K-12 Handbook

2026-2027

Lake City Community School
Hinsdale County School District RE-1
PO Box 39
614 N. Silver St.
Lake City, CO 81235
970-944-2314
www.lakecityschool.org

VISION

All students who pass through our halls shall be prepared for lifelong learning, responsible citizenship and a balanced, productive life.

MISSION

Hinsdale County School District is committed to building an equitable and safe learning environment utilizing our individual capabilities that exemplifies ethical, diverse and inclusive civic leadership.

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Errors or omissions may occur in this Handbook. Official district policies are kept on file in the District office at 614 N. Silver Street, Lake City, CO 81235.

Nondiscrimination/Equal Opportunity (AC-E-1)

In compliance with Titles VI & VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act, the Genetic Information Nondiscrimination Act of 2008, and Colorado law, Hinsdale County School District RE-1 does not unlawfully discriminate against otherwise qualified students, employees, applicants for employment, or members of the public on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, family composition or need for special education services. Discrimination against employees and applicants for employment based on age, genetic information and conditions related to pregnancy or childbirth is also prohibited in accordance with state and/or federal law. Harassment, if it rises to the level described in state law, is a prohibited form of discrimination.

Complaint procedures have been established for students, parents, employees and members of the public as follows:

- Policy AC-R-1: Students
- Policy AC-R-2: Employees, Applicants for Employments, and Members of the Public
- Policy AC-R-3: Sex-based Harassment (Title IX)

The following person(s) have been identified as the compliance officer for the district:

Martha Reinhardt, School Counselor
Hinsdale County School District RE-1
614 N Silver Street
Lake City, CO 81235
970-944-2314
marthar@lakecityschool.org

Name(s) of employee(s) designated as the Title IX Coordinator:

Rebecca Hall, Superintendent
Hinsdale County School District RE-1
614 N. Silver Street
Lake City, CO 81235
970-944-2314
rebeccah@lakecityschool.org

Outside agencies

Complaints regarding violations of Title VI, (race, national origin), Title IX (sex/gender), Section 504/ADA (handicap or disability), may be filed directly with the Office for Civil Rights, U.S. Department of Education, 1244 North Speer Blvd., Suite 310, Denver, CO 80204. Complaints regarding violations of Title VII (employment) and the ADEA (prohibiting age discrimination in employment) may be filed directly with the Federal Office of Equal Employment Opportunity Commission, 950 17th St., Suite 300, Denver, CO 80202, or the Colorado Civil Rights Commission, 1560 Broadway, Suite 1050, Denver, CO 80202.

Lake City Community School 26-27 Calendar

Visit our districts calendar webpage for current events: www.lakecityschool.org/district/calendars.

LAKE CITY COMMUNITY SCHOOL / 2026-2027 CALENDAR

FOURTEENERS
LAKE CITY COMMUNITY SCHOOL
HINSDALE COUNTY SCHOOL DISTRICT RE-1

Lake City Community School
Hinsdale County School
District RE-1
614 N Silver St.
PO Box 39
Lake City, CO 81235
970 944 2314
lakecityschool.org

APPROVED 02.26.26

4-Day School Week:
Tuesday – **Friday**
Preschool:
8:00 am – 11:50 am
Wed/Th/Fr: 3-year-olds
Tu/We/Th/Fr: 4-year-olds
Grades K-5:
8:15 am – 4:00 pm
Grades 6-12:
8:15 am – 4:05 pm

AUGUST 2026

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

17-20 Staff Inservice Days
25 First Day of School!

SEPTEMBER 2026

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2026

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

20 PSAT8/9 – gr 8
21 PSAT/NMSQT–gr 10/11
23 End 1st Quarter
26 Staff Inservice/
PT Conferences
27 Begin 2nd Quarter

NOVEMBER 2026

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

21-30 Thanksgiving Break

DECEMBER 2026

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

19-1/4 Winter Break

12-15 MS/HS Sem. Exams
15 End 1st Semester
19 Begin 2nd Semester
27 CO WIDA ACCESS

JANUARY 2027

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

18 CogAT Testing – gr 2
22 Teacher Inservice Day

FEBRUARY 2027

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

19 End 3rd Quarter
20-29 Spring Break
30 Begin 4th Quarter

MARCH 2027

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

6-23 CMAS Testing – gr 3-8 & 11
14 CO SAT – gr 11
14 CO PSAT10 – gr 10
14 CO PSAT8/9 – gr 9

APRIL 2027

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

17 Staff Inservice
25-28 MS/HS Sem. Exams
5/28 Last Day of School
5/29 Graduation

MAY 2027

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

Student contact days: 144
Teacher workdays: 151
Additional changes may be made to the 2026/2027 calendar, please check the public calendar at www.lakecityschool.org for updates.

P.O. Box 39 | 614 North Silver Street | Lake City, Colorado 81235 | 970-944-2314 (office) | 970-944-2662 (fax)

Staff

Instructional Staff

- Leigh Parker — Preschool Teacher & Educational Assistant
- Sarah Nettleton — Elementary Assistant
- Caitlin Rhodes — Kindergarten/1st Grade Teacher
- Lily Virden — 2nd/3rd Grade Teacher
- Jackilyn Gleason — 4th/5th Grade Teacher
- Lydia McNeese — Special Education Teacher
- Sarah Eby — English Teacher
- Dan Scroggins — Science Teacher & Athletic Director
- Natascia Giovacchini — Social Studies Teacher
- Amanda Phillimore — Math Teacher
- Mindy McClung — Spanish & Math Teacher and Interventionist
- Gaea Steinback — Art Teacher
- Doug Eby — Physical Education/Health Teacher
- Karen Hooper — Educational Assistant

Administration and Support Staff

- Rebecca Hall — Superintendent & Principal
- Susan Thompson — Business Manager
- Kristen Archuleta — Administrative Assistant
- Matt Phillimore — Technology Coordinator
- Carla Whinnery — Technology Integration Coach
- Darren Hardy — Facility Manager
- Angelique Chumney — Kitchen Manager
- Kristin Hearn — Facility Assistant

Special Service Providers

- Martha Levine — Counselor
- Melody Crump — School Nurse

All email addresses for staff are available online at www.lakecityschool.org/about-us/our-team.

4-Day School Week and Daily Schedule

- Our 4-day school week is in session Tuesday, Wednesday, Thursday, and Friday.
- Students are welcome at school after 8:00am.
- Grades K-12 school hours are 8:15-4:05.
- Students should be off campus by 4:15 pm unless participating in a school-sponsored activity.
- Students leaving during scheduled class time must be signed out in the office. Students will only be released to a person listed as an emergency contact on their enrollment paperwork.
- Please make every effort to schedule medical and other appointments on Mondays.
- Attendance is especially important with our 4-day week.

Elementary School Daily Schedule

Event	Time
Morning Classes	8:15-10:15
Morning Recess – staggered by class	9:45-10:15
Lunch with Recess – staggered by class	11:30-12:00
Afternoon Classes	12:00-4:00

Middle & High School Daily Schedule

Tuesday (A Blocks) / Wednesday (B Blocks)

1. 8:15-10:10 Block A1 or B1
2. 10:15-12:10 Block A2 or B2
3. 12:10-12:40 Lunch
4. 12:40-1:40 Block PM1
5. 1:45-2:40 Block PM2
6. 2:40-3:00 14'er Time
7. 3:05-4:05 Block PM3

Thursday / Friday

8. 8:15-9:10 Block A1
9. 9:15-10:10 Block B1
10. 10:15-11:10 Block A2
11. 11:15-12:10 Block B2
12. 12:10-12:40 Lunch
13. 12:40-1:40 Block PM1
14. 1:45-2:40 Block PM2
15. 2:40-3:00 14'er Time
16. 3:05-4:05 Block PM3

26-27 Weekly Schedule

TIME	Tuesday	Wednesday	TIME	Thursday	Friday
8:15-10:10	A1	B1	8:15-9:10	A1	A1
			9:15-10:10	B1	B1
10:15-12:10	A2	B2	10:15-11:10	A2	A2
			11:15-12:10	B2	B2
12:10-12:40	LUNCH	LUNCH	12:10-12:40	LUNCH	LUNCH
12:40-1:40	PM1	PM1	12:40-1:40	PM1	PM1
1:45-2:40	PM2	PM2	1:45-2:40	PM2	PM2
2:40-3:00	14'er Time	14'er Time	2:40-3:00	14'er Time	14'er Time
3:05-4:05	PM3	PM3	3:05-4:05	PM3	PM3

Academic Dishonesty/Plagiarism

Students: do your own work! According to the Student Code of Conduct, District Policy JICDA, scholastic dishonesty, including plagiarism, is prohibited. Students who turn in plagiarized work receive a grade of 0 and re-do the assignment for 50% credit.

Adventure Program for Grades 6-12

The mission of the Adventure Program at LCCS is to expose students to outdoor activities which promote team building among students and staff, provide students the opportunity for self-reflection and personal growth, and blend academic subjects with an appreciation for the natural environment.

MS/HS students participate in an annual Adventure trip the first week of school and/or a designated week or days. These days are part of the regular school year and the educational program of this district. Students who choose not to participate in Adventure are expected to attend school and complete alternate assignments.

Asbestos-Free Facility

Lake City Community School is an asbestos-free school. We have an asbestos plan that complies with state and federal regulations. Please contact the school if you would like to review the plan.

Athletics Fees

Middle school and high school students participating in athletics (cross-country, basketball, track) will pay a participation fee of **$75 per season**. The sliding fee schedule for students participating in multiple sports or families with multiple MS/HS students is below. In compliance with CHSAA regulations, fees for participating students from homeschool programs or other districts are 150% of this amount.

Situation	Regular Rate	Discount	District Students	Homeschooled Students
1 sport (1 child)	$ 75	0%	$ 75	$ 113
1 sport (2 siblings)	$ 125	15%	$ 106	$ 159
1 sport (3 siblings)	$ 175	20%	$ 140	$ 210
2 sports (1 child)	$ 125	10%	$ 112	$ 168
2 sports (2 siblings)	$ 225	15%	$ 191	$ 287
2 sports (3 siblings)	$ 325	20%	$ 260	$ 390
3 sports (1 child)	$ 175	10%	$ 157	$ 236
3 sports (2 siblings)	$ 325	15%	$ 276	$ 414
3 sports (3 siblings)	$ 475	20%	$ 380	$ 570

Attendance

Note: Please notify the office of student absences by 8:45am. You may also choose to notify your child's teacher directly, but the front office should be your primary point of communication with the school concerning absences, tardies, and check-out procedures.

Student Absences and Excuses

One criteria of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment and

scholastic achievement. No single factor may interfere with a student's progress more quickly than frequent tardiness or absence.

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

Continuity in the learning process and social adaptation is seriously disrupted by excessive absences. In most situations, the work missed cannot be made up adequately. Students who have good attendance generally achieve higher grades, enjoy school more and are more employable after leaving school. For at least these reasons, the Board believes that a student must satisfy two basic requirements in order to earn full class credit: (1) satisfy all academic requirements and (2) exhibit good attendance habits as stated in this policy.

Excused absences

The following will be considered excused absences:

- A student who is temporarily ill or injured or whose absence is approved by the administrator of the school of attendance on a pre-arranged basis. Prearranged absences will be approved for appointments or circumstances of a *serious nature only* which cannot be taken are of outside of school hours.
- A student who is absent for an extended period due to physical disability, or a mental or behavioral health disorder.
- A student who is pursuing a work-study program under the supervision of the school.
- A student who is attending any school-sponsored activity or activities of an educational nature with advance approval by the administration.
- A family emergency or an absence approved in advance by the superintendent for an appointment or circumstances of a serious nature which cannot be taken care of outside school hours.
- A student who is suspended or expelled.

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

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

Unexcused absences

An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence shall be entered on the student's record. The parents/guardians of the student receiving an unexcused absence shall be notified orally or in writing by the district of the unexcused absence.

In accordance with law, the district may impose appropriate penalties that relate directly to classes missed while unexcused.

The administration will develop procedures to implement appropriate penalties. Students and parents/guardians may petition the Board of Education for exceptions to this policy provided that no exception shall be sustained if the student fails to abide by all requirements imposed by the Board as conditions for granting any such exception.

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

Chronic Absenteeism

When a student has an excessive number of absences, these absences negatively impact the student's academic success. For this reason, a student who has 14 total absences in a school year, whether the absences are excused or unexcused, may be identified as "chronically absent" by the principal or designee. Absences due to suspension or expulsion will not be counted in the total number of absences considered or purposes of identifying a student as "chronically absent."

If a student is identified as "chronically absent, the principal or designee will develop a plan to improve the student's attendance. The plan will include best practices and research-based strategies to address the reasons for the student's chronic absenteeism, including but not limited to a Multi-Tiered System of Support (MTSS). When practicable, the student's parent/guardian will participate in the development of the plan.

Nothing herein will require the principal or designee to identify a student as "chronically absent" prior to declaring the student as a "habitual truant" and pursuing court proceedings against the student and his or her parents/guardians to compel the student's attendance in accordance with state law.

Make-up Work

Make-up work will be provided for any class in which a student has an excused absence unless otherwise determined by the building administrator or unless the absence is due to the student's expulsion from school. It is the responsibility of the student to pick up any make-up assignments permitted on the day returning to class. There shall be 2 calendar days allowed for make-up work for each day of excused absence that was not pre-arranged. After the 2 days per day of excused absence, it will be considered "late work" and graded down one letter grade (10 percentage points) for each school day the work is late.

Make-up work shall be allowed following an unexcused absence or following a student's suspension from school with the goal of providing the student an opportunity to keep up with the class and as an incentive to attend school. It is the responsibility of the student to request any make-up assignments permitted on the day returning to class. In accordance with law, the district may impose academic penalties which relate directly to classes missed while unexcused. Make-up work after an unexcused absence will receive only 50% credit. Students are encouraged to complete such make-up work as soon as possible to avoid falling further behind.

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

Pre-arranged absences

If a family knows in advance they are going to be gone for an extended period of time, the student or parent needs to complete the following form: https://www.lakecityschool.org/absence-form.html. The form shall be submitted a week before the absence unless the nature of the absence does not allow a week's notice. The superintendent shall indicate on the form whether or not the absences shall be excused.

Assigned work: The student shall request assigned work from each teacher prior to the absence. All assigned work requested for a pre-arranged absence shall be due the day the student returns to class. This assigned work from a pre-arranged excused absence will receive full credit if turned in the day of return. After the day of return, it will be graded down one letter grade (10 percentage points) for each school day the work is late. Late work turned in later than 4 days will receive half the percentage grade it would have earned if turned in on time. Assigned

work from a pre-arranged unexcused absence is due the day of return and will receive 50% credit.

