

IDALIA SCHOOL DISTRICT RJ-3



STUDENT HANDBOOK

INCLUDES:

COURSE DESCRIPTION AND ATHLETIC
HANDBOOKS

Idalia School District RJ-3

Board of Education

President – Mr. Ken Brenner

Vice President – Mr. Larry Weyerman

Secretary/Treasurer - Mr. Kyle Kite

Assistant Secretary/Treasurer – Mrs. Jessica Towns

Director – Mr. Ross Morris

Administration

Superintendent – Mr. Timothy P. Krause

Principal-Mr. Myles Johnson

Athletic Director – Mrs. Kylie Chamberlain

Business Manager – Mrs. Autumn Helling

Executive Secretary– Mrs. Kelly Shaffer

Staff

Mr. Nick Goode– Vocational Agriculture

Mrs. Kylie Chamberlain – P.E. & Health

Ms. Johanna Caron—Music

Mrs. Dara Weyerman-Preschool Aide

Ms. Iliana Torres Lazo-Food Services

Mr. Justin Hardwick Maintenance/Transportation

Ms. Kendra Mann – Title 1, Reading, Library

Mrs. Kristi Minor – Science

Mrs. Sherri Ramseier- Distance Learning

Mr. William McFadden – History

Mrs. Cindy Soehner – Mathematics/Science

Mrs. Kelli Kite – Counselor

Ms. Emily Lubbers – Special Education

Mrs. Rebekah Wieser – 4th grade

Mr. David Wilson – Art

Mrs. Laura Lengel—Bus Driver

Mrs. Kris Glanz—Bus Driver

Mrs. Talita Hardwick—Bus Driver

Mrs. Whitney Richards—ELL

Mrs. Jenn Osborn– 6th grade/ JH Math

Mr. Genaro Duarte – Custodian

Mrs. Sue Heath –5th Grade

Mrs. Joni Dutton –Custodian

Ms. Alyssa Castillo—Education Aide

Mrs. Linda Evans – Education Aide

Mr. Scott Dove - English

Mrs. Crystal Richards – Preschool Director

Mrs. Lenae Lengel – Kindergarten

Ms. Danielle Olofson– 2nd grade

Mrs. Sandi Wudtke – 1st grade

Mrs. Sue Terrell – Vocational Business

Ms. Karen Pariset– 3rd grade

Mrs. Kim Hall—Education Aide

Mrs. Griselda Cano—Food Services

Mrs. Heather Dull—Bus Driver

Mr. Duane Hull—Bus Driver

Mrs. Linda Shivley-Bus Driver

Coaches

Mr. Kyle Kite – HS Football

Mr. Brad Wingfield– HS Boys Basketball

Mr. Cory Zion – HS Girls Basketball

Mrs. Kylie Chamberlain – HS Volleyball

Mrs. Kelli Kite – HS Track

Sponsors

Class of 2017—Mrs. Chamberlain/Mrs. Richards

Class of 2019 – Mr. McFadden/Mr. Goode

7th & 8th Sponsor – Mrs. Ramseier

FBLA – Mrs. Sue Terrell

National Honor Society – Mrs. Kristi Minor

Artist in Residence – Mrs. Cyndie Weyerman

Drama—Mr. Scott Dove

Class of 2018 – Mrs. Soehner/Ms. Caron

Class of 2020 – Ms. Lubbers/Mr. Dove

FFA – Mr. Nick Goode

Student Council – Mrs. Sherri Ramseier

IYCS – Mr. William McFadden

Knowledge Bowl-Mr. William McFadden

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MISSION STATEMENT

The Idalia School District RJ-3, in partnership with the community, will provide the resources, facilities, safe environment, and personnel to offer students the opportunity and experience to develop the knowledge, skills, personal values, and self-esteem to become contributing, conscientious citizens, and lifelong learners.

District Goals and Objectives

- In accordance with state law, the Board of Education adopts high, but achievable goals and objectives for the continued improvement of education in the district. It is the desire of the Board to achieve the following overall goals in the governance and operation of the school system.
- To provide an educational program and instructional arrangement which will permit each student to develop to his/her full potential. An accompanying goal shall be the development of individualized instructional program.
- To achieve what is truly a "community school" in services to the adult community.
- To provide the best possible school staff including both professional and support personnel.
- To insure the development of meaningful interpersonal relationships among students, staff and community.
- To insure that staff, students and parents are afforded maximum participation in the development and evaluation of programs and policies.
- To provide safe, attractive and well-maintained school facilities.
- To insure maximum efficiency in the use of district resources to meet the goals and objectives of the various programs and services.

TRADITIONS

Building History — Education in the Idalia area began in country schools as early as 1888. Initially, the schools provided the most basic of education, usually ending with 8th grade, but by 1923, Idalia had 20 students enrolled in high school. The high school building was located just south of the St. John church and continued there until 1942. In 1949, the elementary school was built, with the high school wing being added in 1961. An addition containing the cafeteria and the gymnasium was constructed in 1994. The Heritage hallway connected the two facilities in 2003.

School Yearbook — The school yearbook, The Idalian, is compiled by the journalism class and is for sale each year. It is delivered after the completion of the current school year.

School Newsletter — The school newsletter, The Wolf View, is distributed to parents and community members. The newsletter is only distributed during the school year.

District Website — www.idaliaco.us

School Colors — Maroon and White

School Mascot — Wolves

Fight Song –

**sung to the
tune of the
Notre Dame
fight song.**

Cheer, cheer for old IHS
Shake down the echoes doing our best,
Send our roaring cheer on high,
Shake down the thunder from the sky,
Don't let our troubles be great or small,
Dear old Idalia wins over all,
While our loyal team goes marching,
Onward to victory, rah rah!

Policies

School policies are found in the district's Policy Book. Copies of this book are available in the school office. Questions regarding policies should be addressed to school administrators.

Non-Discrimination

School District RJ-3 is an equal opportunity education institution and does not unlawfully discriminate on the basis of race, color, national origin, sex, or disability in admission or access to, or treatment or employment in, its educational programs or activities. Inquiries concerning Title VI, Title IX, Section 504 and ADA may be referred to Principal , Idalia, Co 80735, (970)354-7298 or to the office for Civil Rights, U.S. Department of Education, Region VIII, Federal Office Building, 1244 N. Speer Blvd., Suite 310, Denver, CO 80204, (303) 844-2991.

Entrance Age Requirements

A student must be five years of age on or before September 1 of the year of enrollment in kindergarten. A student must be six years of age entering first grade on or before September 1.

Compulsory Attendance Ages

Every child who has attained the age of six years on or before August 1 and is under the age of 17 is required to attend public school with such exceptions as provided by law.

GRADUATION REQUIREMENTS

Students shall be required to complete 24 units of credit, 48 semester hours, and attend high school four (4) years to graduate except as provided by the Board of Education Policy. A unit of credit is defined as the amount of credit given for the successful completion of a course which meets five (5) times per week for 36 weeks. One (1) unit of credit is equal to two (2) semester credits. In order to receive credit for a course, the student must maintain at least a "D" average for the semester. The semester test grade will be considered in determining the final grade.

The semester credit and the grade earned are recorded in the official student records. It remains as recorded and is not subject to change at the end of the year.

A full load of six (6) classes must be taken each year, unless approved by the counselor and principal. For exceptions see board policies on Early Dismissal IKFA and Release Time JHC.

Graduation audits will be done at the end of the student's junior year and at the beginning of their senior year. Periodic reviews will also be done by the counselor. Should a problem become apparent, a certified letter will be sent home to inform the parent of any impending difficulties.

