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.

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

Adopted: April 17, 2019

CROSS REF.: KF, Community Use of School Facilities

Early Literacy and Reading Comprehension (Colorado READ Act)

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

The instructional programming and interventions shall be evidence-based and scientifically-based, and shall focus on reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension.

Assessments and READ plans

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

Student retention due to student's significant reading deficiency

The decision to retain a student due to the student's significant reading deficiency shall be made in accordance with the Board's policy concerning the promotion and retention of students and applicable law.

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

If a decision is made to promote a student to fourth grade even though the student continues to be identified as a student with a significant reading deficiency, the superintendent or superintendent's designee shall make the final decision regarding whether the student is promoted or retained.

Reporting

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

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

Adopted: prior to September 10, 2001

Revised: September 10, 2001

Revised: April 17, 2019

Revised: November 18, 2020

LEGAL REFS.: C.R.S. 22-7-1201 *et seq.* (*Colorado Reading to Ensure Academic Development (READ) Act*)
C.R.S. 22-11-101 *et seq.* (*Education Accountability Act of 2009*)
1 CCR 301-1, Rules 2202-R-1.00 *et seq.* (*State Board of Education rules for the Administration of the Accreditation of School Districts*)
1 CCR 301-92, Rules 2202-R-1.00 *et seq.* (*State Board of Education rules for the Administration of the Colorado Reading to Ensure Academic Development (READ) Act*)

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
AED*, Accreditation
IK, Academic Achievement
IKE, Ensuring All Students Meet Standards (Promotion, Retention and Acceleration of Students)

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

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

A. Development of a READ plan

A READ plan shall be developed for a student in kindergarten, first, second or third grade who is identified with a significant reading deficiency in accordance with the READ Act and applicable State Board of Education rules.

If the student is in kindergarten, the READ plan shall be a component of the kindergartner's individualized readiness plan. The district may include components of a student's individualized readiness plan that apply to teaching literacy as part of a student's READ plan after the student completes kindergarten, so long as the district assesses the student in first, second, and third grades in accordance with Board policy, the READ Act, and applicable State Board of Education rules, and the student's READ plan is consistent with applicable law.

Alternatively and in lieu of a READ plan, the district may address the student's identified significant reading deficiency in the student's Individualized Education Program (IEP), in accordance with applicable law.

Components of the READ plan

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

1. the student's specific, diagnosed reading skill deficiencies to be remediated for the student to attain reading competency;
2. the goals and benchmarks for the student's growth in attaining reading competency;
3. the instructional programming and interventions the student will receive in reading; at a minimum, the student must receive educational services in a daily literacy block;
4. the manner in which the student's progress will be monitored and evaluated;
5. the strategies the student's parent/guardian is encouraged to use in assisting the student;
6. any additional services the student's teacher deems available and appropriate to accelerate the student's reading skills.

Communication with the student's parent/guardian

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

1. The state's goal for all children in Colorado is to graduate from high school having attained skill levels that adequately prepare them for postsecondary

studies or the workforce.

2. Research indicates achieving reading competency by the end of third grade is a critical milestone in achieving this goal.
3. If the student enters fourth grade without achieving reading competency, the student is significantly more likely to fall behind in all subject areas beginning in fourth grade and continuing in later grades.
4. If the student's reading skill deficiencies are not remediated, it is likely the student will not have the skills necessary to complete the coursework required to graduate from high school.
5. The nature of the student's reading skill deficiency, including an explanation of what the significant deficiency is and the basis upon which the teacher identified the deficiency.
6. Under state law, the student qualifies for and the district is required to provide targeted, scientifically-based or evidence-based interventions to remediate the student's specific, diagnosed reading skill deficiencies, and the student's READ plan shall include these interventions.
7. The student's parent/guardian plays a central role in supporting the student's efforts to achieve reading competency and is strongly encouraged to work with the student's teacher in implementing the student's READ plan.
8. The student's READ plan includes strategies the parent/guardian is encouraged to use at home and is encouraged to supplement the intervention the student receives in school.
9. There are serious implications to a student entering fourth grade with a significant reading deficiency. If the student continues to have a significant reading deficiency at the end of the school year, state law requires the parent/guardian, student's teacher and other school personnel to meet and consider retention as an intervention strategy.