Tardiness

Tardiness is defined as the appearance of a student without proper excuse after the scheduled time that a class begins. Because of the disruptive nature of tardiness and the detrimental effect upon the rights of the non-tardy student to uninterrupted learning, appropriate penalties shall be imposed for excessive tardiness. Parents/guardians will be notified of all penalties regarding tardiness.

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

Behavior Expectations

Our Positive Behavior Intervention and Support (PBIS) system helps maximize academic achievement and behavioral success for all students. Our PBIS expectations are CLIMB:

Caring for Community
Leadership
Increasing Responsibility
Make Safety a Priority
Being Respectful

Staff members recognize students exhibiting CLIMB behaviors in the classroom, hallways, commons, and activities by giving them CLIMB tickets. Climbers of the Week and Climbers of the Month are selected at random weekly and monthly from tickets in the CLIMB bin.
Rappel marks are given in the classroom and out of the classroom for negative behaviors.

Behavior Grades for Grades 6-12

Students receive behavior grades based on these marks that are posted weekly. Students who maintain an Excellent behavior grade (95%) in all classes and outside the classroom earn a behavior reward activity at the end of each quarter. Students must have Satisfactory (70%) behavior grades to be eligible for athletics, activities and field trips. Rappel marks may be given for these reasons: not prepared, horseplay, roaming around, inappropriate language, side conversation, disrespect to teacher, disrespect to students, not on task, interrupting, inappropriate use of technology, or any other reason noted by the teacher.

Bicycle Safety

Park bikes in the bike racks. Please don't ride anything with wheels on campus during school hours.

Care of the Building and Grounds

Food and drinks in the Commons or outside (but not in the sports court) and in classrooms following individual teacher permissions. Please put trash in a trash can and recycling in the right recycle bin. We take pride in our school campus and practice Leave No Trace. We ask everyone to pick up trash they might come across anywhere on campus.

Cell Phones and Other Devices

Students shall not use personal electronic devices as follows:

Students in PK-12 are prohibited from using personal electronic devices on school premises during the designated school day. The school day includes but is not limited to instructional time, lunch periods, recess, school-sponsored programs, events or activities, or any other time during the designated school day. All personal electronic devices shall be kept in designated areas and turned off.

Concurrent Enrollment (IHCDA)

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.

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

"Concurrent enrollment" means the simultaneous enrollment of a qualified student in a district high school and in one or more postsecondary courses at an institution of higher education. 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 state university or college, community college, junior college, or area vocational school as described in title 23, C.R.S.;
- 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
- 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 shall 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 shall 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 shall enter into a written cooperative agreement in accordance with the Act.

Payment of tuition

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 or 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 shall 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.

Conditional Admission

Except as otherwise provided by state law concerning enrollment of students in out-of-home placements, students new to the district shall be enrolled conditionally until records, including discipline records, from the schools previously attended by the student are received by the district. In the event the student's records indicate a reason to deny admission, the student's conditional enrollment status shall be revoked. The student's parent/guardian shall be provided with written notice of the denial of enrollment. The notice shall inform the parent/guardian of the right to request a hearing.

Policy JEB: Entrance Age Requirements

A child may enter the early childhood class if three years old and the preschool class if four years old on or before August 1 of the year of enrollment.

A child may enter kindergarten if five years old on or before August 1 of the year of enrollment. Younger students who do not meet the district's entrance age requirement for kindergarten may be accepted if transferring from another kindergarten program, if the superintendent determines that placement of the student in kindergarten is appropriate.

Students enrolling in the first grade may enter if they are six years old on or before August 1 of the year of enrollment. A student who is at least five years old on or before October 1 may be permitted to enroll in first grade if the student attended at least 120 days of kindergarten in another state.

A legal birth certificate or other acceptable record shall be required for enrollment age certification. The superintendent will make exceptions to these entrance age requirements in accordance with state law pertaining to the education of military children.

Drop-Off Areas

Drop off/pick up students at the drop off zone on 6th Street.

Eligibility for Athletics and Activities

Students must attend school for their full schedule in order to participate in field trips, athletic or academic practice or competition, or other activities or trips after school or the next day. Any exception requires prior permission from the superintendent.

Elementary students must have a passing average in all subjects to participate in all competition, performances or field trips and in athletic practice during school hours. Middle and high school students must have a 70% average in all subjects and no behavior grade lower than "S" to participate in competition, performance, or field trips. All work to be graded for next week's eligibility is due to teachers no later than 4:00 Thursday afternoon. Grades will be checked for eligibility at 3:00 each Friday afternoon. Any student not meeting minimum eligibility requirements may not participate in practice during school hours and all games/performances Monday-Saturday of the following week.

Students are expected to be in school, on time, and ready to learn on the day after competitions, performances, trips or other activities. Participation in extra-curricular activities is a privilege designed to enhance the educational program and cannot detract from instruction and learning.

Field trip participation is part of a class. For example, the DC trip is for social studies students; the college trips are for ICAP (Individual Career and Academic Planning) students; the 4th/5th trip to Denver is for Social Studies.

Fees for Missing/Damaged Materials

Students will be charged the replacement cost for classroom materials (textbooks, calculators, etc.), library books, and athletics uniforms that are damaged or not returned. Final report cards will not be issued until all materials are returned or paid for. Unpaid balances may result in other consequences as well, including tech materials being withheld, denial of participation in athletic events, etc.

Grading Scale & Report Cards

Report cards will be mailed quarterly. In elementary school (K-5), the following evaluation marks will be used:

4 (96-100%) = advanced **3** (70-95%) = proficient **2** (65-69%) = in progress

1 (60-64%) = needs time and practice **0** (1-59%) = minimal effort

In middle and high school (grades 6-8) the following grading scale will be used:

Classes:	A	90% --100%	Behavior:	E	95% -- 100%
	B	80% -- 89%		S	80% -- 94%
	C	70% -- 79%		U	0% -- 79%
	D	60% -- 69%		F	0 -- 59% (no credit)

Semester average: 45% each quarter, 10% semester exam

Grade Point Average (GPA) and Honor Roll for Middle & High School Only

Middle and high school honor rolls will be based on a student's semester grade point average using the following scale: A=4, B=3, C=2, D=1, F=0. Advanced Placement (AP) and Concurrent Enrollment classes will use a weighted grade point scale of: A=5.0, B=3.75, C=2.5, D=1.25, F=0.

"A" Honor Roll

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

"A-B" Honor Roll

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

Graduation Requirements

A total of 26 credits earned during grades nine through twelve are required for graduation. The following courses are required. Completion of required courses, which are aligned with the Colorado Academic Standards, allows students to demonstrate 21st Century skills including critical thinking and reasoning, information literacy, collaboration, self-direction, and invention.

Academic Area	**Credits Required**
English	4
Math	4 or 3 (4 math/3 science OR
Science	3 or 4 4 science/3 math)
Social Studies	4 (incl. Civics)
World Language	2
Physical Education	2
Health Education	.5
Personal Finance	.5
Electives	6
Total	**26**

A credit is defined as the successful completion of a course that meets four days per week for a minimum of 60 minutes daily for at least 36 weeks or the equivalent. Successful completion means that the student obtained a passing grade for the course.

Students must complete 40 hours of community service.

Students must complete an Individual Career and Academic Plan (ICAP). The ICAP is designed to assist students and their parents/guardians in exploring postsecondary career and educational opportunities available, aligning course work and curriculum, applying to

postsecondary education institutions, securing financial aid, and ultimately entering the workforce.

Students must demonstrate competency in English and Math. Students may demonstrate competency by meeting or exceeding the scores in any *one* Demonstration per Content Area indicated below. See Exhibit IKF-2021-E for descriptions of each Demonstration. *Competency demonstration suspended for 2021 graduates.*

Demonstration	English	Math
ACT	18 on ACT English	19 on ACT Math
SAT	470	500
Advanced Placement (AP)	2	2
ACT WorkKeys – National Career Readiness Certificate	Bronze or higher	Bronze or higher
Classic ACCUPLACER	62 Reading Comprehension or 70 Sentence Skills	61 Elementary Algebra
Next Generation ACCUPLACER	241 on Reading or 236 on Writing	255 Arithmetic (AR) or 230 on Quantitative Reasoning, Algebra, and Statistics (QAS)
ASVAB	31 on the AFQT	31on the AFQT
International Baccalaureate	4	4
Concurrent Enrollment	C-	C-
Industry Certificate	District Approved	District Approved
District Capstone	District Approved	District Approved
Collaboratively-developed, standards-based Performance Assessment	State-wide scoring criteria	State-wide scoring criteria

ICAP – Individual Career and Academic Plan

An ICAP is an individualized plan developed by the student and the student's parent or legal guardian, in collaboration with their school counselor, school administrators, school personnel and/or Approved Postsecondary Service Providers, to help establish personalized academic and career goals, explore postsecondary career and educational opportunities, align course work and curriculum, apply to postsecondary institutions, secure financial aid, and ultimately enter the workforce after school. State statute requires an ICAP for each student beginning in 9th grade; at LCCS, students begin an ICAP in 6th grade. LCCS School Counselor will work with each student grades 6-12 to develop and implement an ICAP using the College in Colorado website and other resources.

Health Education (Exemption Procedure) (IHAM-R)

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

Illness/Medications at School

A parent or guardian may be contacted in case of illness or accident at school using information provided at Registration on the New or Returning Family Enrollment Form.

If any prescription or nonprescription medication is to be given to a student at school, a "Permission for Medication" form must be on file in the office. All medication will be secured and dispensed through the office. Please note that medication to be dispensed at school must be in its original container and parents must follow the guidelines on the Permission for Medication form.

Illness Guidelines:

Students and staff with symptoms of illness will stay home or go home. Symptoms include:

- Fever 100.4 F or above
- Cough
- Shortness of breath
- New loss of taste or smell
- Extreme fatigue
- Chills
- Muscle aches
- Sore throat
- Nausea or vomiting
- Diarrhea
- Headache
- Runny nose

Keep your child home if they are running a fever of 100.4 F or higher or if they are exhibiting any symptoms of illness (see list above).

Questions concerning illness can be directed to School Nurse, Shawna Shidler by calling 944-2314 or via email schoolnurse@lakecityschool.org.

Inappropriate Items at School

Toys (electronic or otherwise), stuffed animals, and games are only to be brought to school with clear teacher permission for use in the classroom. Such items brought without such purpose will be turned into the office and returned to parents.

Lost and Found

Lost and found items will be kept in the office. Items not claimed within 30 days will be donated to a charitable organization. Please mark ALL belongings with your name.

Lunch

The Federal School Lunch Program will be offered every day free of charge! Be sure to turn in your application for free/reduced meals.

We have a closed campus for elementary school students. They are not allowed to leave the school grounds for lunch unless accompanied by a parent and must check out through the office. Students will be excused to go outside for recess after lunch unless we have a note from home excusing them due to illness. Occasionally the weather is bad enough to warrant an indoor recess, but the majority of recesses are outdoors, and students should have appropriate clothing to protect them from the weather.

Middle and high school lunch is from 12:25-12:55. We have a closed campus for middle school students. Middle school students are not allowed to leave the school grounds for lunch unless accompanied by a parent/guardian and must check out through the office.

High school students may leave school for lunch. This is a privilege, not a right. Students may lose their off-campus lunch privilege if they return to class tardy after lunch or if their behavior is inappropriate during lunch, or for other reasons.

Note: Parents/guests joining students for lunch must notify the office by 9:00am, you may also order a school lunch at this time, if needed (adult lunches are $5 – payable to the office upon check-in). Please check in at the office upon arrival with your state ID to obtain a visitor badge.

National Honor Society for Middle and High School Students

The LCCS National Honor Society and National Junior Honor Society chapters are duly chartered and affiliated chapters of these prestigious national organizations. Membership is open to those students who meet the required standards in four areas of evaluation: scholarship, leadership, service, and character. Standards for selection are established by the national office of NHS-NJHS and have been adopted by our local chapter. Qualified students are selected to be members by a Faculty Council, appointed by the superintendent.

Students in grades 10-12 are eligible for membership in the NHS and grades 6-9 in NJHS. For the scholarship criterion, a student must have a cumulative GPA of 3.5 or better on our 4.0 scale. A history of leadership experiences and participation in school or community services is also required. Members of the faculty review their professional reflections on a candidate's service activities, character, and leadership. A majority vote of the Council is necessary for selection and candidates are notified regarding selection or non-selection.

Following notification, a formal induction ceremony is held at the school to recognize the newly selected members. Once inducted, new members are required to maintain the same level of performance in all four criteria that led to their selection. This obligation includes regular attendance at chapter meetings and participation in chapter service projects. Students or parents who have questions regarding the selection process or membership obligations can contact the chapter advisor at 944-2314.

Parent Online/Student Online

Parents and middle/high school students may check grades and attendance online with a Goedustar account. Please contact the school office if you wish to set up an account or have problems with an existing account.

Parent/Teacher Conferences

Teachers have a daily planning time during which parent conferences may be scheduled. Please call the school office to schedule conferences. Phone conferences may also take place during this planning time. Please contact teachers to schedule parent-teacher conferences outside of school hours. Parent-teacher-student conferences will be scheduled at the beginning of the school year to set goals and discuss expectations and at the end of the first semester to review progress.

Parental Custody Issues

Students' current legal custody status should be on file in the office. Without documentation, the school will allow equal access to both parents. Only court orders from the State of Colorado will be honored. (Orders from out of state must be registered in Hinsdale County before documentation is upheld.) School personnel should be notified of controversial situations regarding family status.

Parents' Right to Know

As part of No Child Left Behind legislation (section 1111(h)(6)(A) - now Every Student Succeeds Act [ESSA Title 1 Part A, SEC. 1112 (e)(1)(A)], parents have the right to be provided with the qualifications of their child's classroom teachers. Qualifications include whether a teacher is licensed by the state of Colorado to teach a grade/subject or if special circumstances are allowing the teacher to teach without that licensure; a teacher's major and advanced degrees; and the qualifications of any instructional assistants providing services to a student. If any parent is interested in obtaining any of the above information, he/she should submit the request in writing to: Superintendent, Hinsdale County School District, P.O. Box 39, Lake City, CO 81235.

Part-Time Enrollment of Home School Students

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

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

School Colors

Dark Blue, White, Silver

School Mascot

Fourteeners

Technology Integration at LCCS

All students learn with the support of technology. Not every day and not in every lesson, but at age-appropriate and lesson-dependent times. Our Acceptable Use Policy regarding the internet on our devices and our school network is included in enrollment paperwork and families keep a copy for reference.