Credit requirements are as follows:

	<u>2017</u>	<u>2018+</u>
1. English*	6 Semesters—3 Years/Carnegie Units	8 Semesters—4 Years/CU
2. Social Studies**	7 Semesters—3 ½ Years CU	7 Semesters—3.5 Years/CU
3. Math	6 Semesters—3 Years/CU	6 Semesters—3 Years/CU
4. Science***	6 Semesters—3 Years/CU	6 Semesters—3 Years/CU
5. Health	1 Semester--½ Year/CU	1 Semester—½ Year/CU
6. Physical Education****	2 Semesters—1 Year/CU	1 Semesters—1½ Year/CU
7. Fine Arts, or Vocational Education	5 Semesters—2 ½ Years/CU	6 Semesters—3 Years/CU
8. Electives	<u>15 Semesters—7 ½ Years/CU</u>	<u>13 Semesters—6.5 Years/CU</u>
Total needed to graduate	48 Semesters—24 CUs	48 Semesters—24 CUs

* Four (4) years of English is required for most college admission.

** One-half (1/2) year of government/civics is required for all students.

*** Two (2) years must be a lab science. Two (2) semesters of any combination of approved science substitute courses will count as one-half (1/2) science credit. A list of science substitute courses will be approved by the principal after conferring with the counselor and the science department. These courses will be listed in the course description book.

**** A student that participates in two (2) different sports in one (1) year or one (1) sport in two (2) years will receive the Physical Education credit.

Participation in the High School graduation ceremony is contingent upon meeting RJ-3's minimum requirements, not upon current state of eligibility.

Participation in the 8th grade advancement ceremony is contingent upon the student meeting the RJ-3 eligibility requirements.

IDALIA CLASS INFORMATION & COURSE DESCRIPTIONS

Below is the list of course offerings. To use this section, please refer to the specific subject area and then look at the specific course offerings listed under that subject area.

AGRICULTURAL EDUCATION

Intro to Agriculture (Ag 1): Students will be introduced to FFA, Supervised Agriculture Experience Programs and development of an SAEP, record books, parliamentary procedure, plant science, animal science, life knowledge, agriculture mechanics and shop safety. This class is a part of the Agriculture Education program and allows every student to be enrolled in FFA. Fine Arts/Vocational Credit.

Fundamentals of Agriculture (Ag 2): Students will learn about leadership skills, advanced record book keeping, and advancement of SAEP, public speaking skills, life knowledge, plant and animal science, agriculture business, etc. This class is a part of the Agriculture Education program and allows every student to be enrolled in FFA. Fine Arts/Vocational Credit. Prerequisites: Ag 1

AgriScience: Students will learn animal nutrition, animal reproduction, animal anatomy, range management, livestock management practices, etc. Students will explore career options in this area of study. Students will also learn advanced knowledge in the areas of crop and soil science. This includes but is not limited to range management, crop, seed, and weed identification, weed management, conservation, and advanced soils. Students will explore career options in these areas as well. This class is a part of the Agriculture Education program and allows every student to be enrolled in FFA. This class will only be offered on even years. Fine Arts/Vocational Credit. Prerequisites: Ag 1 & Ag 2

Agricultural Business: Students will learn agriculture economics, recordkeeping, budgeting, futures marketing, etc. Students will explore careers in these areas. This class is a part of the Agriculture Education program and allows every student to be enrolled in FFA. This class will only be offered on odd years. Fine Arts/Vocational Credit. Prerequisites: Ag 1 & Ag 2

Agricultural Mechanics: Students will learn advanced skills in metal fabrication, small engines, and wood working. Students will complete skill cards and have individual projects that will include bill of materials, construction procedures, and drawing plans. Careers in these areas will be explored. This class is a part of the Agriculture Education program and allows every student to be enrolled in FFA. Fine Arts/Vocational Credit. Prerequisites: Ag 1 & Ag 2

Agricultural Leadership/Communications: Students will develop leadership skills in public speaking, agriculture communications, current events, agriculture issues, and basic professionalism. This class is a part of the Agriculture Education program and allows every student to be enrolled in FFA. Fine Arts/Vocational Credit. Prerequisites: Ag 1 & Ag 2

Food Processing/Horticulture: Introduction to Horticulture is a full year advanced elective that will provide a core of instruction for the many areas of plant growth and care. This laboratory-based course includes an understanding of plant growth, tool use and care, soils and fertilizers, greenhouse management, plant propagation, use of plants for food, design, and pleasure. Students will gain skills useful for employment or for their own lifelong enjoyment. Fine Arts/Vocational Credit.

Agricultural Work Study / Internship: A student enrolled in any junior or senior level Agricultural Education class is eligible to participate in an internship in Agricultural Education. Students will prepare for careers in agriculture by working part-time in a local agribusiness, for a local producer or on their individual Supervised Agricultural Experience Program. The Agricultural Education Instructor must approve of and assess the student's job training. Student schedules will be arranged such that they work afternoons, after school or weekends. Juniors can be released from seventh period and seniors can be released from both sixth and seventh periods, depending upon the student's academic needs. Students will be required to keep records of their employment in their Agricultural Education record book. Additionally, the instructor reserves the right to require additional assignments or paperwork as he/she feels is appropriate.

Student performance shall be accessed through discussion with the student and their supervisor. At the beginning of the internship, the student, his/her parents, the employer (and/or immediate supervisor) and the instructor shall meet to agree upon each party's responsibilities, skills learned, compensation, safety, insurance, etc. Each of these parties shall sign a Placement/Training Agreement prior to enrollment.

Junior Work Study students need 132 work hours per semester, for a total of 264 work hours for the school year. The average work schedule should include 8 hours per week. Senior Work Study students need 198 hours per semester, for a total of 396 work hours for the school year. The average work schedule should include 12 hours per week. Hours must be earned and evaluated before a grade can be assigned. Failure to complete the required number of hours, being terminated by an employer or choosing to leave the employer will result in a failing grade. This class is a part of the Agriculture Education program and allows every student to be enrolled in FFA. Fine Arts/Vocational Credit. Prerequisites: Ag 1 & Ag 2

ART

High School Art: The scope of experience in art varies within the projects as well as within grade levels. The required performances and the difficulty of the experiences become more advanced as the student advances. Art projects required by the instructor will be selected from various areas. Students will be expected to keep a notebook, and meet specific requirements on each project assigned. For assessment students will also be expected to develop more advanced skills and greater independence with each year or art. There are no prerequisites for high school art class.

BUSINESS

Information Processing: This course will reinforce keyboarding skills achieved in middle school while enhancing learning in other disciplines including Social Studies, Science, Math, Health, Language Arts, and Technology. Students will use Microsoft Office to learn the necessary formatting skills needed

to meet business and industry standards for correspondence. Production of business letters, tables, memos, e-mails, MLA and AP report styles, etc. will be highlighted as well as speed and accuracy building skills. Throughout the course, simulated work experience opportunities will be given for hands-on and decision-making opportunities. Prerequisite: 7th Keyboarding and 8th Business.

Today's Business: This course is designed to give the student a general background in various areas of business. Areas studied will include: basic economics, business operations, social responsibility, international business, small business management, careers, consumer rights and responsibilities, banking services, taxes, credit, investments, insurance, and personal financial management. Prerequisite: None.

Computer Apps.: The course includes coverage of Microsoft Office 2013 (Word, Excel, PowerPoint, Publisher, and Access as well as working on speed- and accuracy-building skills, business forms and reports, 10-key skills, job skills, and human and public relations. Students will learn integration skills to create documents, worksheets, databases, brochures, flyers, and slide shows appropriate for professional and personal use. Keyboarding skills are necessary for this class.

Business Tech: The course includes advanced coverage of Microsoft Office 2013 (Word, Excel, PowerPoint, and Access), and Website Development as well as continued work on speed- and accuracy-building skills, electronic communications, time and record management skills, and electronic portfolios. Production work and hands-on materials are the backbone of this class. Students will be challenged in using their own decision-making skills in this class. Keyboarding skills are necessary for this class.