At the conclusion of the meeting or as soon as possible thereafter, school personnel shall provide the student's parent/guardian with a written explanation of the information discussed in items 1-9 above, and a copy of the student's READ plan.

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

Review and implementation of a READ plan

School personnel shall provide updates to the parent/guardian of a student with a READ plan, which may occur through existing methods of communication, concerning the results of the intervention instruction described in the plan and the student's progress toward achieving reading competency. School personnel are encouraged to communicate with the student's parent/guardian about the

parent's/guardian's progress implementing the home reading strategies in the student's READ plan.

The district shall ensure that a student's READ plan is reviewed, revised, and implemented until the student attains reading competency, regardless of the student's grade level and regardless of whether the student was enrolled in the district when the READ plan was originally developed or transferred enrollment to the district after the READ plan was developed.

B. Student promotion or retention

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

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

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

The written notification shall not be required if:

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

Meeting to discuss possible retention

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

1. There are serious implications to a student entering fourth grade with a significant reading deficiency and, therefore, state law requires the student's parent/guardian, student's teacher, and other school personnel to meet and consider retention as an intervention strategy and determine whether the student, despite having a significant reading deficiency, is able to maintain adequate academic progress at the next grade level.
2. The importance of achieving reading competency by third grade because students who do so are more likely to graduate from high school and attain a postsecondary credential.

3. The student's body of evidence and the likelihood that the student, despite having a significant reading deficiency, will be able to maintain adequate academic progress at the next grade level.
4. The increased level of intervention instruction the student will receive in the next school year regardless of whether the student advances to the next grade level.
5. The potential effects on the student if he or she does not advance to the next grade level.

If the parent/guardian does not attend the meeting, the decision to promote or retain the student due to the student's significant reading deficiency shall be made in accordance with Board policy.

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

Adopted: April 17, 2019

Revised: November 18, 2020

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 discussions of which generally create strong feelings among people. Although there may be disagreement 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 a controversial issue or present material in a manner 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-13 and R rated films and videos shall be considered controversial at the elementary school level, and any PG rated movies require parental permission. PG-13 and R rated films and videos shall be considered controversial at the middle school level. Parental permission is not required for PG rated movies. R rated films and videos shall be considered controversial at the high school level. Parental permission is not required for PG-13 rated movies.

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: April 10, 1995

Reviewed: July 27, 1998

Revised: April 17, 2019

CROSS REFS.: IJ, Instructional Resources and Materials
KEC, Public Concerns/Complaints about Instructional Resources
KEF, Public Concerns/Complaints about Teaching Methods,
Activities or Presentations

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 inability to participate.

Exemptions from required instruction do not excuse a student from the district's requirements for graduation from high school.

Adopted: April 10, 1995
Reviewed: July 27, 1998
Revised: April 17, 2019

CROSS REF.: IHAM, Health and Family Life/Sex Education

Patriotic Exercises

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

Therefore, each school shall provide an opportunity each school day for students to recite the Pledge of Allegiance. Any person not wishing to participate in the recitation of the Pledge for any reason shall be exempt and need not participate; however, their choice to not participate cannot interfere with others' participation.

Adopted: April 17, 2019

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

Flag Displays

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

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

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

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

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

Adopted: June 12, 2006
Revised: April 17, 2019

LEGAL REFS.: Tinker v. Des Moines Indep. Comm. Sch. Dist., 393 U.S. 503 (1968)
4 U.S.C. Section 7 (*position and manner of display*)
C.R.S. 18-11-205 (*flags that can be displayed on permanent flagpole*)
C.R.S. 22-32-109 (1)(s) (*flag displays at administration buildings*)
C.R.S. 22-32-109 (1)(ii) (*duty to adopt policy regarding reasonable display of U.S. flag by students and school district employees*)
C.R.S. 27-91-108 (2)(c), (3) and (4) (*duty to display U.S. flag in classrooms*)
C.R.S. 27-91-109 (*personal display of flag*)

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