All elementary classrooms have Chromebooks integrated into the curriculum. They stay at school but are used in a variety of ways to bring learning alive.

All middle and high school students are issued Chromebooks and calculators. Terms of the loans of this equipment are included in middle/high school enrollment paperwork, and a copy is kept by each family.

The use of all of this technology at LCCS is a privilege and students and parents are asked to please take good care of our equipment and to follow the expectations detailed in the Loan and Acceptable Use agreements.

Telephone Use

In order to maximize instructional time, students will not use the telephone during class time. It is each student's responsibility to remember homework and needed materials and to finalize after school plans before leaving home each morning. Please call before 2:45 to relay messages about changing your child's after school plans.

Teachers will be available for phone calls before or after school and during their planning time. We will not interrupt classroom instruction for phone calls, but messages left with office personnel or on the answering machine will be returned as soon as possible.

Withdrawal from School

If your family is moving to another community, please notify the school office the day before your child's last day of school here so that a Withdrawal Form can be prepared for your signature. You will need this form to enroll your child in the new school.

Student Code of Conduct (JICDA)

Student behavior may not interfere with a teacher's teaching or with other students' learning.
The Superintendent may suspend or recommend expulsion of a student who engages in one or more of the following activities while in school buildings, on district property, when being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or district-sponsored activity or event and off district property when the conduct has a nexus to school or any district curricular or non-curricular event.

1. Causing or attempting to cause damage to district property or stealing or attempting to steal district property.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Willful destruction or defacing of district property.
4. Commission of any act which if committed by an adult would be robbery or assault as defined by state law.
5. Committing extortion, coercion or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
6. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, either orally or in writing or derogatory statements addressed publicly to an individual or a group that precipitate disruption of the district or school program or incite violence.
7. Engaging in "hazing" activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.
8. Violation of the Board's policy on bullying prevention and education.
9. Violation of criminal law which has an effect on the district or on the general safety or welfare of students or staff.
10. Violation of any Board policy or regulations, or established school rules.
11. Violation of the Board's policy on weapons in the schools. Expulsion shall be mandatory for bringing or possessing a firearm, in accordance with federal law.
12. Violation of the Board's policy on student conduct involving drugs and alcohol.
13. Violation of the Board's violent and aggressive behavior policy.
14. Violation of the Board's tobacco-free schools policy.
15. Violation of the Board's policies prohibiting sexual or other harassment.
16. Violation of the Board's policy on nondiscrimination.
17. Violation of the Board's dress code policy.
18. Violation of the Board's policy on gangs and gang-like activity.
19. Throwing objects, unless part of a supervised school activity, that can or do cause bodily injury or damage to property.
20. Directing profanity, vulgar language or obscene gestures toward other students, school personnel or others.
21. Lying or giving false information, either verbally or in writing, to a district employee.
22. Engaging in scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism or unauthorized collaboration with another person in preparing written work.
23. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.
24. Behavior on or off school property that is detrimental to the welfare or safety of other students or school personnel, including behavior that creates a threat of physical harm to the student exhibiting the behavior or to one or more other students.
25. Repeated interference with the district's ability to provide educational opportunities to other students.
26. Continued willful disobedience or open and persistent defiance of proper authority including deliberate refusal to obey a member of the district staff.

Student Dress Code (JICA)

Lake City Community School supports equitable educational access and supports each student's right to express themselves through dress and personal appearance during the school day and at school-sponsored events.

Student dress choices should respect the District's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The District is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. **Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.**

Our values are:

- All students should be able to dress comfortably for school and engage in the educational environment without fear of, or actual, unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression.
- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- School staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Teachers should focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed.
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs, or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that will interfere with the school's operation, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.

Dress Code Enforcement

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have the discretion to vary the requirements in ways that lead to discriminatory enforcement.

- Students will only be removed from outdoor spaces, hallways, classrooms, or indoor spaces due to a dress code violation as outlined in Sections 1 and 4. Any student in violation of Section 1 and/or Section 4 of the dress code will be offered the following two (2) options to return to dress code during the school day.
    - Students will be asked to change into their own alternative clothing, if available at school, for the remainder of the day.
    - Students will make arrangements with their parent or guardian to have alternative clothing brought to school for the student to wear for the remainder of the day.

- No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
- School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:
    - kneeling or bending over to check attire fit;
    - measuring straps or skirt length;
    - asking students to account for their attire in the classroom or in hallways in front of others;
    - calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular,
    - directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps, since visible waistbands and straps on undergarments are permitted; and,
    - accusing students of "distracting" other students with their clothing.

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities, such as
graduation ceremonies, dances, and prom. Student athletic apparel will be defined by safety and competitive performance standards.

Students who feel they have been subject to discriminatory enforcement of the dress code should contact the school Principal.

Dress Code

1. **Certain body parts must be covered at all times.** Clothing must be worn in a way that covers genitals, buttocks, breasts, and nipples with an opaque fabric. All items in the "must wear" and "may wear" sections must meet these requirements.
2. **Students Must Wear**
   Students must follow the basic principles in Section 1 above and must wear a shirt, pants (or a pants equivalent), and shoes.
    a. **Shirt.** Shirts must contain fabric in the front, back, on the sides, and under the arms and sleeves or straps.
    b. **Pants, or the equivalent.** Jeans, sweatpants, leggings, shorts, a skirt, pajama pants, or a dress are examples of equivalent items.
    c. **Shoes.** Shoes with soles are required indoors and outdoors.
3. **Students May Wear**
    1. A beanie hat, a hoodie sweatshirt with the hood worn over the head, or a hat. Hats must be worn facing straight forward or straight backward, allow the face to be visible to school staff, and not interfere with the line of sight of any student or staff. Sweatshirt hoods must be worn in a way that allows the face and ears to be visible to school staff and may be worn in conjunction with a beanie or brimmed hat. Students must remove brimmed hats, beanie hats, and sweatshirt hoods at the discretion of a teacher.
    2. Religious headwear.
    3. Fitted pants, including opaque leggings, yoga pants, and "skinny jeans."
    4. Ripped jeans, as long as underwear and buttocks are not exposed.
    5. Tank tops, including spaghetti straps and halter tops.
    6. Visible waistbands on undergarments or visible straps on undergarments worn under other clothing (as long as this is done in a way that does not violate Section 1 above).
    7. Slippers when indoors.
4. **Students *Cannot* Wear**
    1. Sunglasses inside the building.
    2. Swimsuits.
    3. Pajamas, except on spirit days as designated by the school.
    4. Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed).
    5. Any item that obscures the face or ears (except as a religious observance or as personal protective equipment (PPE).
    6. Any clothing, items, or accessories advertisements, symbols, words, slogans, patches, or pictures that:

- Refers to drugs, tobacco, vaping, alcohol, paraphernalia, or any illegal activity;
- Displays weapons or any item that may be considered dangerous or used as a weapon;
- Contains images or language that contains hate speech or creates a hostile/intimidating environment based on any protected class or consistently marginalized groups;
- Denotes membership in gangs that advocate drug use, violence, or illegal behavior;
- Contain obscene, profane, vulgar, lewd, or legally libelous material; and/or
- Threatens the safety or welfare of any person;

5. **Course-Specific Attire**
   Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress but should not focus on covering bodies in a particular way or promoting culturally-specific attire.
   All students must keep a dedicated pair of athletic shoes at school for P.E. and use in the gym.
6. **Winter Attire**
   To allow children to play outside safely in winter conditions, each student in grades PK-5 must bring the following items to school:
   - Hat or hood
   - Coat
   - Gloves
   - Snow pants
   - Boots

   Parents and students, please don't hesitate to contact the school for assistance in obtaining these items, if needed.
7. **Field Trips and Extracurricular Travel**
   During field trips, students will be expected to adopt the dress code the venue deems appropriate. Teachers will determine dress code decisions before the field trip and communicate to students and families in writing on permission slip forms.
   Students traveling for extracurricular activities may be traveling through winter conditions. Each student must bring the following items:
   - Hat or hood
   - Coat
   - Gloves
   - Pants
   - Boots
8. **Sports Teams**
   Student athletic apparel will be defined by safety and competitive performance standards. Athletes and their families should consult the athletic agreement for details concerning team dress requirements.
9. **Graduation Adornments**
   Graduating students are expected to wear the attire customarily worn for the graduation ceremony at their school, with the specific exceptions outlined below.

   A student may adorn the cap, gown, or stole customarily worn at their school with traditional objects of tribal regalia and/or objects of cultural or religious significance. Adornments are something worn in addition to, but not replacing, graduation attire, and are not limited to decorating graduation caps. Tribal regalia or objects of cultural or religious significance means formal attire used in recognized practices and traditions of a certain group of people. Adornments cannot include any alphabetical letters other than the student's name or numerals other than the graduating class (e.g. Class of 2025). Other written statements, phrases, or slogans are not permitted.

   Students may be required to request permission to wear an adornment in advance, and the district reserves the right to prohibit any adornments that are obscene, defamatory, fraudulent, profane, threatening, inappropriate, or disruptive or violate the dress code in any other manner. If it is determined that the adornment would cause a substantial disruption based on reliable evidence, the student's request may be denied. Students who wear adornments that have not been approved may be required to remove the adornment if the adornment is substantially disruptive.
10. **Exceptions**
    Building principals, in conjunction with the school accountability committee, my develop and adopt school-specific dress codes that are consistent with this policy.
    Revised March 13, 2025

Bullying Prevention and Education (JICDE)

Statement of Purpose

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

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

Prohibited Behavior

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

Definitions

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

Retaliation is an act or communication intended as retribution against an individual who reports an act of bullying. Retaliation can also include knowingly making false accusations of bullying or acting to influence the investigation of, or the response to, a report of bullying.

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

Prevention and Intervention

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

1. To send a clear message to students, staff, parents and community members that bullying and retaliation against a student who reports bullying will not be tolerated.

2. To train staff on an annual basis in taking proactive steps to prevent bullying from occurring, which includes but is not limited to, training on the bullying prevention and education policy, how to recognize and intervene in bullying situations, and positive school climate practices.

3. To implement procedures for immediate intervention, investigation, and confrontation of students engaged in bullying behavior.

4. To initiate efforts to change the behavior of students engaged in bullying behaviors through re-education on acceptable behavior, discussions, counseling, and appropriate negative consequences.

5. To foster a productive partnership with parents and community members in order to help maintain a bullying-free environment across settings.

6. To support targets of bullying through a layered continuum of supports that includes, but is not limited to, individual and peer counseling.

7. To help develop peer support networks, social skills and confidence for all students.

8. To support positive school climate efforts that clearly define, teach, and reinforce prosocial behavior. This includes intentional efforts to promote positive relationships between staff and students as well as students with other students.

9. To designate a team of persons at each school who advise the school administration on the severity and frequency of bullying. The team of person at the school may include, but need not be limited to, school resource officers, social workers, school psychologists, health professional, mental health professionals, members of bullying prevention or youth resiliency community organizations, counselors, teachers, administrators, parents, and students.

10. To survey students' impressions of the severity of frequency of bullying behaviors in their school.

11. To include students in the development, creation, and delivery of bullying prevention efforts as developmentally appropriate.

12. To provide character building for students that includes, but is not limited to, age-appropriate, evidence-based social and emotional learning as well as information on the recognition and prevention of bullying behaviors.

Reporting

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

Investigating and Responding

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

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

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

Revised March 13, 2025

Equal Educational Opportunities (JB)

Every student of this school district will have equal educational opportunities through programs offered in the school district regardless of disability, race, color, ancestry, creed, sex, sexual orientation, gender identity, gender expression, religion, family composition, national origin, marital status, or need for special education services. See Board policy AC-E-1 for more information.

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

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

1. Curriculum and materials – review curriculum guides, textbooks and supplemental materials for discriminatory bias.

2. Training – provide training for students and staff to identify and alleviate problems of discrimination.

3. Student access – review programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.

4. District support – ensure that district resources are equitably distributed among school programs including but not limited to staffing and compensation, facilities, equipment and related matters.

5. Student evaluation instruments – review tests, procedures and guidance and counseling materials for stereotyping and discrimination.

6. Discipline – review discipline records and any relevant data to ensure the equitable implementation and application of Board discipline policies.

Revised March 13, 2025

Sex-Based Harassment (JBB)

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

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

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

1. A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);

2. Unwelcome conduct that a reasonable person would determine is so sever, pervasive, and objectively offensive that it effectively denies a person equal access to the school's educational program or activity; or

3. Sexual assault, dating violence, domestic violence, or stalking.

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

The district will initiate and conduct an investigation in accordance with the appropriate procedures addressing sex-based discrimination and sexual harassment (AC-R-3 Sexual Harassment Investigation Procedures). If the district determines an act does not qualify as sexual harassment under Title IX, it may still qualify as sexual harassment under state law and district policy, in which case the district will continue the investigation in accordance with the appropriate procedures (AC-R-1: students or AC-R-2: applicants, staff, and members of the public).

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

The district will take appropriate corrective action to make the harassed student whole by restoring lost educational opportunities; prevent harassment from recurring; or prevent retaliation against anyone who reports sexual harassment or participates in a harassment investigation. A formal report or finding of harassment will not be required before the district takes corrective action.

Notice and training
To reduce discrimination and harassment and ensure a respectful school environment, the administration is responsible for providing notice of this policy and complaint procedures to all district schools and departments. All communication regarding this policy must be written in simple and age-appropriate language. The policy and complaint procedures must be referenced in student and employee handbooks, described in hard-copy notices posted at schools, and otherwise be made available to all students, staff, and members of the public through electronic or hard-copy distribution.

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

Revised March 13, 2025

Harassment and Discrimination Investigation Procedures for Students (AC-R-1)

The district prohibits discrimination against any district student. It is a violation of policy for any student or staff member to harass students, or to retaliate against those who report harassment or discrimination or those who participate in a harassment investigation. For the purposes of this regulation, **"harassment"** is unwelcome conduct or communication directed at a student based on their protected class, as described in Policy AC, that is objectively offensive to a reasonable individual who is a member of the same protected class. The conduct or communication must meet at least one of the following: (i) submission to the conduct or communication is made a term or condition of access to educational services, (ii) submission to, objection to, or rejection of the conduct or communication is used or threatened to be used as a basis for educational decisions affecting the student; or (iii) the conduct or communication interferes with a student's ability to participate in the district's educational services, or creates an intimidating, hostile, or offensive educational environment.

Harassment under Colorado law also included the knowing or intentional use of a name other than a student's chosen name, or the refusal to use a student's chosen name. (See Policy ACA)

The district has adopted the below grievance procedures to encourage reporting and ensure that the investigation and resolution of complaints of harassment and discrimination against students are fair, impartial, and prompt.