Accounting I: This course is designed for the student who is interested in entry level accounting work professionally or personally. Students will learn the accounting cycle for a proprietorship, partnership, and corporation. Throughout the course, students will have the opportunity to work with automated software and excel as well as learning how to manage bookwork with sales, purchases, general, cash receipts, and cash payments journals. Can be used for Math Credit. Prerequisite: None.

Accounting II: This course is designed for the student who has completed Accounting I and is interested in pursuing higher levels of accounting. Students will review the accounting cycle for a merchandising business for a proprietorship as well as a corporation. Cash flows, payroll, cost accounting and accrual accounting concepts are introduced. Throughout the course, students will have the opportunity to work with automated software and excel. Can be used for Math Credit. Prerequisite: Accounting I.

Publications: This course is designed to reinforce desktop publishing skills. Students will use Microsoft Publisher and Adobe Photoshop to create the school yearbook, newsletter, flyers, etc. Areas of study in publisher will include creating and editing a publication creating business forms and websites, designing a newsletter, and personalizing and customizing publications.

FOREIGN LANGUAGE (Offered only through Distance Learning)

Spanish I: Spanish I helps students learn about Spanish-speaking people and their countries/cultures. At the same time, they will acquire knowledge and skill in the use of the Spanish language. This course is designed to give students a grasp of the fundamentals of the Spanish language. As they master the material in each lesson, they will build a sound foundation in reading, writing, and in understanding the essential rules of the Spanish language. They will develop listening and speaking skills. One year class.

Spanish II: When a student masters the material in the course, he/she will be able to write sentences in Spanish using regular and irregular verbs in the present tense, understand and appreciate the culture and customs of Spanish-speaking people, and realize the influence of Spanish culture on our world. Students should also be able to write several sentences in Spanish relating to any material covered in the course and have an increased understanding of the Spanish language. Prerequisite: Spanish I. One year class.

LANGUAGE ARTS

9th English--Literature and Language: The purpose of this course is to build upon the foundation for communication, reading, writing, and speaking, established in Middle School. We will work to establish solid skills to use throughout your high school and college careers. This course will review the basic elements of grammar and sentence structure and we will begin to write essays and to analyze literature. Twice weekly we will dedicate time to build vocabulary. Required of all Freshmen. English Credit.

10th English--Literature of the United States: This course is a survey of United States Literature. As a geo-political entity, the United States has produced some of the most evocative literature in the English language. We will move through the literary history of the United States, examining changes in language and shifts in theoretical bent. We will pose the question: why is literature important to us as a nation? In so doing we will examine how literature is important to us as individuals, as citizens of this geo-political region. Required of all Sophomores. English Credit. Prerequisites: 9th English

11th-12th English--Conflict and Survival/The Social and The Modern: This course is designed to act as an in depth study of high school grammar, composition, and literary analysis. Each of these elements will be treated in a complex manner as, throughout the year, we review the basics of high school English language arts and build on the knowledge gained in prior classes. Recommended for juniors/seniors who are not enrolled in MCC English. English Credit. Prerequisite: 9th and 10th English

Language Art Essentials: The Language Arts Essentials course gives students an opportunity to read an individually-chosen book for about 30-45 minutes every day. Three requirements are that students must have their books approved by a parent or guardian (who may opt for student choice); students must sustain in reading; and students must chart their progress and write about or discuss the books they have read with the teacher or a small group. Speed tests, enrichment videos, and

computerized skill builders are also options. Short responsive writings will be required once or twice a week. (A **Developmental Reading** Option is available for the student who wants to strengthen and develop reading skills. If a student is reading below grade level and wants to improve his/her reading skills, emphasis will be placed on individual needs in comprehension and vocabulary building. There will be opportunity to do independent reading, with very little reading aloud. This option is limited and available only with teacher permission.) Elective Credit.

MATHEMATICS

Algebra I: An introduction to the basic concepts of Algebra including simple equations and problems, real number operations, polynomials, exponents, ratios, percentage, rational and irrational roots and linear and quadratic functions. The use of a scientific calculator, computer programs, and graphing software will be included. Prerequisite: A “C” or higher in 8th grade math or recommendation of 8th grade math instructor or permission of teacher. One-year class.

Algebra II: A continuation of the algebra program with emphasis on functions as well as work with polynomials and rational functions, basic trigonometry, logarithms, and sequences and series. Calculator use is an important part of this course, as is various mathematics software. Prerequisite: Algebra 1 or instructor approval. One-year class.

Advanced Math: Introduction to the basic concepts of geometry, including geometric proofs, both formal and informal. Constructions, coordinate geometry, and transformations will also be introduced. Surface areas and Volumes of solids. Geometers sketchpad work is included. Prerequisite: Algebra 2 with a “C” or higher or instructor approval. One-year Class.

Math Explorations: This course is designed for students who find math challenging. Basic skills and problem solving will be the focus of the class. One year class. Instructor approval.

Every-day Math: This course includes a comprehensive coverage of personal and business-related mathematics. In addition to reviewing the basic operations of arithmetic, students are prepared to understand and manage their personal finances as well as grasp the fundamentals of business finance. Basic math skills are covered in a step-by-step manner. Spreadsheet applications will also be explored. Content covered includes but is not limited to Gross/Net Income, Checking/Savings Accounts, Cash/Charge Purchases, Automobile Expense/Housing Costs, Insurance and Investments, Recordkeeping, Wages/Salaries, Discounts, Markup and Markdown, and Financial Management.

Transitional Math: This course is intended as a refresher course for students who find basic math challenging. Recommended for students who need more preparation before taking Algebra I, Algebra II, or beyond. One year class. Instructor approval.

Statistics: Students will be introduced to the major concepts of data collection, descriptive and inferential statistics, and probability. Students will work with statistical measures of centrality and spread, methods of data collection, methods of determining probability, and confidence intervals. One year class.

MUSIC

High School Music: Music class consists mainly of vocal study. There is opportunity for individual instruction as well as group work. Music theory and history are also incorporated into the class. Students prepare performances for the holiday program, spring program, and league contests. There are also opportunities to audition for Honor Choir and perform in solo and ensemble competition.

Music Appreciation: This class will explore a wide variety of music genres, artists, and composers. Through the use of projects, class activities, discussions, video calls, and research we will discover music's effect on us and our daily lives. We will also discover various ways music has been used over the years and is still used today. Students will learn what it takes to create music and compose some of their own.

PHYSICAL EDUCATION/HEALTH

Physical Education/Weights: Provide activities, which will allow students to participate in healthy, vigorous activities. These activities will allow students to maintain an adequate physical fitness level, as well as provide an opportunity to improve the skills necessary for each activity. Emphasis is placed on positive cooperation and interaction among the students. The objective of physical education is to improve skills necessary for each activity, to promote good sportsmanship, and to apply the rules in game situations. One semester class. Can be taken multiple semesters.

9th Health/Fitness: The student will be introduced to physical, mental, and social health. Areas covered: parts and functions of the major body systems. Care of their own bodies. Emotional wellness, maintaining wellness. Responsibilities and consequences of human sexuality. Risk management, coping skills and community involvement. One-year class. Only ½ credit is required. Recommended for freshmen.

SCIENCE

Biology: A basic introductory course in biological sciences, lab investigations, computer activities, and outdoor expeditions are all part of the scientific process and are included this course. Subjects covered include ecology, cell structures and function, basic genetics, plants, invertebrates, vertebrates, and human anatomy. Science credit. Prerequisite: NONE. One year class.