Allegations of sex-based discrimination or sexual harassment arising under Title IX must follow the procedures specifically outlined in Policy AC-R-3.

Investigation Process
Throughout the investigation, the district will keep information related to the investigation confidential to the extent possible. The investigation will be fair, impartial, and prompt. The district will make a good faith effort to complete an investigation within sixty days after the complaint, with an additional thirty-day extension possible for good cause. The compliance officer will attempt to adhere to all timelines. If the compliance officer needs more time with regard to any aspect of the investigation, they will notify the parties in writing as to the reason for the extension.

Promptly after receiving a complaint, the compliance officer will offer the complainant and respondent supportive measures and inform the parties that they may request additional supportive measures throughout the investigation by contacting the compliance officer. If a student with a disability is a party, the compliance officer will collaborate with the student's 504/IEP team to determine appropriate supportive measures and will discuss these options with the student. Supportive measures may include, but are not limited to: counseling; extensions of deadlines or other course-related adjustments; extra time for homework or tests; the opportunity to resubmit homework or retake a test; remedying an impacted grade; excused absences; the opportunity for home instruction; modifications to class schedules; and restrictions on contact between the parties to a report of harassment or discrimination.

During the investigation, all parties will be treated equitably and will be provided equal opportunity to present evidence. Any questions that arise during the investigation should be directed to or forwarded to the compliance officer. The compliance officer will provide regular written updates about the status of the investigation to both parties and their parents/legal guardians at the end of each stage of the investigation, but at least every fifteen business days.

1. Making a Complaint
   Any person who witnesses or experiences bullying on the basis of protected class, harassment, discrimination, or retaliation against students are encouraged to report the conduct to school staff by making a complaint with the district's compliance officer.
   Any staff member who receives information about an incident or who witnesses harassment, discrimination, or retaliation must report the incident to the compliance officer.
   Complaints may be made by phone, by email, in person, or through an online form and should include a detailed description of the alleged event(s), the date(s) the alleged event(s) occurred, and name(s) of the party/parties involved, including any witnesses. The complaint should be made as soon as possible after the incident.
   - Compliance Officer:
     Martha Reinhardt, marthar@lakecityschool.org
     614 N. Silver, Lake City Co 81235
     970-944-2314
   - Complaint Form Link: AC-E-2 Nondiscrimination Equal Opportunity Complaint Form NEW.doc

No person can serve as the compliance officer in a matter in which they have a bias or conflict of interest with regard to the parties and/or the underlying conduct, or if they are alleged to have participated in prohibited conduct. If the compliance officer is alleged to have participated in prohibited conduct, complaints may be made to the following district employee.

- Superintendent:
  Rebecca Hall, rebeccah@lakecityschool.org
  614 N. Silver St., Lake City, CO 81235
  970-944-2314

Retaliation against the complainant, respondent, or any person who filed a complaint or participated in an investigation is prohibited. Individuals found to have engaged in retaliatory behavior will be subject to disciplinary measures.

2. Evaluation by Compliance Officer
   The compliance officer will review the complaint to determine whether the alleged conduct constitutes harassment or discrimination. The compliance officer will refer the matter back to the building principal or appropriate administrative department if the conduct alleged does not implicate a protected class or otherwise fit the characteristics of harassment or discrimination.
   The compliance officer will refer any potential criminal charges to law enforcement. Upon the request of law enforcement, the compliance officer will delay action on a complaint for a reasonable amount of time to allow law enforcement to investigate the matter and will notify the parties of the delay. The compliance officer will not rely solely on a criminal investigation by a law enforcement agency in lieu of responding to a report of harassment or discrimination but may consider any evidence shared by law enforcement in making any determinations.
   The compliance officer may assign any or all aspects of the investigation to a qualified alternate for any reason, including conflict of interest, bias concerns and/or insufficient capacity due to other matters.
   As used in this regulation, the term "compliance officer" refers to the compliance officer or their designee.

3. Initial Meetings with the Parties
   The following details actions to be taken by the compliance officer upon the determination that the underlying allegations, if proved to be true, constitute harassment or discrimination.
   a. *Initial meeting with Reporting Party, if any, and Complainant*: Within five school days following receipt of the complaint, the compliance officer will meet with the complainant and any reporting party and their parents or guardians.
      The purpose of the initial meeting is for the compliance officer to:
      i. provide the complainant with the information detailed in paragraph (c) below; and
      ii. collect any additional information necessary to complete the complaint and determine whether the allegations, if proven to be true, constitute prohibited discrimination or harassment.

   If the compliance officer determines there is no merit to the allegations, the compliance officer may dismiss the complaint and will notify the complainant in writing. If the complaint is dismissed at this stage, the compliance officer may meet with the respondent to advise them of the allegations and offer supportive measures.

   If the complainant does not want to proceed with the next steps of the investigation, the compliance officer may elect to proceed with the investigation if necessary to stop any harassment or discrimination and otherwise ensure the safety of the school environment.

   b. *Initial Meeting with Respondent*: As soon as possible after meeting with the complainant and any reporting party, the compliance officer will meet with the respondent and, if this individual is a student, their parents/guardians, in order to obtain a response to the complaint. At the initial meeting, the compliance officer will advise the respondent as to the allegations against them and give the respondent a chance to respond to those allegations.
   c. *Information Provided at the Initial Meetings*: The compliance officer will provide to both the complainant and respondent the same basic information, including:
      i. available supportive measures;
      ii. copies of Board Policy AC and this regulation;
      iii. timeline for the investigation process and the district's legal obligations;
      iv. the possibility of resolving the complaint informally upon agreement of all parties;
      v. that the information collected is confidential, so long as confidentiality does not prevent the district from responding effectively to prohibited conduct and preventing future prohibited conduct;

vi. all parties have a right to have an advisor present during all stages of the investigation; and
vii. parties will be granted excused absences for any therapy, medical, legal, or victim's services appointment associated with the report.

4. Informal Complaint Resolution
When the compliance officer deems it appropriate, an informal resolution process may be instituted. Informal resolution is not appropriate in all circumstances. It may only be used if both parties are students and both parties agree, with agreement voluntary, non-coerced, and documented in writing. Informal resolution may not be used if the underlying offense involves sexual assault or other act of violence. No party will be forced to participate in informal resolution and either party may request an end to an informal process at any time.

If both parties feel a resolution has been achieved through informal resolution, no further action need be taken to resolve the complaint. However, seven school days following the conclusion of the informal resolution process, the compliance officer must prepare a written report for the parties detailing the process and any agreed upon corrective or restorative measures provided, including any steps the district will take to prevent future discrimination or harassment. A copy of the report will be shared with the Board of Education.

5. Formal Complaint Resolution
If informal resolution is inappropriate, unavailable, or unsuccessful, the compliance officer will engage in formal complaint resolution.
   a. *Collect Evidence*: The compliance officer will collect evidence. Evidence may be collected by interviews with parties and witnesses, reviewing any available physical or documentary information, requesting written statements, or other appropriate methods at the compliance officer's discretion. Evidence may include but is not limited to: evidence about the credibility of the parties involved; evidence about whether the respondent has engaged in other incidents of misconduct; evidence of the complainant and respondent's respective reactions or changes in behavior following the incident; and evidence regarding whether the complainant took action to protest the conduct.
   b. *Determination*: No later than fifty school days following receipt of the complaint, the compliance officer must prepare a written report which determines whether discrimination or harassment occurred. The compliance officer will apply the preponderance of the evidence standard, which means that it is more likely than not that the conduct occurred. In making this decision, all relevant circumstances must be considered by the compliance officer, including:
      i. the degree to which the conduct affected the complainant's ability to participate in or benefit from the school environment;
      ii. the type, frequency and duration of the conduct, recognizing that a single incident may rise to the level of harassment;
      iii. the identity of and relationship between the respondent and the complainant;
      iv. the context of the incident, including school size and location of the incident and/or other incidents at the school;
      v. whether the conduct was threatening;
      vi. the use of epithets, slurs or other conduct that is humiliating or degrading;
      vii. whether the conduct or communication reflects stereotypes about an individual or group of individuals in a protected class;
      viii. ages and number of respondents and complainants involved;
      ix. patterns of misconduct of the respondent;
      x. real or perceived power differentials between the parties;
      xi. any other relevant circumstances.

   The decision must include a written determination regarding responsibility, explain how and why the compliance officer reached the conclusions outlined in the report, detail any supportive measures or disciplinary sanctions already taken, and recommendations for future disciplinary measures.

   If the compliance officer is not the superintendent, the compliance officer's report is advisory and must not bind the superintendent or the district to any particular course of action or remedial measure.

   If the compliance officer is the superintendent, the report will include the determination of any sanctions or other actions deemed appropriate, including suspension or expulsion, pursuant to Policy JKD/JKE and/or other appropriate corrective or restorative actions.

6. Disciplinary Measures and Outcome

As soon as practicable after receiving the compliance officer´s findings and recommendations, the superintendent or designee must determine any sanctions or other actions deemed appropriate, including suspension or expulsion, pursuant to Policy JKD/JKE and/or other appropriate corrective or restorative actions.

The reporting party or complainant will not be disciplined for any of the following acts, if they are connected to the reported incident: truancy, late arrival, drug or alcohol use, consensual sexual activity, expressing a trauma symptom, unauthorized access to facilities, reasonable self-defense against the respondent, or talking publicly about the reported harassment or discrimination.

To the extent permitted by federal and state law, all parties, including the parents/guardians of all students involved, must be concurrently notified in writing of the final outcome of the investigation and any corrective or restorative action taken by the district within five school days following the superintendent´s determination.

A copy of the compliance officer's report, and any corrective, disciplinary or restorative actions shall be provided to the Board of Education.

Resources
Throughout the investigation, or after the investigation concludes, affected individuals may choose to use the following resources:
National Domestic Violence Hotline: 1−800−799−SAFE (7233)

National Sexual Assault Hotline: 1-800-656-4673
Violence Free Colorado: https://www.violencefreecolorado.org/

The Crisis Center 24/7 Hotline: 303-688-8484
Local resources for use by students include: Hinsdale Sheriff's Dept., Gunnison Valley Health Crisis Services, AXIS Health Services Crisis Care

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

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

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

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

Revised March 13, 2025

Homeless Students (JFABD)

It is the Board's intent to remove barriers to the enrollment and retention of homeless students in school in accordance with state and federal law. The district shall take reasonable steps to ensure that homeless students are not segregated or stigmatized and that decisions are made in the best interests of the student.

Each homeless student shall be provided services for which the student is eligible, comparable to services provided to other students in the school, regardless of residency, including transportation services, education services, vocational and technical education programs, gifted and talented programs, and school nutrition programs.

Homeless students shall be provided access to education and other services that they need to ensure that they have an opportunity to meet the same student performance standards to whid1 all students are held. All educational decisions shall be made in the best interests of the student.

The district shall coordinate with other districts and with local social services agencies and other agencies or programs providing services to homeless students as needed. The superintendent shall designate at least one staff member in the district to serve as the homeless student liaison and fulfill the duties set forth in state and federal law.

Decisions on enrollment and transportation for homeless students shall be made in accordance with regulation JFABD-R.

NOTE 1: the term "homeless children" is defined in federal law to include the following:
Individuals who lack a fixed. regular and adequate nighttime residence*;* including

- children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in. motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- children and youths who are living in. cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- migratory children who are living in circumstances described above.

NOTE 2 While the definition *of homeless children* in *Colorado law closely tracks the definition* in *federal law, the federal law contains the following language which is NOT found* in *the Colorado law:*

- “sharing the housing of other persons due to lack of housing, economic hardship or a similar reason”
- "trailer parks"
- "substandard housing"

Colorado school districts that receive federal funds are required to follow the more inclusive federal definition.

School District Safe Schools Policies Summary

The following policies have been adopted by the Board of Education to create a safe and effective learning environment to develop knowledge, skills and competence while respecting the rights of individuals and encouraging respect for authority and appropriate standards of conduct. These policies are intended to support the school district's mission statement to prepare students for advanced education, responsible citizenship and balanced, productive lives. The Board is committed to a uniform and fair enforcement of all rules.

The law requires that these policies be distributed each year. The policies are outlined below and each policy is available in its entirety for parent review at the Lake City Community School office. (Following each policy/regulation is the code for policies related to Colorado Senate Bill 133 for safe schools plans.)

A. Safe Schools Policy (ADD)

1. The superintendent has developed a safe schools plan that addresses
    a. supervision and security of school buildings and grounds
    b. supervision of students and visitors
    c. training programs for staff and students and procedures for the following:
        1) crisis prevention and management and emergency response
        2) ways to respond to and report problem situations
        3) reviews of school security and whether all feel safe
        4) liaison with city/county officials (law, fire, medical)
        5) ways to respond to fire, accidents, natural disasters, traffic, and classroom/community safety concerns (Attached – Exhibit A)

2. The superintendent will prepare an annual safety report for the Board of Education, to be shared with the public and submitted to the state. In addition to information summarizing enrollment and attendance, dropout rates and class size, the annual report will address student conduct and disciplinary action regarding
    a. dangerous weapons
    b. alcohol, tobacco, drugs and controlled substances
    c. disruptive behavior, assaults, or threats of harm
    d. damage to school property
    e. theft
    f. other behavior that interferes with school safety and educational opportunity of other students

B. Component Policies of the Safe Schools Plan

1. **School District Mission (AD)** – see cover page of this handbook
2. **Student Conduct (JIC)** – The Board of Education has adopted a written student conduct and discipline code that is part of the student handbook shared with each student and posted or kept on file in each building.
3. **Student Dress Code (JICA)** – Student attire that is deemed likely to disrupt the teaching-learning process is not acceptable in school buildings, grounds or activities. A specific list of inappropriate attire is detailed in the student handbook.
4. **Student Conduct in School Vehicles (JICC)** -- Riding in a school vehicle is a privilege and is contingent on observance of the student code of conduct as well as other regulations for safe conduct on school vehicles.
5. **Student Code of Conduct (JICDA)** – Twenty-four types of activities are specifically prohibited in school buildings, grounds, vehicles and school sponsored activities under S.B. 133 and are grounds for suspension or expulsion. Even attempts at these actions may result in disciplinary action. The student code of conduct precedes this policy summary.
6. **School-Related Student Publications (JICEA)** – The Board encourages students to express their views in school-sponsored publications while observing rules for responsible journalism and complying with this policy and state and federal law. To protect the rights of all members of the school community and to support the district's educational mission and purposes, students are prohibited from publishing expressions which are false, obscene, libelous, slanderous, defamatory under state law, presents a clear and present danger of the commission of the unlawful acts, violation of school rules, or material and substantial disruption of the orderly operation of the school, violates the privacy rights of others and/or threatens violence to property or person.
7. **Student Distribution of Noncurricular Materials (JICEC)** – This policy is intended to encourage and protect students' right to free speech while maintaining an orderly and safe school environment. The same prohibitions that apply to student publications apply to material in any media distributed by students. Students may not distribute any noncurricular materials on school property or at school-sponsored activities or events that in themselves or in the manner they are distributed that create or threaten to create a substantial disruption or material interference with the normal operation of the school, school activity, or event; advocate or encourage unlawful conduct or conduct that violates Board policy, including but not limited to the Board´s policies prohibiting unlawful discrimination,

harassment, and bullying; cause or threaten to cause injury to persons or property; or are obscene, defamatory, or violate any person´s privacy rights. School equipment and supplies shall not be used for publication of such material.