Chemistry: This course covers the basics of chemistry and is intended for the college bound student. Math skills needed include percentage composition problems, logarithms, and other algebra 2 skills. Use of the periodic table as the basic instrument to understand chemistry is stressed. Experimentation is used to enhance understanding. Overall, the approach to this course is problematic in nature. Prerequisite: Algebra 2, Physical Science, or instructor approval. Science credit. One-year class. Limited to Juniors and Seniors.

Earth/Environmental Science: This course is designed to acquaint you with the physical, ecological, social and political principles of environmental science. The scientific method is used to

analyze and understand the inter-relationships between humans and the natural environment. The course covers the following topics: Earth's systems, natural resources, environmental quality, global changes, and environment and society. Earth science topics include the history of the universe and Earth's place within it, geology, geologic processes, the geologic time scale, and rocks and minerals. Also, how scientists are using technology to monitor changes in Earth's complex systems, both directly and indirectly. Science credit. Grades 9-12

Physical Science: Introduction to the fundamentals of chemistry and physics. The basics of the periodic table, atomic structure and compound formation are covered in the chemistry portion while force and motion, energy and electricity are covered in the physics portion of this course. Basic math skills (addition through division) are required. Calculators are allowed. Science credit. Prerequisite: none, one year class.

Physics: While designed for the college student, this course stresses a non-problematic, conceptual approach to physics that is well within the reach of the average student. Reading and logical thought are stressed in this course rather than mathematics. The course does require some mathematics skill, but at lower levels than the traditional high school physics course. The material covered is often abstract and does require advanced levels of reasoning and logic to understand. Mechanics, waveforms, and energy are the main focus of this course. Science credit. Prerequisites: Physical Science, Algebra I and Algebra II, or instructor approval. One-year class. Limited to Juniors and Seniors.

SOCIAL STUDIES

7th Eastern Hemisphere: Taken by all seventh grade students this course will be examining Ancient Civilizations from Mesopotamia through Medieval Europe and then studying these regions post WWII. Each unit of study will specifically analyze foundations of early civilizations, comparative governments, economic networks, resource distribution, and global interactions.

8th U.S. History Foundations to 1877: This course examines U.S. history from the Bering Sea migrations through the Civil War and Reconstruction. Major themes students will be concentrating on are the conquest of the Americas, foundations of the nation, expansion, reform, compromise, the Civil War, and reconstruction.

9th U.S. History 1877 to Present: This course examines U.S. History from Reconstruction to Present. Topics covered include industrialism, international trade, American involvement in wars with Spain, WWI, WWII, and modern post imperial wars of liberation. The development of the Cold War and the impact of western civilization on Africa and Asia are also covered. Current events will be discussed weekly throughout the course.

10th World History: This course begins a year and a half study of world history from Medieval Europe to Present. Research critical thinking, oral participation, primary source reading, and academic writing in preparation for college will be stressed and required.

11th Modern World History / Economics: Beginning where the previous course has left off this course completes a year and a half study of world history. Emphasis is placed on the political, economic and cultural developments from the Medieval Europe to Present. Units of study will include, but not be limited to, The French Revolution, Industrialization, Nation Building, Imperialism, Independence of Latin America, the World Wars, Communism, Totalitarian Societies, and the Post World War II world. Research critical thinking, oral participation, primary source reading, and academic writing in preparation for college will be stressed and required.

Economics is taken the second semester of students junior year and requires students to demonstrate an understanding of basic economic concepts and themes. Personal finance will be discussed and students will examine their roles as consumer, worker, investor and voting citizens. Topics of discussion include the Stock Market, personal finance, comparative economic systems, and the impact of political and social decisions on the economy.

12th American Government: This course is intended to provide students with a broad understanding of American government. Throughout the semester we will examine the origins, development, and functions of the executive, judicial, and legislative branches of government. In addition to this students will study in depth the bill of rights, due process, and the history of the civil rights movement. To finish their required high school social studies credits students will complete a semester long research paper focusing on a contemporary issue in American society.

A Survey of Social Sciences: An elective course that covers some of the basics of Social Sciences. Social Science includes Psychology, Sociology, Philosophy, Anthropology, and Human Geography. Since these different fields are not typically covered, the course is meant to give a brief overview of what each of these fields examines and especially how these sciences are related to the modern world.

TECHNOLOGY

Intro to Tech: This class is an elective that is available to students in grades 10-12. With the nature of technology and different groups of students this course will change from year to year, but will have a few areas of constant focus. The core areas of focus for this course are basic JavaScript coding, website development, video creation and editing, an introduction to circuits and Arduino chip coding, and a look at how technology is reshaping the United States and different career paths in the technology industry.

Computer Programming and Visual Design: This class will focus primarily on web design and video creation. Semester one will cover basic web from writing basic HTML and CSS code to using modules and templates to create responsive websites. We will primarily be using Adobe Dreamweaver and Adobe Photoshop, or some equivalent, throughout this semester. Semester two will focus on video production, starting with basic film techniques and moving on to filming and editing longer documentary-style videos. We will primarily be using Adobe Premiere Pro and Adobe Photoshop, or equivalent, throughout this semester.

STUDENT AIDES: Teacher Aides at Idalia School will be either senior students or those with specific education plans who have arranged to work with a teacher or program for a semester or a year. No grade is received for this course. Cannot be enrolled in Work Study or Independent Study.

WORK STUDY: The Work Study Program may be taken for up to two (2) credits. All senior students are eligible for the program. Credits earned via the Work Study Program are elective credits. **Students must ensure work study will not prevent them from taking required courses.** One semester class, can be taken 2 semesters. Students enrolled in the Work Study Program will be required to complete several career/vocational-related assignments in addition to their on-site work. These are:

- 1) Development of a resume
- 2) Development of a cover letter
- 3) Mock employment interview
- 4) A weekly journal documenting their work experience
- 5) Completion of career interest inventory assessment
- 6) Periodic meetings with the school counselor to review their progress
- 7) A learning contract between student, employer, school and parents/guardian

Work Study students will be supervised by the Principal and needs prior approval by the Principal, counselor, and parents must be obtained. Guidelines will be set and will be given to the employer. This class will be pass/fail and will not count toward the students G.P.A. Cannot be enrolled as a Teacher's aide or Independent Study.

INDEPENDENT STUDY: Students can only take one Independent Study class per year and they should have acceptable GPA and have classroom teacher, Principal, Counselor, and parents approved. Credit can be earned but will not count toward GPA. Students also need to have a full schedule of classes. A journal and a contract will be required of each student. Cannot be enrolled as a Teacher's Aide or Work Study.

DISTANCE LEARNING/COLORADO ONLINE

In cooperation with area schools, advanced placement college credit classes and other classes will be offered to eligible students. Classes will be taken at the students' home school, in the distance learning lab; the instructor may be in either site, and learning will take place in the satellite school via a high speed internet link. A junior or senior is authorized to take (1) Colorado Online or Distance Learning courses if the student has a cumulative GPA of 2.45 or higher. A junior or senior is authorized to take a total of (2) courses of Colorado Online or Distance Learning if the student has a cumulative GPA of 2.95 or higher. All courses are subject to the approval of the administrative team. A sophomore is authorized to take a (1) foreign language course if the student has a cumulative GPA of a 2.45 or higher. Students who maintain an A, B, or C in a Colorado Online or Distance Learning will not have to pay tuition. If the grade is below a C, the parents will reimburse the district for the cost of the course. A contract will be signed prior to beginning these courses. For more information, parents and students may contact the high school principal or counselor.

Morgan Community College

These courses are dual credit (high school and college) and are offered for juniors and/or seniors. Literature courses and composition courses are offered alternating years. Acceptance into these courses includes ACCUPLACER Sentence Skills (70 or above) and Reading (62 or above) test scores or ACT English (18 or above) and Reading (17 or above) scores, and instructor approval. These classes usually meet Tuesday, Wednesday, and Thursday, and may be through Distance Learning or originating in Idalia. Mondays and Fridays are usually study days, and may include vocabulary and grammar practice.