8. **Student Expression Rights (JICED)** – This policy simply extends to every student the limitations of expression that apply to school-related publications and to student distribution of noncurricular materials. It lists ten types of expression that violate the law, the rights of others or community standards of decency that are prohibited. It is the explicit policy of the school district to encourage creative student expression and the opportunity to put into practice Constitutional values such as the right to free speech.
9. **Tobacco-Free Schools (ADC)** – Smoking, chewing, lighting, ingesting, inhaling, vaping or any other application of any tobacco products by staff, students and members of the public is prohibited on all school property.
10. **Advisory Committees (BDF)** – Advisory committees shall be formed and citizens appointed by the Board of Education and staff members assigned to each group. Other community groups are encouraged to offer suggestions and advice to the Board. All committee meetings shall be open to the public.
11. **School Board Policy Process (BG)** – Policy development is one of the Board's chief responsibilities. Policy proposals may originate with Board members, the superintendent, staff, parents, residents of the district, and consultants. Established procedures will be followed for adoption, revision or repeal of policies.
12. **School Visitors & Security/Access to Buildings (KI & ECA/ECAB)** - The Board encourages parents/guardians and other citizens of the district to visit classrooms, activities and functions at any time to observe the work of the schools. During regular school hours, visitors shall report to the school office when entering and flow of traffic into and out of buildings shall be closely monitored. Access to buildings outside of school hours shall be limited to persons and organizations approved by the Board. Visiting schools is a privilege, not a right, which may be limited, denied or revoked by a school administrator or designee based on considerations of student and/or staff health, safety, efficient school operations, maintenance of a proper educational environment, or failure to comply with this policy.
13. **Student Absences and Excuses (JH)** – Excused absences include illness, injury, mental or emotional disability, a family emergency or an absence approved in advance by the superintendent for an appointment of circumstances of a serious nature which cannot be taken care of outside school hours, work-study under school supervision and school-sponsored or approved activities of an educational nature. Make-up work shall be provided. The maximum number of unexcused absences before judicial proceedings to enforce compulsory attendance is 10. Make-up work shall be allowed but may receive only partial credit.
14. **Bullying Prevention and Education (JICDE) –** The Board of Education supports a secure school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. The purpose of this policy is to promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable. Bullying and other behaviors as defined below are prohibited on district property, at district or school-sanctioned activities and events, when students are being transported in any vehicle dispatched by the district or one of its schools, or off school property when such conduct has a nexus to school or any district curricular or non-curricular activity or event.

    Prohibited Behavior

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

    Definitions

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

    Retaliation is an act or communication intended as retribution against an individual who reports an act of bullying. Retaliation can also include knowingly making false accusations of bullying or acting to influence the investigation of, or the response to, a report of bullying.

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

Prevention and Intervention

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

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

Reporting

Any student who believes they have been a victim of bullying and/or other behaviors prohibited by this policy, or who has witnessed such bullying and/or other prohibited behaviors, is strongly encouraged to immediately report it to a school administrator, counselor, or teacher. (JICDE-E-1 Incident Report Form)

Investigating and Responding

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

Supports and Referrals

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

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

A student who engages in any act of bullying, retaliation, and/or other behaviors prohibited by this policy is subject to appropriate disciplinary action including but not limited to suspension, expulsion and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior will be taken into consideration when disciplinary decisions are made. Bullying behavior that constitutes unlawful discrimination or harassment will be subject to investigation and discipline

under related Board policies and procedures. Students targeted by bullying when such bullying behavior may constitute unlawful discrimination or harassment also have additional rights and protections under Board policies and procedures regarding unlawful discrimination and harassment.

15. **Secret Societies/Gang Activity (JICF)** – The Board prohibits any groups or gangs which advocate drug use, violence or disruptive behavior, or intimidation of students. Any apparel or accessory that denotes membership in gangs is prohibited on school premises.
16. **Drug and Alcohol Use by Students (JICH**) – Discipline including suspension or expulsion may apply to possession, use, sale, distribution or procurement of alcohol, drugs or other controlled substances including narcotics, hallucinogens, amphetamines, barbiturates, stimulants, depressants, marijuana, anabolic steroids, and even substances believed by the students to be such substances. The school district shall take an active role in cooperation with law enforcement, social services and other agencies in education regarding the dangers of use and in reducing illegal use of drugs and alcohol by school-aged youths.
17. **Weapons in School (JICI)** – Federal law requires expulsion for no less than one full calendar year for a student who is determined to have brought a firearm to school. The Board will apply disciplinary measures including expulsion for possession of any dangerous weapon on school property or at school-sponsored activities. This includes any knife, gun or firearm facsimile, or other objects that could be used to inflict serious bodily injury.
18. **Student Interrogations, Searches and Arrests (JIH)** – The Board of Education seeks to maintain a climate in the schools that is conducive to learning and protective of the safety and welfare of staff and students. To achieve this goal, it may be necessary for school personnel, or in specific scenarios, law enforcement officials, to conduct interviews and/or search the person and/or the personal property of the student and to seize any property deemed injurious or detrimental to the safety and welfare of students and staff.
19. **Student Discipline (JK)** – The objective of disciplining any student must be to help the student develop a positive attitude toward self-discipline and socially acceptable behavior. A remedial discipline plan may be developed for any student who causes material and substantial disruption in any school activities. A student who causes a material and substantial disruption three times during the school year shall be declared a habitually disruptive student which may result in the student's expulsion.
20. **Discipline of Students with Disabilities (JK-2)** - Students with disabilities are neither immune from a school district's disciplinary process nor entitled to participate in programs when their behavior impairs the education of other students. Students with disabilities who engage in disruptive activities and/or actions dangerous to themselves or others will be disciplined in accordance with their IEP, any behavioral intervention plan and this policy. Nothing in this policy shall prohibit an IEP team from establishing consequences for disruptive or unacceptable behavior as a part of the student's IEP. The plan shall be subject to all procedural safeguards established by the IEP process**.**

    Suspension for up to 10 school days

    Students with disabilities may be suspended for up to 1O days in any given school year for violations of the student code of conduct. These 1O days need not be consecutive-. During any such suspension, the student shall not receive services.

    Manifestation Determination

    When a disciplinary change in placement is being considered beyond 10 days in a given school year related to a disabled student's behavior, the IEP team and other qualified district personnel shall review the relationship between the student's disability and the behavior. Such a review must take place immediately, if possible, but no later than 10 school days from the date of the decision to take disciplinary action.

    The team will determine whether the student's behavior is a manifestation of the - disability and whether the student's disability impaired his or her ability to control or understand the impact and consequences of the behavior.

    Disciplinary action for behavior that is not a manifestation.

    Once the team determines that the behavior was not a manifestation of the disability, disciplinary procedures shall be applied to the student in the same manner as applied to nondisabled students. During any period of suspension or change of placement beyond 10 days in any given school year, services shall be provided to the extent necessary to enable the student to continue to appropriately progress in the general curriculum and appropriately advance toward the goals of the IEP.

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

    A student with disabilities whose behavior is determined to be a manifestation of his or her disability may not be expelled but will be disciplined in accordance with his or her IEP, any behavioral intervention plan and this policy. In addition to any disciplinary action provided for in the IEP or behavioral intervention

plan, a disabled student may be suspended or removed to an alternative setting for up to an additional 10 school days in any given school year, beyond any 10-day suspension already given in that year, to the extent suspension would be applied to nondisabled students. Disabled students carrying weapons to school or possessing, selling, or soliciting drugs may be suspended or removed to an alternative setting for the same amount of time as would be applied to a nondisabled student, but not more than an additional 45 school days in any given school year, beyond any 10-day suspension already given in that year. A hearing officer may order removal to an alternative setting for 45 days; beyond any 10-day suspension already given in that year, when the district demonstrates by substantial evidence that maintaining the student's current placement is substantially likely to result in injury to the student or others. Either before or within 10 days after any change in placement or suspension (beyond any 10-day suspension already given in that year) related to a disciplinary problem, the IEP team must meet to determine an appropriate alternative setting, to develop a behavioral assessment plan or to review and modify an existing intervention plan, and review and modify the IEP where necessary. During any period of suspension or change of placement beyond 10 days in any given school year, services shall be provided to the extent necessary to enable the student to continue to appropriately progress in the general curriculum and appropriately advance toward the goals of the IEP.

Expedited hearings

An expedited hearing is available when:

1. the parent/guardian disagrees with the IEP team's determination regarding manifestation or with any decision regarding placement.
2. the parent/guardian disagrees with the proposed new placement following an interim alternative placement.
3. the district believes it is dangerous for the student to be returned to the previous placement.

During any challenge to placement, the student will stay in the alternative placement.

Students not identified as disabled.

Students who have not been identified as disabled may be subjected to the same disciplinary measures applied to children without disabilities if the district did not have "knowledge" of the disability.

The district has knowledge of the disability when:

1. the parent/guardian has expressed concern in writing that the student needs special education.
2. the student's behavior or performance has demonstrated such a need.
3. the parent/guardian has requested an evaluation.
4. the student's teacher has expressed concern about the student's behavior or performance to the director of special education or other district personnel

If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation will be expedited.

21. **Use of Physical Intervention and Restraint (JKA)** – Physical intervention or restraint may be used by any school employee to prevent wrongdoing or physical injury, in self-defense or protection of others, to obtain possession of dangerous objects, or to maintain discipline in an emergency situation that threatens bodily harm. Corporal punishment shall not be administered to any student.
22. **Complaint Procedures and Regulations Regarding the Use of Restraint or Seclusion 1 CCR301-45, 2620-R-2.07** – According to applicable rules of the Colorado State Board of Education, the following represents the process that must be followed when a student or the student's parent/guardian wishes to file a complaint about the use of restraint or seclusion by a district employee.

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

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

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

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

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

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

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

2.07(2)(f) The Complaint must allege that the violation(s) set forth in the Complaint occurred not more than one (1) year prior to the date that the Complaint is filed with the Colorado Department of Education (CDE);
2.07(2)(g) The signature and contact information (minimally, address and telephone number) for the complainant; and
2.07(2)(h) Written verification in a cover letter accompanying the Complaint that a complete copy of the Complaint and any attachments have also been mailed, hand-delivered, or delivered by other secure method to the public education agency (i.e. a school district, BOCES, or the Charter School Institute) serving the child.
2.07(3) The Complaint, including any attachments, must be mailed, hand-delivered, or delivered by other secure method to the IDEA State Complaints:
IDEA Part B State Complaints Officer
Colorado Department of Education
Exceptional Student Leadership Unit, Dispute Resolution Office
1560 Broadway, Suite 1175
Denver, Colorado 80202
Additionally, as noted in paragraph 2.07(2)(h) above, a complete copy of the Complaint, including any attachments, must also be mailed, hand-delivered, or delivered by other secure method to the public education agency (i.e. a school district, BOCES or the Charter School Institute) serving the child.
2.07(4) Complaints involving children with disabilities
2.07(4)(a) If the State Complaints Officer determines that the Complaint alleges a violation of the IDEA or its implementing regulations in 34 CFR Part 300, then the Complaint shall be processed through CDE's IDEA dispute resolution process. In these cases, the State Complaints Officer shall also have the authority to investigate and process a Complaint alleging improper use of seclusion and restraints in accordance with the timelines and procedures outlined in these rules.
2.07(4)(b) If the State Complaints Officer determines that the Complaint does not meet the criteria under section 2.07(4)(a), he or she shall refer the Complaint to the Restraint Complaints Officer (RCO) within five (5) calendar days of receiving the Complaint and shall notify the complainant in writing of this referral.
2.07(4)(c) Nothing in this subsection shall require the complainant to submit an additional Complaint directly to the RCO.
2.07(5) The Complaint shall be considered properly filed with the Department when it is received in CDE's Dispute Resolution Office and satisfies paragraph 2.07(2) above. A Complaint, once filed, will not be accepted for investigation if the CDE does not have jurisdiction (i.e., authority) to investigate; or if the Complaint does not set forth sufficient grounds on which to grant relief.
2.07(6) Within ten calendar (10) days of receipt of the Complaint, the RCO shall decide to accept or reject the Complaint for investigation and notify the complainant in writing. If the Complaint was sent via mail, the RCO's decision shall be postmarked by the 10th day. If the Complaint is accepted, the RCO shall:
2.07(6)(a) Notify the complainant of receipt and acceptance of the Complaint;
2.07(6)(b) Notify, by certified or overnight mail, the public education agency of each and every allegation contained in the Complaint together with a complete copy of the Complaint; and
2.07(6)(c) Initiate an investigation concerning the allegations contained in the Complaint.
2.07(7) Complaint Timelines:
2.07(7)(a) Response: Within fifteen (15) calendar days of receiving the RCO's notification of the Complaint, the public education agency may file a Response to the Complaint allegations and provide information which it deems necessary or useful for the RCO to consider in conducting a thorough investigation. If the public education agency fails to timely respond to an allegation, the RCO may, in his/her sole discretion, deem the allegation admitted.
The Response is due by 5:00 p.m. on the date due. The public education agency shall provide any written Response to the RCO and also a complete copy of the Response, including any attachments, to the complainant unless doing so would violate relevant laws regarding confidentiality. The public education agency shall provide the RCO with a legible copy of the written tracking receipt which verifies that a complete copy of the Response, including any attachments, was sent by certified or overnight mail to the complainant.
2.07(7)(b) Reply: Within ten (10) calendar days of delivery of the response, the complainant may file a written Reply to the Response, including any attachments, in support of his/her position. The complainant shall provide any written Reply to the RCO at the address identified in paragraph 2.07(3), above, and also provide the RCO by 5:00 p.m. on the date due with written verification that a complete

copy of the Reply, including any attachments, was also mailed or hand-delivered to the public education agency.