LITERATURE

LIT 115 – Introduction to Literature: Introduces students to fiction, poetry, and drama. Emphasizes active and responsive reading. This course is offered first semester, every other year.

One of the following literature courses may be offered second semester at the discretion of the instructor:

LIT 201 – Masterpieces of Literature I: Examines significant writings in world literature from the ancients through the Renaissance. Emphasizes careful readings and understanding of the works and their cultural backgrounds.

LIT 202 – Masterpieces of Literature II: Examines significant writings in world literature from the seventeenth century to the present. Emphasizes careful reading and understanding of the works and their cultural backgrounds.

LIT 211 – Survey of American Literature I: Provides an overview of American literature from the Native American through the nineteenth century Romantics. It explores ideas, historical and social contexts, themes and literary characteristics of works in various genres by major writers.

LIT 212 – Survey of American Literature II: Provides an overview of American literature from the mid-nineteenth century to the present. It explores ideas, historical and social contexts, themes and literary characteristics of works in various genres by major writers.

COMPOSITION

ENG 121 – English Composition I: Emphasizes the planner, writing, and revising of compositions, including the development of critical and logical thinking skills. This course includes a minimum of five compositions that stress analytical, evaluative, and persuasive/argumentative writing.

ENG 122 – English Composition II: Expands and refines the objectives of English Composition I. Emphasizes critical/logical thinking and reading, problem definition, research strategies, and writing analytical, evaluative, and/or persuasive papers that incorporate research. Prerequisite: ENG 121 with grade “C” or better.

MATHEMATICS

Math 122 - College Algebra

Math 123 - College Statistics

Colorado Online Learning Courses

ARTS & MUSIC

Creative Drawing I
Digital Photography – Creating Images with Impact!
Creative Drawing II
Music Appreciation

BUSINESS

Career Exploration
Accounting I
Personal Finance
Applied Concepts in Finance
Economics
International Business

WORLD LANGUAGES

Mandarin (Chinese) I
Madnarin (Chinese) II
French I
French II
German I
German II
Latin I
Latin II
Latin III
Latin IV
Spanish I
Spanish II
Spanish III
Spanish IV

LANGUAGE ARTS

English I
English II
English III

Introduction to Composition
Readers/Writers Workshop
AP Literature and Composition
Shakespearean Theater: The Tragedies
Shakespearean Theater: The Comedies
PoetSpeak: Reading, Writing, and Living Poetry

LANGUAGE ARTS (CONTINUED)

ACT English, Reading, and Writing Review

MATHEMATICS

Fundamental Mathematics
Pre-Algebra – *First Semester*
Pre-Algebra – *Second Semester*
Algebra I – *First Semester*
Algebra I – *Second Semester*
Geometry – *First Semester*
Geometry – *Second Semester*
Algebra II – *First Semester*
Algebra II – *Second Semester*
Pre-Calculus – *First Semester*
Pre-Calculus – *Second Semester*
AP Calculus AB
ACT/SAT Mathematics Review

SCIENCE

Fundamentals in Science
Biology
Environmental Science
College Physics
Future Issues: Biotechnology
Astronomy
Geology
Anatomy and Physiology
Basic Chemistry

SOCIAL STUDIES

American Government/Civics
United States History
World Geography
World History: The Dawn of Civilization
World History: Wars and Revolutions!
Personal Psychology: The Road to Self-Discovery
Personal Psychology: Living in a Complex World
Law & Order: Introduction to Legal Studies
Colorado History
Sociology: The Study of Human Relationships

SOCIAL STUDIES (CONTINUED)

Your Social Life: Sociology

DUAL CREDIT COURSES

Dual-credit courses allow COL's online students to concurrently earn high school and college credit. This is an excellent way for high school students to build college credit and, hopefully, allow them greater scheduling flexibility and reduced tuition expense when they officially enroll in the college of their choice.

Colleges will transcribe the credit(s) and the credit(s) will then be transferable to other colleges and universities in the same manner and with the same weight as onsite college students.

The following courses are available for dual credit from institutions indicated.

Jones International University (JIU)

- Introduction to Composition
- Personal Finance
- College Physic (Semesters 1 & 2)
- World History: The Dawn of Civilization
- World History: Wars and Revolutions
- Personal Psychology: Living in a Complex World
- World Geography (Semester 1)

Intro to Anthropology: Uncovering Human Mysteries

TECHNOLOGY

Web Design
C++ Programming

TECHNOLOGY (CONTINUED)

Java Programming
Computer Animation: The Power of Flash
3D Modeling: Building in Three Dimensions

ELECTIVES

Life Skills: Preparing for Your Future
Fitness
Health

University of Colorado-Denver (UCD)

- Algebra II
- U.S. History 1st Semester, 2nd Semester*
- College Physics 1st Semester, 2nd Semester*
- Music Appreciation

Adams State College (ASC)

- Intro to Composition

Credit Through Correspondence/Alternative Education/Summer School - Credit may be earned through the satisfactory completion of courses offered by accredited schools. A list of approved courses and schools is available in the principal's office. The following requirements must be completed by the students taking a correspondence course:

- The course must have prior approval of the principal. The course must satisfy the graduation requirements of Idalia High School.
- Course(s) must be completed within the semester taken unless other arrangements are made with the principal.

- Course cost and completion of assignments in a timely manner are the student's responsibility.
- Tests must be supervised by a high school staff member.

Seniors must have course work completed and final grades on file in the principal's office by the same time as other seniors if they are to be considered for graduation.

GRADE CLASSIFICATION

Students will be classified as to grade level based upon completion of Carnegie Units, not age.

Freshman.....Completion of 8th grade
 Sophomore.....Completion of 5 units
 Juniors.....Completion of 10 units

Seniors.....Completion 17 units
 For Graduation.....Completion of 24 units

GRADE REPORTING SYSTEM

Midterm grades will be issued at the end of each nine (9) weeks, and report cards will be issued at the end of each semester. Before the issuance of report cards or the forwarding of official transcripts, students must pay their delinquent fees, fines, and bills and turn in all school books and property. Student grades are available for viewing by students and parents/guardians on-line at all times on the school's web site. Powerschool passwords will be issued to students and parents.

Grading System

Letter grades are used in reporting student progress to parents. The following conversion tables have been established at Idalia School and all teachers are required to follow them for uniformity. Students are given one (1) day to make-up work after an excused absence. Grade Point Average (GPA) is the numerical average computed by dividing the total grade points by the totaled number of courses attempted as per board policy IKA. For purposes of maintaining a standard for ranking within a class and for figuring grade placement averages, the following scale has been established:

A.....	90-100.....	4 points
B.....	80-89.....	3 points
C.....	70-79.....	2 points
D.....	60-69.....	1 point
F.....	0- 59.....	0 points

This average is recalculated each semester and includes all semester grades earned to date of calculation.

Incomplete grades - Students who are absent and unable to complete their work on time should be given an "incomplete." The student must assume the initiative in making arrangements with teachers to complete the work within two weeks after the end of the grading period or the "incomplete" will automatically become an "F."

Deficiency Reports

Parents of those students doing unsatisfactory or failing work will be notified during the fifth (5th) week of each grading period

Honor Rolls

Honor rolls shall be published at the end of each reporting period. A student shall maintain a "B+" average (3.5) or higher for his/her name to appear on the A honor roll. Students on the B honor roll shall maintain a "B" average (3.0) one (1) grade of "D" shall disqualify a student for the honor roll. The same requirements shall also apply to the semester honor roll.

All students from Idalia School District RJ-3 who graduate with a 3.500 cumulative GPA or higher shall graduate “With Honors”.

Failure of Required Courses

A student who fails a semester or year of a required course must retake the subject until a passing grade is achieved, unless approved by the counselor and the principal.

Class Changes/Dropping a Course

Students can only change classes with the approval of the teachers involved, counselor, Principal, and parents. Class changes will not be allowed after the first three days of class. Teachers will require to see the students schedule to make changes or approve changes.

Students with Individual Educational Programs (IEP) will meet the requirements stated in the IEP for graduation.

Students will have the option of dropping a course before the end of the 3rd (third) school day of each semester with the permission of the Principal. Students will be allowed to drop courses after this deadline, only under the following conditions:

- They are removed for disciplinary reasons or if they decide to drop on their own accord. If this is the case, they will receive a “WF” grade for the semester. “WF” will be recorded as an F grade.
- If the instructor, student, parent/guardian, counselor, and principal determine that there are special circumstances that warrant withdrawal, the student will receive a “W” with no credit given.
- **Under no circumstances other than the two (2) conditions listed above will a student be allowed to drop a course.**

Post Secondary Enrollment Options Act

Act CRS 22-35 passed by the 1988 General Assembly allows public school 11th and 12th graders, at their option, to enroll full or part-time in Colorado public post-secondary schools and colleges, with tuition being paid by the school district when the courses count toward high school graduation.

Written notice of intent to enroll, including a description of all courses planned, needs to be furnished to the high school at least two (2) months prior to the planned enrollment. For further information about this program, contact the building principal. Students who maintain an A, B, or C in the college classes will not have to pay tuition. If the grade is below a C, the parents will reimburse the district for the cost of the course. A contract will be signed prior to beginning these courses.

Post Secondary Options/Concurrent Enrollment

The Post Secondary Option Program will be available to students according to Board Policy.

The Board believes that students who are capable of and wish to pursue college level work while in high school should be permitted to do so. There are two options in state law available to high school students meeting specified criteria for post-secondary study. Any student participating in either of these programs shall be granted a high school diploma upon evidence that he has completed the required academic work. Information about post-secondary enrollment options shall be made

available to students and their parents. The counselor shall coordinate the Post Secondary Enrollment Placement Program. Any student who wishes to participate must inform his/her counselor at least (2) months prior to the beginning of the semester.

Information about the post-secondary options program, including the appeals procedure if high school credit is denied, shall be distributed annually to all students in grades 9 through 12 and to their parents. Notice shall be given to allow sufficient time for students and parents to consider this option. The Board shall comply with all reporting requirements of the State Board of Education.

Post Secondary Terms and Conditions

- Applicants may not be more than twenty years old and must be in the eleventh or twelfth grade at Idalia High School.
- Applicants are only eligible to enroll in undergraduate degree or certificate program course(s) at an institution of higher education that are not in the school district curriculum.
- Applicants may not enroll for more than two (2) higher education courses or eight (8) higher education credits per semester.
- Applicants must submit an application to the Idalia High School principal at least two (2) months prior to their desired date of enrollment in the higher education course(s).
- The school counselor will review the applicant's academic record and information provided in this application to determine in which higher education course(s), if any, the applicant is eligible to enroll.
- The school counselor will indicate whether high school credits are appropriate for the higher education course(s) for which the applicant is eligible.
- If the school counselor determines the applicant is eligible to enroll in any higher education course(s), the applicant will then be considered for admission by university/college.
- The admission or denial of the applicant's enrollment shall be based on the entrance requirements and space available.
- Applicants accepted for enrollment in any higher education course(s) are solely responsible for their transportation to and from the college.
- Applicants accepted for enrollment in any higher education course(s) are solely responsible for payment of any student fees and the cost of books, supplies and other required course materials.
- Applicants accepted for enrollment in any higher education course(s) during summer vacation for which high school credit will not be awarded are solely responsible for payment of tuition for such course(s). Applicants accepted for enrollment in any higher education course(s) for which they will be awarded high school credit will not be required to pay any tuition for such course(s).
- Applicants taking a college course for high school credit will have the college course grade added to the high school transcript. The grade will be included in the student's high school GPA and class rank.

Right to Study and Learn — It is the policy and goal of the Idalia RJ-3 Board of Education to provide all students in its schools the intellectual freedom, education resources, guidance, and the physical environment where they may study and learn to the best of their ability. The maintenance of an environment conducive to the achievement of this goal requires that each student's efforts to study and learn be protected from interference by non-students and other students. Consequently, the administration and faculty of each school shall have the right and duty to maintain such an environment by all reasonable means.

Resource Program—A resource program is available for students with special needs who meet the

criteria as set by IDEA. For more information, contact the district office.

Exemption From Instruction — If the beliefs of a student and his/her family are inconsistent with subject content, the student and his/her parent/guardian are to make a written request to the principal requesting exemption. If a student is physically unable to participate in a particular class, he/she is to submit to the principal a physician's statement stating the reason(s) for exemption. Approved exemptions will not excuse a student from total semester hours required for graduation.

Student Supervision — All school personnel have responsibilities in regard to student health, safety and welfare. Each student is expected to respond to and/or respect any request by any school staff member. Let us all make every effort to prevent any negative differences by using good judgment.

Emancipated Students Or Students Not Living With A Guardian - Students who have become legally emancipated or who have left the residence of their parent or guardian must report their situation to the principal or counselor immediately upon enrollment or change of status. These students will meet with both the principal and counselor to determine legal guardianship and to discuss the responsibilities of the student.

Change Of Status - Students need to inform the office of any change of status. This includes change of address, phone number, parental rights, etc. It is vital that the office maintain current student records in case of emergency. Also, if school information/materials are to be sent to a separate address (EX: noncustodial parent), please let the office know the name and address and materials to be/not to be sent.

Student Withdrawal - Students must be accompanied by their parent/guardian or have written verification of permission to withdraw prior to the last day of school. Students withdrawing **MUST** obtain a check-out sheet from the office. Students are to have the form signed by each teacher and activity sponsor, return all school property, pay any outstanding fees and return the form to the office.

Checking Out of School

It is extremely important that the office know if you are planning to leave campus. In order to keep everyone informed, please arrange to bring a note in or have your parents call the office the morning you will be leaving. Please do not wait until you are walking out the door and then remember that you have not made appropriate arrangements. ***Before you leave the building, you must also sign out with the secretary.***

Guidance and Counseling — Guidance services are available for every student. These services include assistance with educational planning, interpretation of test scores, occupational information, career information, study help, help with home, and school or social concerns or any questions the student may feel he/she would like to discuss with the counselor. Students wishing to visit a counselor should arrange for an appointment. Services available include:

- Students may visit the guidance office during study halls, lunch period or by coming in before and after school. Students may visit the counselor during class time only by appointment and with prior permission of the classroom teacher and counselor.
- Schedule changes will be conducted by the counselor and/or Principal. Changes in courses will be permitted only during the first three (3) school days of each semester. Any class schedule changes must involve the teacher whose class the student wishes to drop and the teacher whose class the student wishes to add. All schedule changes initiated by the student should

have parent/guardian approval. Parents are encouraged to contact the counselor and/or principal at any time.

- The school counselor will provide information for the ACT and SAT College Entrance Examinations. The District professional staff will administer and interpret other standardized tests throughout the school year.
- The counselor will provide information to assist students in finding jobs and in career exploration, college or vocational selection and financial assistance plans.

School Attendance Policy

Purpose of this Policy - A requirement for the success of a student is regular and punctual attendance; this policy is meant to ensure that. Learning that takes place in a classroom is considered to be meaningful, an essential part of our educational system. Absences disrupt the continuity of the instructional process; time lost from class is irretrievable, particularly the interaction and exchange of ideas between students, and between students and teachers.