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

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

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

2.07(8) Complaint Investigations:

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

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

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

2.07(9) Complaint Resolution:

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

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

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

23. **Disciplinary Removal from Classroom (JKBA)** – A teacher may immediately remove a student from the classroom if the student's behavior violates the Student Code of Conduct, is dangerous or disruptive, or seriously interferes with the teaching/learning environment. This removal may be informal for a short period of time after which the student is allowed to return or a formal removal. Before formal removal, the student should be warned that continued misbehavior may result in being removed from the classroom and possibly suspended or expelled. Formal removal will result in notification of parents/guardian and may involve a student-teacher-parent conference. After three formal removals, a student shall be officially removed from the teacher's class for the remainder of the term and a loss of credit may occur.
24. **Expulsion Prevention, Suspension/Expulsion of Students, and Educational Alternatives for Expelled Students (JKG, JKD/JKE & JKF)** – Expulsion is regarded as a punishment of last resort. Students who are identified as at risk of suspension or expulsion will (in conjunction with their parent/guardian) be provided with a plan for support services to help them avoid expulsion. As an alternative to suspension, if the teacher agrees and it is not disruptive, the student may remain if the parent/guardian attends class with the student. A suspension may be from one to twenty days. The Board has authority to expel a student for any period up to one year.

    A student or parent/guardian can request that educational services be designed to enable an expelled student to return to school, complete the GED or enroll in a non-public school. The services need not be provided on school property. The Board and its designee(s) shall consider the following factors in determining whether to suspend or expel a student: the student's age, the student's disciplinary history, the student's eligibility as a student with a disability, the seriousness of the violation committed by the student, the threat posed to any student or staff, and the likelihood that a lesser intervention would properly address the violation. For a student in preschool, kindergarten, first grade, or second grade, the Board and its designee(s) also shall determine that failure to remove the student from the school building

through suspension and/or expulsion would create a safety threat that otherwise cannot be addressed and shall document any alternative behavioral and disciplinary interventions that it employs before suspending or expelling the student.

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

25. **Immunization of Students (JLCB/JLCB-R**) - The Board directs the superintendent or designee(s) to annually provide parents/guardians of each student enrolled in the district a copy of the standardized immunization document developed by the Colorado Department of Public Health and Environment. The standardized immunization document includes a list of required and recommended immunizations and the age at which each immunization should be given. No student is permitted to attend or continue to attend any school in this district without meeting the legal requirements of immunization against disease unless the student has a valid exemption for health, religious, personal or other reasons as provided by law. Students who do not submit an up-to-date certificate of immunization or a valid exemption will be suspended and/or expelled from school according to regulation JLCB-R. All information distributed to parents/guardians by the district will inform them of their rights to seek an exemption from immunization requirements.
26. **Students with Food Allergies (JLCDA**) - The Board recognizes that many students are being diagnosed with potentially life-threatening food allergies. To address this issue and meet state law requirements concerning the management of food allergies and anaphylaxis among students, the Board sets forth the following requirements.

    Health care plan

    The school nurse, or superintendent in consultation with the school nurse, shall develop and implement a health care plan (plan) for each student with a diagnosis of a potentially life-threatening food allergy. The plan shall address communication between the school and emergency medical services, including instructions for emergency medical responders. If a student qualifies as a student with a disability in accordance with federal law, the student's Section 504 plan, Individualized Education Program (IEP), and/or other plan developed in accordance with applicable federal law shall meet this requirement.

    Reasonable accommodations

    Reasonable accommodations shall be made to reduce the student's exposure to agents that may cause anaphylaxis within the school environment. If a student qualifies as a student with a disability in accordance with federal law, the student's Section 504 plan, Individualized Education Program (IEP), and/or other plan developed in accordance with applicable federal law shall meet this requirement.

    Access to emergency medications

    Emergency medications for treatment of the student's food allergies or anaphylaxis shall be kept in a secure location accessible to designated school staff. Whenever possible and in a timely fashion, the student's parent/legal guardian shall supply the school with the medication needed for treatment of the student's food allergies or anaphylaxis, unless the student is authorized to self-carry such medication in accordance with Board policy JLCD, Administration of Medications.

    Staff training

    The superintendent, in consultation with the school nurse, shall determine the appropriate recipients of emergency anaphylaxis treatment training, which shall include those staff directly involved with a student who has a known food allergy during the school day. At a minimum, the training shall prepare staff to have a basic understanding of food allergies and the importance of reasonable avoidance of agents that may cause anaphylaxis, the ability to recognize symptoms of anaphylaxis, and the ability to respond appropriately when a student suffers an anaphylactic reaction. The training shall also include instruction in the administration of self-injectable epinephrine.
27. **Screening/Testing of Students (JLDAC)** – Parents/guardians' consent is required before students respond to a survey, assessment, analysis or evaluation related to certain personal information listed in this policy. Parents/guardians' consent is also required prior to psychiatric/psychological assessment of students by certified school personnel. However, a student age 15 or older may consent to receive mental health services when rendered by a licensed person or facility. Special education evaluation is governed by state and federal law and is outside the scope of this policy.
28. **Sex Offender Information (JFF)** - At the beginning of each school year, the district shall provide written information to parents and eligible students identifying where and how members of the community may obtain information collected by law enforcement agencies related to registered sex offenders. This information will also be posted on the district's website.

Colorado: https://apps.colorado.gov/apps/dps/sor/
National: https://www.nsopw.gov/

29. **Student Records/Release of Information on Students (JRA/JRC)** – Student educational records and personal information may be reviewed by the parent/guardian upon written request and they have the right to request amendments of records that can be supported by appropriate evidence. The superintendent from other districts or state agencies may request educational information. Disclosure of information requires written consent of parents/guardians; however, disciplinary information may be disclosed to any teacher who has contact with such students. Some information may be disclosed to Medicaid and criminal justice agencies. Directory information that may be released includes the student's name, date and place of birth, major, activity/sport participation, dates of attendance and degrees and awards received. Colorado law prohibits release of student telephone numbers and addresses. Names, addresses and home telephone numbers, as well as directory information, of secondary school students will be released to military recruiting officers within 90 days of the request unless a parent/guardian or eligible student submits a written request that such information not be released. Disclosure of personally identifiable information can be made without consent to school officials and teachers and to officials of other school districts or postsecondary institutions.
30. **Sharing of Student Records/Information between School District and State Agencies (JRCA)** – The Board may utilize all avenues under state law to obtain or share relevant student information when necessary to protect the safety and welfare of school district staff, visitors, students, property and the public.
31. **Crisis Management and Crisis Management Communication (KDE & KDEA)** – A crisis management plan has been prepared for disruptive events that threaten safety and security, whether or not they occur on school property. This plan includes written procedures for taking action, communicating with local law enforcement and emergency services, parents, students and the media. The plan includes staff training and aftermath services for staff/students affected by trauma. A spokesperson for the district will coordinate information gathering and dissemination to inform staff, the media and the public of what is happening as soon as facts can be verified.
32. **Relations with State Agencies (KLG)** – To enhance the safety and security of students, staff and community, the Board shall cooperate with law enforcement officials, the juvenile justice system and social services. This proactive effort includes protection of the civil rights of individuals as well as guidelines for contacting state agencies and periodic review of security and safe school plans.
33. **Violent and Aggressive Behavior (JICDD)** – In order to preserve the type of learning environment to which the students and staff of this district are entitled, thirteen behaviors, categorized as violent or aggressive, will not be tolerated and shall result in immediate action being taken by the district.
34. **Staff Personal Security and Safety (GBGB)**

Offenses against school employees

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

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

1. The teacher or employee shall file a written complaint with the superintendent and the Board of Education.
2. The superintendent, after receipt both of the complaint and adequate proof of the charges, shall suspend the student for three days in accordance with established procedures.
3. The superintendent shall initiate procedures for the further suspension or expulsion of the student when injury or property damage has occurred.
4. The superintendent shall report the incident to the district attorney or the appropriate local law enforcement agency or officer who shall then investigate the incident to determine the appropriateness of filing criminal charges or initiating delinquency proceedings.
5. A copy of this policy shall be distributed to each student and posted in each school building.

Communication of disciplinary information to teachers/counselors

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

Medically Necessary Treatment in a School Setting (JLCDC/JLCDC-R)

The provision of medically necessary treatment to students by private health-care specialists must be done in accordance with this policy. If medically necessary treatment requires administration of prescription and/or nonprescription medications to students, such administration must be in accordance with applicable law and the Board's policy concerning the administration of medications to students.

Definitions

For purposes of this policy, the following definitions apply:

1. "Medically necessary treatment" means treatment recommended or ordered by a Colorado licensed health-care provider acting within the scope of the health-care provider's license.
2. "Private health-care specialist" means a health-care provider who is licensed, certified, or otherwise authorized to provide health-care services in Colorado, including pediatric behavioral health treatment providers pursuant to the state medical assistance program, C.R.S. 25.5, articles 4, 5, and 6, and autism services providers who provide treatment pursuant to C.R.S. 10-16-104 (1.4). In no event may a school district or administrative unit staff member be recognized as a private health-care specialist for the purposes of this policy.

Notification of Rights

Parents and/or legal guardians of a student with disabilities will be notified that section 504 of the federal "Rehabilitation Act of 1973", 29 U.S.C. sec. 794, as amended, and Title II of the federal "Americans with Disabilities Act of 1990" provide rights and protections to students to access medically necessary treatment required by the student to have meaningful access to the benefits of a public education, or to attend school without risks to the student's health or safety due to the student's disabling medical condition.

Determination Whether Medically Necessary Treatment Must be Provided on School Premises

1. It will be the responsibility of a student's IEP team or 504 team to determine whether any medically necessary treatment must be provided to the student within the school setting in order for the student to access their education, pursuant to section 504 of the federal "Rehabilitation Act of 1973", 29 U.S.C. sec. 794, as amended, and Title II of the federal "Americans with Disabilities Act of 1990."
2. When making the determination whether medically necessary treatment must be provided within the school setting, the student's IEP team or 504 team will
3. invite the private health-care specialist who ordered or recommended the medically necessary treatment to attend the student's IEP meeting or 504 meeting at which the issue will be discussed. The invitation will include the option for the private health-care specialist to submit information in writing that can be reviewed at such IEP meeting or 504 meeting. The invitation will be given not less than ten (10) calendar days in advance of the IEP or 504 meeting.
4. Nothing in this policy will be construed to prevent the district from using its own staff, if qualified, or contracting with a qualified provider of its choice to provide medically necessary treatment that a student's IEP team or 504 team has determined must be provided in the school setting pursuant to section 504 of the federal "Rehabilitation Act of 1973", 29 U.S.C. sec. 794, as amended, and/or Title II of the federal "Americans with Disabilities Act of 1990."

   Nothing in this policy will be construed to require the district to permit a third party to determine or provide special education or related services in the school setting in a way that interferes with the districts' obligations and authority under federal law.

Access to School Setting by Private Health-Care Specialists

1. *Access to provide medically necessary treatment.* A private health-care specialist may be granted access to school or district property to provide medically necessary treatment in accordance with the determination of the student's IEP team or 504 team, and subject to the Board's policy and/or procedures concerning visitors to schools and all other applicable policies, and subject to the provisions of regulation JLCDC-R.
2. *Access to solely observe student or collaborate with school personnel*. A private health-care specialist may be granted access to school or district property to observe the student in the school setting or collaborate with school personnel regarding the student, without providing direct treatment to the student, in accordance with the determination of the student's IEP team or 504 team, and subject to the Board's policy and/or procedures concerning visitors to schools and all other applicable policies.

Permission to provide medically necessary treatment on school premises may be limited or revoked if the private health-care specialist violates this policy or JLCDC*-R or demonstrates an inability to responsibly follow the requirements of the school district or administrative unit.

Appeal

If the IEP team or the 504 team determines that any medically necessary treatment is not required to be provided in the school setting pursuant to section 504 of the federal "Rehabilitation Act of 1973", 29 U.S.C. sec. 794, as

amended, and/or Title II of the federal “Americans with Disabilities Act of 1990,” the IEP team or 504 team will provide notice to the student’s parents or legal guardian that the student has a right to appeal such determination. Such appeal must meet, at a minimum, the following requirements:

a. The district will hold an appeal hearing within a reasonable time after it has received the request for an appeal from the parent or student.
b. The district will give the parent and student notice of the date, time, and place, reasonably in advance of the appeal hearing.
c. The appeal hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing.
d. The district will give the parent and student a full and fair opportunity to present evidence relevant to the issue whether the medically necessary treatment as ordered or recommended by a private health-care specialist is required to be provided in the school setting pursuant to section 504 of the federal “Rehabilitation Act of 1973”, 29 U.S.C. sec. 794, as amended, and/or Title II of the federal “Americans with Disabilities Act of 1990.” The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.
e. The district will make its decision in writing within a reasonable period of time after the appeal hearing.
f. The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

Reporting

Each school shall designate a particular staff member to report the following to the superintendent or designee on a regular basis: the name of the requesting student, the student’s request, and the outcome of the request, whether accepted or denied.

A private health-care specialist may be permitted to come onto the premises of any district school for the purpose of providing medically necessary treatment to a student if it has been determined by the student's IEP team or 504 team that such medically necessary treatment must be provided to the student within the school setting pursuant to section 504 of the federal "Rehabilitation Act of 1973", 29 U.S.C. sec. 794, as amended, and Title II of the federal "Americans with Disabilities Act of 1990."

Such treatment will not occur on school premises unless the following minimum requirements are met:

1. The district prepares, with the input of the private health-care specialist and the student's parent/guardian, a written plan that identifies the form, designated location(s), treatment plan for administration from the private health-care specialist, and any additional protocol regarding administration of medically necessary treatment to the student, which may include implementing a background check for the private health-care specialist, requirements that the private health-care specialist be appropriately supervised by the employing agency, or other protocol(s) if deemed necessary by the District. The written plan must be signed by the school administrator, the student (if capable), the private health-care specialist, and the student's parent/guardian.
2. The district provides a representative who has the authority and responsibility to work with the parents and private health-care specialist to schedule and/or cancel the private health-care specialist's visits to the school to provide medically necessary treatment.
3. The student's parent signs a parental consent form to any medically necessary treatment in the school setting.
4. The private health-care specialist signs a Confidentiality Affidavit certifying that they will comply with the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA), and shall not read any documents or file materials pertaining to any student other than the qualifying student.
5. The private health-care specialist provides a certificate of insurance of General Liability, Auto Liability, and Professional Liability insurance. The General Liability and Auto Liability policies must name the district as an additional insured party.
6. The private health-care specialist provides proof of Colorado licensure.
7. The private health-care specialist signs an Assumption of Risk form waiving any and all claims and demands for relief concerning any physical or emotional harm, injury, or damage to the private health-care specialist caused by the student and/or any other student.