There is a direct relationship between poor attendance and class failure. Students who have good attendance generally achieve higher grades, enjoy school more, and are more responsible after leaving high school.

Definitions:

Absence (A): - Not present in class and/or not present at school

Pre-Excused Absence: Any planned absence (medical or dental services, court or law matters, etc.). Student must complete pre-excused form and return it to the office at least 1 (one) day prior to the absence.

Excused Absence: Illness (**called in by 9:00 a.m. each day student is absent**), death of a family member, working for parents, etc.

Unexcused Absence (UA): Any absence that occurs without parent/guardian contact by 9:00 a.m. the following school day.

Truant (Tr): - Absent without permission from parent/guardian or school authorities

Tardy (T): - Arriving in class later than times set for that class to begin (later than 15 minutes of class start time will be considered absent for that class period). Four (4) tardies will be counted as one (1) day unexcused absence for the class involved.

School Activity — Any school-sponsored or sanctioned activity which takes the student away from class. These are always pre-excused, and students are expected to get and turn in work prior to leaving.

Policy

Students are not allowed unexcused absences or trancies. After the unexcused absence is recorded by the teacher, the principal will notify both the student and the parent/guardian immediately.

If a student is absent (excused) five (5) times from any class period per semester, upon the sixth (6th) absence, the student and their parent/guardian will be notified by telephone and/or letter that any additional absences may result in denial of credit from that class.

The student or parent/guardian then has five (5) days following notification in which to appeal the pending action. This appeal shall be made in writing to the school principal requesting an informal hearing. Should the parent/guardian or student be dissatisfied with the result of this hearing, they may appeal the decision in writing to the Superintendent of Schools within five (5) days of the principal's decision. The superintendent will respond within five (5) days of this notification. The Superintendent's decision is final.

Before an appeal is necessary, the principal will consider the following circumstances:

- Family emergency (as determined by the principal)

- Serious illness under a doctor's care with verification from such doctor
- Court appearances

At the conclusion of the semester, credit can be reinstated if the following criteria are met:

- Attendance contract is signed
- No additional absences occurring for that class period regardless of reason
- Student maintains passing grade in that class
- No behavior problems
- Permission from both the class teacher and principal

Make-Up Work Following an Absence:

Excused Absence

Any excused absence will require that all assignments be made up at the rate of two (2) days after the first (1st) day of absence and one (1) additional day for every following missed day (Example: If a student misses three (3) days, they would have four (4) days after his/her day of return to have his/her make-up work handed in. After this period of time, if work is not handed in or no arrangements have been made with the teacher, a grade of zero will be entered for all missing work).

Pre-excused or planned absences, (including school activities) will be handled in the following manner.

- Student will bring in note from parent or the parent may call the office, (or in the case of a school activity, remind teacher at least two (2) days ahead that he or she will be gone) and pick up a pre-excused form at the office (no form is necessary if absence is due to a school activity)
- Student will obtain teacher signatures and assignments
- Student will return the form to the office one (1) day prior to the absence
- All assignments will be completed and turned in PRIOR to the student's absence

Unexcused Absence

A student will receive a grade of zero in all classes missed (participation and assignment), unless time and assignments are made up within two (2) school days. Students will not be allowed to make up any tests or quizzes missed.

Suspended Students

A student who receives a suspension will receive a maximum grade of 90% for all work completed during the suspension time. Work not completed during the suspension will receive a zero. Tests taken will receive a maximum of 85% credit. A student receiving out-of-school suspension has a choice of completing all assignments for a maximum grade of 75% or receiving zeros for all assignments during the suspension period. All work must be completed and turned in the day the student returns to school for credit, otherwise the grade will be a zero. Tests may be taken on the day of return for a maximum credit of 70%.

Truancy

In addition to making up double time for each minute missed, students will be penalized with a 50% for each class missed. One (1) truancy will be counted as one (1) unexcused absence in overall attendance.

Student Records/Release of Information on Students

Content and custody of records/information

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, and reports of serious or recurrent behavior patterns.

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.

All requests for inspection and review of student education records and requests for copies of such records, as well as disclosure of personally identifiable information except as provided by law, shall be maintained as a part of each student's record. The principal is the official custodian of student records in his or her building.

Access to records by parent

A parent/guardian ("parent") and any student 18 years old or older, has the right to inspect and review the student's education files. If a student is 18 years old or older ("eligible student"), the parent or guardian may not inspect or review the student records without written permission from the student. However, if an eligible student is a dependent for federal income tax purposes, parents/guardians are entitled along with the student to access to student educational records. During inspection and review of student records by a parent or eligible student and when requested by them, the principal will provide personnel necessary to give explanations and interpretations of the student records.

In all cases where access to student records is requested, except as provided in this policy, a written request to see the files must be made by the parent or eligible student. The principal, upon receipt of the written request, shall provide access to inspect and review the records and set a date and time for such inspection and review. In no case will the date set be more than three (3) working days after the request has been made.

The parent or eligible student shall examine the student's records in the presence of the principal, counselor or designee.

The record itself shall not be taken from the school building. However, upon request, one (1) copy of the record shall be provided within a reasonable time to the parent or eligible student at a cost of \$1.00 per page.

Requesting records from other school districts

When a student transfers to this school district from another district, the receiving school shall request the student's records from the transferring district if the records have not already been forwarded to the receiving school.

Transferring records to other school districts

Student records, including disciplinary records, may be transferred without consent to officials of another school, school system, or post secondary institution that has requested the records and in which the student seeks or intends to enroll. The district will provide a copy of the record to the eligible student or student's parents if so requested.

Requesting and receiving information and records from state agencies

Within the bounds of state law, school district personnel shall seek to obtain such information regarding students as is required to perform their legal duties and responsibilities, including protecting public safety and the safety of the student. Such information may be obtained from the judicial department or any state agency that performs duties and functions under the Colorado Children's Code, in accordance with Interagency Agreement.

School district personnel receiving such information shall use it only in the performance of their legal duties and responsibilities and shall otherwise maintain the confidentiality of all information obtained.

If such information is shared with another school or school district to which a student may be transferring, it shall only be shared in compliance with the requirements of federal law, including the Family Education Rights and Privacy Act of 1974 ("FERPA").

Request to amend education records

A parent or eligible student may ask the district to amend a record they believe is inaccurate, misleading or otherwise violates the privacy rights of the student by writing to the school principal clearly identifying the part of the record they want changed and specifying why it is inaccurate, misleading or otherwise violates the privacy rights of the student. The request to the principal to amend a student's records must be made in writing within 10 school days of the date the records were first examined.

If the principal, after consulting with any other person having relevant information, decides not to amend the record as requested by the parent or eligible student, the principal shall notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures shall be provided to the parent or eligible student when notified of the right to a hearing.

A request for a formal hearing must be made in writing and addressed to the superintendent of schools. The response to the request shall be mailed within 10 school days. The hearing shall be held in accordance with the following:

- The hearing will be held within 15 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.
- The hearing will be conducted by a principal or the superintendent. The official conducting the hearing shall not be the principal who made the initial decision nor shall it be anyone with a direct interest in the outcome of the hearing.
- 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.
- The official designated above shall make a decision in writing within 10 school days following the conclusion of the hearing and shall notify the parent or eligible student of that decision by certified mail.
- 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.
- The decision shall include a statement informing the parents or eligible student of their right to place in the student records 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 school district. If the student record is disclosed by the school to any other party, the explanation shall also be disclosed to that party.

Disclosure with written consent

Whenever the district is required by law or policy to seek written consent prior to disclosing personally identifiable information regarding a student, the notice provided to the parent/guardian or eligible student shall contain the following:

- The specific records to be released
- The specific reasons for such release
- The specific identity of any person, agency or organization requesting such information and the intended uses of the information
- The method or manner by which the records will be released.
- The right to review or receive a copy of the records to be released.