After the medically necessary treatment begins, the treatment is subject to the following conditions:

1. At all times, through implementation of this regulation and associated policy, all parties shall strive to avoid disruption to the learning environment of all students, avoid disruption to the student's access to special education services, and maintain the integrity of all students' instructional programs.
2. The private health-care specialist must give at least two weeks' advance notice of any additional visits to the school to work with the student that were not mentioned in the written plan.

3. The district has sole discretion to deny an additional visit, or reschedule or modify any planned visit, if the visit to the school would interfere with the school's necessary activities, schedule of school staff, or scheduling priorities. Except in an emergency, the private health-care specialist and the student's parent/guardian will be given two weeks' advance notice of any rescheduling or modification of an existing visit.
4. The student's parent/guardian will be solely responsible for compensating the private health-care specialist for medically necessary treatment, and the district will have no financial obligation to the private health-care specialist for fees, expenses, or any other associated cost. If the private health-care specialist offers suggestions, professional observations, opinions, advice, or consultation to and for district staff, the district will not be obligated to pay any associated fee or charge.
5. The private health-care specialist must follow all applicable provisions of state and federal law and district policies during any time the private health-care specialist is on district premises.
6. The district will not exercise supervisory control over the content or nature of private health-care specialist's medically necessary treatment of the student. However, if requested, the district is entitled to advance discussion and review of the content and nature of such services in order to coordinate the medically necessary treatment with other classroom and school activities.
7. Permission for the private health-care specialist to administer medically necessary treatment to a student, and to remain on district property, may be limited or revoked if the private health-care specialist violates this policy or demonstrates an inability to responsibly follow this policy's parameters.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA) (JLDAC-E)

PPRA affords parents/guardians certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey"), if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):
    a. Political affiliations or beliefs of the student or student's parent/guardian.
    b. Mental or psychological problems of the student or student's family.
    c. Sex behavior or attitudes.
    d. Illegal, anti-social, self-incriminating, or demeaning behavior.
    e. Critical appraisals of others with whom respondents have close family relationships.
    f. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers.
    g. Religious practices, affiliations, or beliefs of the student or parents/guardians.
    h. Income, other than as required by law to determine program eligibility.
2. Receive notice and an opportunity to opt a student out of:
    a. Any other protected information survey, regardless of funding.
    b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student.
    c. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. Inspect, upon request and before administration or use:
    a. Protected information surveys of students.
    b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes.
    c. Instructional material used as part of the educational curriculum.

These rights transfer from the parents/guardians to a student who is 18 years old or an emancipated minor ("eligible student") under state law.

The district will develop and adopt policies, in consultation with parents/guardians, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

The district will directly notify parents/guardians of these policies at least annually at the start of each school year and after any substantive changes. The district will also directly notify, such as through U.S. Mail or electronic mail, parents/guardians of students who are scheduled to participate in the specific activities or surveys noted above and will provide an opportunity for the parent/guardian to opt his or her child out of participation in the specific activity or survey. The district will make this notification to parents/guardians at the beginning of the school year if the district has identified the specific or approximate dates of the activities or surveys at that time.

For surveys and activities scheduled after the school year starts, parents/guardians will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents/guardians will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

1. Collection, disclosure, or use of personal information for marketing, sales or other distribution.
2. Administration of any protected information survey not funded in whole or in part by ED.
3. Any non-emergency, invasive physical examination or screening as described above.

Parents/guardians and eligible students who believe their rights have been violated may file a complaint with:

U.S. Department of Education
Student Private Policy Office
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

Student Records/Release of Information on Students – Policy (JRA/JRC)

In recognition of the confidential nature of student education records, no person or agency may access student education records without prior written consent from the student's parent/guardian or the eligible student, except as set forth in law and this policy.

The superintendent or designee shall provide for the proper administration of student records in accordance with law, including the implementation of safeguard measures or procedures regarding access to and disclosure of student education records.

Content and custody of student education records

The superintendent is the official custodian of records in his or her building.

Student education records in all formats and media, including photographic and electronic, are those records that relate directly to a student. Student education records may contain, but will not necessarily be limited to, the following information: identifying data; academic work completed; level of achievement (grades, standardized achievement test scores); attendance data; scores on standardized intelligence, aptitude and psychological tests; interest inventory results; health and medical information; family background information; teacher or counselor ratings and observations; reports of serious or recurrent behavior patterns and any individualized education program (IEP).

Student education records do not include records maintained by a law enforcement unit of the school or school district that are created by that unit for the purpose of law enforcement.

Nothing in this policy shall prevent administrators, teachers or staff from disclosing information derived from personal knowledge or observation and not derived from a student's education records.

In accordance with applicable law, requests for inspection and review of student education records, requests for copies of such records, and disclosure of personally identifiable information therein shall be maintained as a part of each student's education record.

School personnel shall use reasonable methods to authenticate the identity of parents, students, school officials, and any other party to whom they disclose student education records. Authentication of identity prior to disclosure of electronic records through passwords or other security measures shall be required.

Access to student education records by parents and eligible students

A parent/guardian ("parent") has the right to inspect and review their child's education records if the student is under 18 years of age. If a student is 18 years old or older ("eligible student"), the student may inspect or review his or her own education records and provide written consent for disclosure of such records and personally identifiable information therein. However, the parent is also entitled to access his/her child's education records, despite the lack of written consent from the eligible student, if the eligible student is a dependent for federal income tax purposes or the disclosure is in connection with a health or safety emergency. Access to student education records by parents or eligible students shall be in accordance with the regulation accompanying this policy.

Request to amend student education records

A parent or eligible student may ask the district to amend a student education record they believe is inaccurate, misleading or otherwise violates the privacy rights of the student. Student grades cannot be challenged pursuant to this policy. Requests to amend a student education record shall be in accordance with the regulation accompanying this policy.

Disclosure with written consent

Whenever the district is required by law or policy to seek written consent prior to disclosing personally identifiable information from a student's education record, the notice provided to the parent or eligible student shall contain the following:

a. The specific records to be disclosed;
b. The specific reasons for such disclosure;
c. The specific identity of any person, agency or organization requesting such information and the intended uses of the information;
d. The method or manner by which the records will be disclosed; and
e. The right to review or receive a copy of the records to be disclosed.

The parent's or eligible student's consent shall only be valid for the specific instance for which it was given. Consent for a student to participate in any course, school activity, special education program or in any other school program shall not constitute the specific written consent required by this policy. All signed consent forms shall be retained by the school district.

Disclosure without written consent

The district may disclose student education records or personally identifiable information contained therein without written consent of the parent or eligible student if the disclosure meets one of the following conditions:

1. The disclosure is to a school official having a legitimate educational interest in the student education record or the personally identifiable information contained therein. In accordance with law, only those school officials who have a legitimate educational interest as described in this policy shall be permitted access to specific student education records.
    a. For purposes of this policy, a "school official" is a person employed by the district as an administrator, supervisor, teacher or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the district has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, consultant or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student or other volunteer assisting another school official in performing his or her tasks.
    b. A school official has a "legitimate educational interest" if disclosure to the school official is: (1) necessary for that official to perform appropriate tasks that are specified in his or her position description or by a contract agreement; (2) used within the context of official district business and not for purposes extraneous to the official's areas of responsibility; (3) relevant to the accomplishment of some task or to a determination about the student; and (4) consistent with the purposes for which the data are maintained.
2. The disclosure is to officials of another school, school system or postsecondary institution that has requested the records and in which the student seeks or intends to enroll, or has enrolled. Any records sent during the student's application or transfer period may be supplemented, updated or corrected as necessary.
3. The disclosure is to authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities.
4. The disclosure is in connection with a student's application for, or receipt of, financial aid.
5. The disclosure is to state and local officials and concerns the juvenile justice system's ability to effectively serve, prior to adjudication, the student whose records are disclosed as provided under the Colorado Open Records Act and Colorado Children's Code. Such records and personally identifiable information shall only be disclosed upon written certification by the officials that the records and information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the parent or eligible student.
6. The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate or administer predictive tests; to administer student aid programs; or to improve instruction.
7. The disclosure is to accrediting organizations for accrediting functions.
8. The disclosure is to the parent of an eligible student and the student is a dependent for IRS tax purposes.
9. The disclosure is in connection with an emergency, if knowledge of the information is necessary to protect the health or safety of the student or others.
10. The disclosure is to comply with a judicial order or lawful subpoena. Unless specified in the order or subpoena, the district shall make a reasonable effort to notify the parent or eligible student prior to complying with the order or subpoena.
11. The disclosure is of "directory information" as defined by this policy.

Disclosure of directory information

Directory information may also be disclosed without written consent of the parent or eligible student. "Directory information" means information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information which may be released includes but is not limited to the student's name, email address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, degrees, honors and awards received, the most recent previous education agency or institution attended by the student, and other similar information. Directory information also includes a student identification number or other unique personal identifier displayed on a student ID badge or used by the student to access or communicate in electronic systems, but only if the identifier cannot be used to gain access to student education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a password known only by the authorized user.

Student telephone numbers and addresses shall not be disclosed pursuant to this section.

The parent or eligible student has the right to refuse to permit the designation of any or all of the categories of directory information if such refusal is received in writing in the office of the principal of the school where the student is in attendance no later than September 7 or the following Monday if September 7 is a

Saturday or Sunday.

Disclosure of disciplinary information to school personnel

In accordance with state law, the superintendent or designee shall communicate disciplinary information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Any teacher or counselor to whom disciplinary information is reported shall maintain the confidentiality of the information and shall not communicate it to any other person.

State law requires the superintendent or designee to inform the student and the student's parent when disciplinary information is communicated and to provide a copy of the shared disciplinary information. The student and/or the student's parent may challenge the accuracy of such disciplinary information through the process outlined in this policy and accompanying regulation.

Disclosure to military recruiting officers

Names, addresses and home telephone numbers, as well as directory information, of secondary school students shall be released to military recruiting officers within 90 days of the request, unless a parent or student submits a written request that such information not be released. Reasonable and customary actual expenses directly incurred by the district in furnishing this information will be paid by the requesting service.

Disclosure to Medicaid

In all cases in which a student is enrolled in the Colorado Medicaid program, the district shall release directory information consisting of the student's name, date of birth and gender to Health Care Policy and Financing (Colorado's Medicaid agency) to verify Medicaid eligibility of students. The district shall obtain written consent annually from a parent before the release of any non-directory information required for billing. To accomplish this, the district shall include a consent form with the "start of school" information each fall and include a consent form with IEP packet materials.

Disclosure to the Colorado Commission on Higher Education (CCHE)

On or before December 31 of each school year, the school district shall disclose to the CCHE the names and mailing addresses of those students enrolled in the eighth grade for use in mailing the notice of postsecondary educational opportunities and higher education admission guidelines as required by state law.

Annual notification of rights

The district shall notify parents and eligible students of their rights pursuant to this policy at the beginning of each academic year. For notice to parents or eligible students who are disabled or whose primary or home language is other than English, the format or method of notice will be modified so it is reasonably likely to inform them of their rights.

A copy of the Family Educational Rights and Privacy Act, and this policy and accompanying regulation and exhibit may be obtained from the office of the superintendent during normal business hours.

Governing law

The district shall comply with the Family Educational Rights and Privacy Act (FERPA) and its regulations as well as state law governing the confidentiality of student education records. The district shall be entitled to take all actions and exercise all options authorized under the law.

In the event this policy or accompanying regulation does not address a provision in applicable state or federal law, or is inconsistent with or in conflict with applicable state or federal law, the provisions of applicable state or federal law shall control.

Student Records/Release of Information on Students -- Regulation

(Review, amendment and hearing procedures)

In accordance with policy JRA/JRC, this regulation contains the procedures to follow when a parent or eligible student seeks to review or challenge the content of student education records.

Request to review student education records

1. The parent or eligible student shall submit a written request to the superintendent attended by the student, asking to review the student's education records.
2. Upon receipt of the written request, the superintendent or designee shall set a date and time for inspection and review of the records (usually within three working days after the request has been made).
3. The parent or eligible student shall examine the student's education records in the presence of the superintendent and/or other person(s) designated by the superintendent. The record itself shall not be taken from the school building.
4. During inspection and review of student education records by a parent or eligible student and when requested by them, the superintendent will provide personnel necessary to give explanations and interpretations of the records.
5. Upon request, one copy of the record shall be provided within a reasonable time to the parent or eligible

student at a cost of $0.25 per page.

Request to amend student education records

1. The parent or eligible student shall submit a written request to the superintendent, clearly identifying the part of the record to be amended and specifying why the record is inaccurate, misleading or otherwise violates the student's privacy rights.
2. The written request to amend the student's education records must be made in writing within 10 school days of the date the records were first examined by the parent or eligible student, unless additional time is granted by the district for good cause shown.
3. If the superintendent or school official denies the request to amend the student education record, the superintendent/school official shall notify the parent or eligible student of the decision and advise him or her of the right to a hearing to appeal the denial.

Request for a formal hearing

A request for a formal hearing must be made in writing and addressed to the superintendent of schools. The district's response to the request shall be mailed within 10 school days.

The hearing shall be held in accordance with the following:

1. The hearing will be held within 25 school days after receipt of the request. Notice of the date, place and time of the hearing will be forwarded to the parent or eligible student by certified mail.
2. The hearing will be conducted by the superintendent or administrative official as designated in writing by the superintendent. The official conducting the hearing shall not be the official who made the initial decision nor shall it be anyone with a direct interest in the outcome of the hearing.
3. Parents or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of their choice at their own expense, including an attorney.
4. he official designated above shall make a decision in writing within 20 school days following the conclusion of the hearing and shall notify the parent or eligible student of that decision by certified mail.
5. The decision of the official shall be based upon the evidence presented at the hearing and shall include a summary of the evidence and the reason for the decision.
6. The decision shall include a statement informing the parents or eligible student of the right to place in the student education record a statement commenting upon the information in the records and/or setting forth any reason for disagreement. Any explanation placed in the records shall be maintained by the district. If the student education record is disclosed by the district to any other party, the explanation shall also be disclosed to that party.

Student Records/Release of Information on Students -- Exhibit

(Notification to Parents and Students of Rights Concerning Student Education Records)

The Family Educational Rights and Privacy Act (FERPA) and Colorado law afford parents/guardians (parents) and students over 18 years of age (eligible students) certain rights with respect to the student's education records, as follows:

1. The right to inspect and review the student's education records within a reasonable time period after the request for access is made (not to exceed 45 days). See JRA/JRC-R.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights. See JRA/JRC-R.
3. The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA and state law authorize disclosure without consent. See JRA/JRC.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
   Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-8520.
5. The right to refuse to permit the designation of any or all the categories of directory information. See JRA/JRC.
6. The right to request that information not be provided to military recruiting officers. See JRA/JRC and JRA/JRC-E-2.

Student Use of Technology (JS)

Technology, which includes the Internet, electronic communications1, social media, applications and artificial intelligence tools has vast potential to support curriculum and student learning. The Board of Education believes appropriate technology should be used in schools as a learning resource to educate and to inform.

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

Through the use of technology, students may access materials and information from many sources, including some that may be harmful to students. Although it is impossible to predict with certainty what information students might locate or come into contact with, the district will take reasonable steps to protect students from accessing material and information that is obscene, pornographic or otherwise harmful to minors, as defined by the Board. Students are responsible for their own use of district technology devices to avoid contact with material or information that may be harmful to minors. For purposes of this policy, “district technology device” means any district-owned computer, hardware, software, or other technology that is used for learning purposes and has access to the Internet.

Blocking or Filtering Obscene, Pornographic and Harmful Information
Technology that blocks or filters material and information that is obscene, pornographic or otherwise harmful to minors, as defined by the Board, has been installed on all district technology devices having Internet or electronic communications access. Students must report access to material and information that is inappropriate, offensive or otherwise in violation of this policy to a staff member. If a student becomes aware of other students accessing such material or information, he or she shall report it to a staff member.

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

Unauthorized and Unacceptable Uses
Students must use district technology devices in a responsible, efficient, ethical and legal manner. Because technology and ways of using technology are constantly evolving, every unacceptable use of district technology devices cannot be specifically described in policy. Therefore, examples of unacceptable uses include, but are not limited to, the following:

Students must not access, create, transmit, retransmit or forward material or information:

- that promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons;
- that is not related to district education objectives;
- that contains pornographic, obscene or other sexually oriented materials, either as pictures or writings;
- that harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons in violation of the district’s nondiscrimination policies;
- for personal profit, financial gain, advertising, commercial transaction or political purposes;
- that plagiarizes the work of another;
- that uses inappropriate or profane language;
- that is knowingly false or could be construed as intending to purposely damage another person's reputation;
- in violation of any federal or state law or district policy, including but not limited to copyrighted material and material protected by trade secret;
- that contains personal information about themselves or others, including information protected by confidentiality laws;
- that impersonates another or transmits through an anonymous remailer;

- that accesses fee services without specific permission from the system administrator.

Security
Security on district technology devices is a high priority. Students who identify a security problem while using district technology devices must immediately notify a administrator is prohibited.

Students shall not:
- use another person's password or any other identifier;
- gain or attempt to gain unauthorized access to district technology devices; or
- read, alter, delete or copy, or attempt to do so, electronic communications of other system users.

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

Safety
In the interest of student safety and security, the district shall educate students about appropriate online behavior, including cyberbullying awareness and response, interacting on social media, appropriate use of artificial intelligence, and other forms of direct electronic communication.

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

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

Artificial Intelligence
The district supports student use of Artificial Intelligence (AI) tools that enhance the district's commitment to high-quality learning. Generally, students may use AI tools for explaining concepts, exploring new topics of interest and seeking guidance on research directions. Students may be permitted to use AI tools on assignments if clearly stated in the assignment or specified by the teacher. However, students must not rely solely or primarily on AI tools in completion of coursework unless expressly authorized.

In any use of AI, students should be mindful that AI tools are prone to "hallucinations," false answers/information, or outdated, misleading and/or biased information. Thus, students must always verify information provided by AI tools using reliable sources such as textbooks, scientific papers and reputable educational websites.

Students should not upload or input any personal, confidential, propriety or sensitive information into any AI tool. Examples include passwords and other personal information such as names, likenesses, or social security, credit card or bank account numbers.

Specific acceptable and unacceptable uses of AI tools may vary based on new technological developments and students must follow the guidance of the district's administrators. Offenses or violations of this Policy will be addressed by the teacher and administrators.

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

Assigning Student Projects and Monitoring Student Use
The district will make reasonable efforts to see that the Internet and electronic communications are used responsibly by students. Administrators, teachers and staff have a professional responsibility to work together to monitor

students' use of technology, help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use information to meet their educational goals. Students must have specifically defined objectives and search strategies prior to accessing material and information using technology.

Opportunities will be made available on a regular basis for parents to observe student use of technology in schools. Student use of technology will be supervised by staff.

Staff members assigned to supervise student technology use must have received training in technology safety and monitoring student use.

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

Students and parents/guardians are required to sign the district's Acceptable Use Agreement annually before the district permits the student’s use of technology, including Internet or electronic communications accounts.

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

Technology Fees and Assumption of Responsibility
District administration will make annual recommendations to the Board of Education for the setting of student technology fees. These fees shall include 1) an annual, nonrefundable technology use and maintenance fee, and 2) a fee schedule for technology devices that are damaged, lost or stolen.

Students are responsible for district-set fees for technology devices damaged, lost or stolen due to student negligence, misuse or improper care. If a technology device is lost or stolen due to negligence or deliberate action, the student is responsible for cost of the replacement value on the date of the loss. In the case of theft, a police report must be filed by the student’s parents or guardians. The maximum liability amount will not exceed the actual cost of the purchased unit.

Revised March 13, 2025

MSHS Student and Parent/Guardian Technology User Agreement (JS-E2 (MSHS))

TERMS OF LOAN

a. Hinsdale County School District will issue a technology device(s) and accessories to student upon compliance with each of the following:
   1. Receipt of a non-refundable *Technology Use and Maintenance Fee* as outlined in the table below. A sliding fee schedule is available for families with multiple MS/HS and/or elementary students:

# of Students in Grades 6-12	Discounted Technology Fee	Discount
1 child in 6-12	$45	0%
2 children in 6-12	$81	10%
3 children in 6-12	$115	15%
4 children in 6-12	$144	20%

Table 1 Technology Use and Maintenance Fee

   2. Receipt of a signed "MSHS Student and Parent/Guardian Technology User Agreement (JS-E2 (MSHS))" signature page.
   3. Receipt of a signed "Student Use of Technology (JS-E1)" signature page.

b. Dependent on student grade and course needs, **technology devices** may be Chromebooks, iPads, Windows laptops and/or calculators. Technology accessories may be a device protection case, keyboard, power adaptor and power cable. Other devices may be issued as needed.
For the 2025-26 school year, students in grades 6-12 will be issued a Chromebook, power cord and case. Students will also be issued a grade and math course specific calculator.

c. Hinsdale County School District retains ownership of the technology device(s) and accessories.

d. The student must return technology device(s) and accessories with all school-related, identifying labels intact, no later than the last day of school, when requested by school personnel, or upon withdrawal from the school district.

e. The student and/or parent/guardian are required to immediately notify the technology coordinator or a staff member in all cases of damaged, lost or stolen technology devices or accessories. Students who have technology devices or accessories that are damaged, lost or stolen will be subject to the fee schedule published on page 2 of policy document JS*-E2 (MSHS).

f. The student must keep the technology device(s) in the district-provided case or a district-approved case when transported out of the school.

g. The student must not leave the technology device(s) in any vehicle.

h. The student must not remove or alter school-related identifying labels on the technology device(s) and accessories. If school-related identifying labels become damaged, worn or removed, students must request a new label from the technology staff as soon as possible.

i. The student must follow all maintenance and care instructions for the technology device(s) and accessories. Student will receive maintenance and care instructions upon receiving their technology device(s) and accessories.

j. Students have no expectation of privacy on school-owned technology devices and electronic communications.

k. Students must not change the physical appearance of any technology device (e.g. attaching labels, writing on device).

l. The student must not change any technology device settings which result in disabling the school-provided content filtering or network configurations

m. No other software, apps or extensions are to be installed on the technology device(s) without the expressed permission of the technology staff.

n. Calculator: Replace calculator cover when not in use.

o. Failure to comply with the terms of this technology user agreement may result in student disciplinary consequences to be determined on a case-by-case basis (e.g. limited or no use of technology device, financial responsibility for technology device, school suspension/expulsion).

DAMAGE, LOSS OR THEFT FEE SCHEDULE AND INFORMATION

Students who have technology devices or accessories that are damaged, lost or stolen, or have missing school-related identifying tags will be subject to the following fees:

➢ Fees are due before the student will be re-assigned a repaired or replaced technology device or accessory.
➢ For each incident, students may be subject to additional disciplinary consequences to be determined on a case-by-case basis.
➢ Parents/Guardians must file a police report within ten (10) days for a stolen technology device.

Chromebook/Laptop and Accessories Damage, Loss or Theft Fee Schedule and Information	
Chromebook/Laptop Replacement (due to damage, loss or theft)	Current market value for comparable device (approx. $300-$2000)
Chromebook/Laptop Screen	Current market value for comparable part (approx. $75 - $200)
Damaged Keyboard	Current market value for comparable part (approx. $25 - $100)
Chromebook/Laptop body damage	Current market value for comparable part (approx. $50 - $300)
Chromebook/Laptop Power Cord	Current market value for comparable part (approx. $40 - $100)
Chromebook/Laptop Case	$10
In-house Repair Labor Cost	$0
Out-sourced Repair Labor Cost	$20 - $100 per hour
iPad Pro and Accessories Damage, Loss or Theft Fee Schedule and Information	
Damaged, lost or stolen iPad:	
➢ 1st iPad Incident:	$250 (iPad Pro)
➢ 2nd iPad Incident:	$250 (iPad Pro)
➢ All iPad Incidents after 2nd:	$250 (iPad Pro)
iPad 12W USB or USB-C Power Adaptor:	$30 (iPad Pro) or current market value
iPad USB to Lightening Cable or USB-C Charge Cable:	$20 (iPad Pro) or current market value
Apple Pencil	$129.00
iPad Case:	$25.00
Keyboard	$60.00
Calculator Damage, Loss or Theft Fee Schedule and Information	
TI83 or TI84 Graphing Calculator (High School or as needed)	
➢ Replace damaged or missing TI83/TI84	$125
➢ Replace damaged or missing cover	$5
➢ Replace damaged or missing battery cover	$5
➢ Replace Charger (Seniors who check out TI84 CE only)	$20
➢ Cleaning Cost (removal of stickers, writing, etc.)	$5
TI-30XIIS Scientific Calculator (Middle School or as needed)	
➢ Replace damaged or missing TI-30XIIS	$15
➢ Replace damaged or missing cover	$5
➢ Cleaning Cost (removal of stickers, writing, etc.)	$15
Other devices or accessories issued on a student-by-student basis	Current market value for comparable device and/or accessories

Table 2 Device Damage, Loss, or Theft Fee Schedule

Revised: May 11, 2025

Elementary Student and Parent/Guardian Technology User Agreement (JS-E2 (ELEM))

TERMS OF LOAN

a. Hinsdale County School District will issue a technology device(s) and accessories to student upon compliance with each of the following:
   1. Receipt of a non-refundable *Technology Use and Maintenance Fee* as outlined in the table below. A sliding fee schedule is available for families with multiple MS/HS and/or elementary students:

# of Students in Grades K-5	Discounted Technology Fee	Discount
1 child in K-5	$25	0%
2 children in K-5	$45	10%
3 children in K-5	$64	15%
4 children in K-5	$80	20%

Table 3 Technology Use and Maintenance Fee

   2. Receipt of a signed "Elementary Student and Parent/Guardian Technology User Agreement (JS-E2 (ELEM))*"* signature page.
   3. Receipt of a signed "Student Use of Technology (JS-E1)*"* signature page.

b. Dependent on student grade and course needs, technology devices may be Chromebooks, iPads, Windows laptops and/or calculators. Technology accessories may be a device protection case, keyboard, power adaptor and power cable. Other devices may be issued as needed.
For the 2025-26 school year, students in grades K-5 will be issued a Chromebook and power cord for use at school. Under certain circumstances, devices may be allowed for educational use at home.
c. Hinsdale County School District retains ownership of the technology device(s) and accessories.
d. The student must return technology device(s) and accessories with all school-related, identifying labels intact, no later than the last day of school, when requested by school personnel, or upon withdrawal from the school district.
e. The student and/or parent/guardian are required to immediately notify the technology coordinator or a staff member in all cases of damaged, lost or stolen technology devices or accessories. Students who have technology devices or accessories that are damaged, lost or stolen will be subject to the fee schedule published on page 2 of this document.
f. The student must keep the technology device(s) in the district-provided case or a district-approved case when transported out of the school.
g. The student must not leave the technology device(s) in any vehicle.
h. The student must not remove or alter school-related identifying labels on the technology device(s) and accessories. If school-related identifying labels become damaged, worn or removed, students must request a new label from the technology staff as soon as possible.
i. The student must follow all maintenance and care instructions for the technology device(s) and accessories. Student will receive maintenance and care instructions upon receiving their technology device(s) and accessories.
j. Students have no expectation of privacy on school-owned technology devices and electronic communications.
k. Students must not change the physical appearance of any technology device (e.g. attaching labels, writing on device).
l. The student must not change any technology device settings which result in disabling the school-provided content filtering or network configurations.
m. No other software, apps or extensions are to be installed on the technology device(s) without the expressed permission of the technology staff.
n. Failure to comply with the terms of this technology user agreement may result in student disciplinary consequences to be determined on a case-by-case basis (e.g. limited or no use of technology device, financial responsibility for technology device, school suspension/expulsion).

DAMAGE, LOSS OR THEFT FEE SCHEDULE AND INFORMATION

Students who have technology devices or accessories that are damaged, lost or stolen, or have missing school-related identifying tags will be subject to the fees and terms below:

- Fees are due before the student will be re-assigned a repaired or replaced technology device or accessory.
- For each incident, students may be subject to additional disciplinary consequences to be determined on a case-by-case basis.
- Parents/Guardians must file a police report within ten (10) days for a stolen technology device.
- Fee schedule:

Chromebook and Accessories Damage, Loss, or Theft Fee Schedule and Information	
Chromebook Replacement (e.g. due to damage, loss or theft)	Current market value for comparable device (approx. $300-$600)
Chromebook Screen	Current market value for comparable part (approx. $75 - $300)
Damaged Keyboard	Current market value for comparable part (approx. $25 - $100)
Chromebook body damage	Current market value for comparable part (approx. $50 - $300)
Chromebook Power Cord	Current market value for comparable part (approx. $40 - $100)
In-house Repair Labor Cost	$0
Out-sourced Repair Labor Cost	$20 - $125 per hour
Other devices issued on a student-by-student basis	Current market value for comparable device and/or accessories

Table 4 Device Damage, Loss, or Theft Fee Schedule

Revised: May 11, 2025