Parental 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.

All signed consent forms shall be retained by the school district.

Disclosure without written consent

The school district will disclose personally identifiable information from student records without written consent of the parent or eligible student only to those persons or entities allowed under federal or state law to receive such information.

The school district may disclose group scholastic achievement data from which the individual cannot be identified without written consent of the parent or eligible student.

Disclosure of disciplinary information to school personnel

In accordance with state law, the principal or designee is required to 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. The purpose of this requirement is to keep school personnel apprised of situations that could pose a risk to the safety and welfare of others.

For purposes of this policy, "disciplinary information" means confidential records maintained by or in possession of the principal or designee on an individual student which indicate the student has committed an overt and willful act which constitutes a violation of the district's code of student conduct and/or there is reasonable cause to believe, through information provided to the principal from another credible source, that the student could pose a threat to the health and safety of other students and school personnel based on prior misbehavior.

"Disciplinary information" is intended to include only that information of a serious nature that is not otherwise available to teachers and counselors as part of the education records maintained on students or other reports of disciplinary actions. It is appropriate for instructional staff members to request disciplinary information from the principal or designee on students in their classrooms if there is concern that the student poses a threat to the safety of other students or school officials.

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. The principal or designee is required to inform the student and the student's parent/guardian when disciplinary information is communicated and to provide a copy of the disciplinary information. The student

and/or the student's parent/ guardian may challenge the accuracy of disciplinary information through the administrative regulations which accompany this policy.

Disclosure to military recruiting officers

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

Disclosure to Medicaid

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

Disclosure to criminal justice agencies

The superintendent or designee is authorized by law to share disciplinary and attendance information with a criminal justice agency investigating a criminal matter concerning a student enrolled or who will enroll in the school district when necessary to effectively serve the student prior to trial. Such information shall only be shared upon written certification by the criminal justice agency that the information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the student's parent/guardian according to the Interagency Agreement.

Disclosure to other parties

Except as noted in this policy, student records will not be released to other individuals and parties without a written request and authorization of the parent or eligible student. Personal information will only be released to a third (3rd) party with the assurance it will be kept confidential.

Disclosure of directory information

The school district may disclose directory information without written consent of the parent or eligible student. 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. Directory information which may be released may include the student's name, 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, degrees and awards received, the most recent previous education agency or institution attended by the student, and other similar information. Student telephone numbers and addresses will not be disclosed pursuant to Colorado law.

Annual notification of rights

The district will notify parents and eligible students of their rights pursuant to this policy at the beginning of each academic year. The notice will be in the form provided on exhibit JRA/JRC-E. 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 on student records shall be on file in the office of each building principal and included in the Student Handbook.

Waivers

A parent or eligible student may waive any or all rights protected by this policy. The waiver shall not be valid unless in writing and signed by the parent or eligible student. The district does not require a waiver but may request a waiver. Any waiver under this provision may be revoked at any time in writing.

District Title 1 Parent Involvement

Pursuant to federal law, the district and the parents of students participating in Title 1 district programs have jointly developed the following parent involvement policy. The policy shall be implemented by the superintendent or designee according to the timeline set forth in the policy and incorporated into the district's Title 1 plan.

Involvement with Title 1 Planning

The district shall hold an annual meeting for parents of students in Title 1 programs, as well as school Title 1 staff, principals of school receiving Title 1 funds and other interested persons to discuss the Title 1 program plan, review implementation of the Title 1 plan, discuss how Title 1 funds allotted for parent involvement activities shall be used, and invite suggestions for improvement.

District Support for Parent Involvement

The district shall provide coordination, technical assistance and other support necessary to assist schools in building the capacity for strong parent involvement to improve student academic achievement and school performance. This coordination, assistance and support might include:

- The district will annually appoint Title 1 staff members or designee as the "Districts Parent Involvement Coordinator."
- The District will appoint annually a District Parent Advisory Council to provide advice on all matters related to parent involvement in programs supported by Title 1 funds.
- The District will allocate resources on an as needed basis for parent involvement activities.
- The District will support the attendance of staff in teacher development training and parents in parental growth and development experiences through various means including but not limited to released time and financial resources.
- Community based organizations and local businesses will be encouraged to become involved with the District Title 1 parent Involvement activities.
- Designating other district support for parent and teacher development and training as needed.
- The District will adopt Epstein Model of Six Types of Involvement of School, Family and Community Partnerships.
 - **TYPE 1--PARENTING:** Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.
 - **TYPE 2--COMMUNICATING:** Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.
 - **TYPE 3--VOLUNTEERING:** Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.

- **TYPE 4--LEARNING AT HOME:** Involve families with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.
- **TYPE 5--DECISION MAKING:** Include families as participants in school decisions, governance, and advocacy through accountability, school councils, committees, and other parent organizations.
- **TYPE 6--COLLABORATING WITH THE COMMUNITY:** Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

Coordination of Parent Involvement Activities with Other District Programs

The district shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with district preschool and other programs.

Student Learning

The district shall coordinate and integrate Title 1 parental involvement strategies with those of other educational programs in the district. The purpose of this coordination shall be in improving the academic quality of the school served, including identifying barriers as they exist to provide greater participation by parents, focusing on parents who:

- Are economically disadvantaged
- Have disabilities
- Have limited English proficiency
- Have limited literacy
- Are of any social or ethnic minority background
- Are parents of migratory children

The District shall provide to parents, as appropriate, information to help them understand the state's academic content and achievements standards, state and local academic assessments, the requirements of Title 1, how to monitor student's academic progress and how to work with school staff to improve the achievement of students. The district shall develop written materials and training for staff to help parents work with students to improve student achievement.

The District shall provide, but not be limited to, supporting and training in the following areas; basic literacy skills, technology skills, Colorado State Content Standards, how to monitor state and local academic assessments, on an as needed basis. Needs will be determined via parent surveys or other parental input as conducted by District's Parent Advisory Council.

School-based Parent Involvement Activities

Parent involvement is an important component of an effective school. Being a small rural school and community allows for a great deal of interaction and communication with parents. This occurs because of many varieties of school and community activities that frequently bring teachers, parents, and students in contact with each other.

Our district will encourage parents to collaborate with the district and the school by:

- Promoting and supporting parenting skills for parents in need
- Enabling parents to become volunteers at school at all levels
- Soliciting parents in the decisions that affect children and families of district schools
- Insuring that communication between home and school is regular, two-way and meaningful
- Welcoming parents in the school and seeking and supporting their assistance

- Promoting community collaboration to utilize resources to strengthen schools

Method of Communicating with Parents

Communications and information will be shared with parents in the following ways:

- Each school year the district will prepare and disseminate a report to all parents of children attending the school, showing how the school did on CSAP compared to the state and whether the district has been identified for school improvement
- If the district is identified for school improvement, letters will then be distributed to parents explaining CHOICE (transportation, supplemental educational services)
- A copy of the parent Involvement Policy will be distributed to parents
- Parent meetings are to be scheduled near the beginning of the year to discuss the Title 1 program as well as other services available to help students improve achievement
- By encouraging parent/school compacts
- Workshops, in-services, speakers and programs may be provided to help meet the needs of parents promoting an open door policy for parents and/or families to visit the school, the Title 1 program as well as other programs outlined in this policy
- Parent-teacher conferences will be scheduled regularly through the year to meet with parents to discuss the needs and progress of each individual student
- Informal communications throughout the year; telephone contact with parents through various school activities (sports, concerts, assemblies, etc.)

Development of School-Level Title 1 parent Involvement Policy

This district will distribute to parents of students participating in the Title 1 program (hereafter referred to as "parents") a written Title 1 compact agreed upon by the parents in accordance with the requirements of federal law.

PARENT GRIEVANCE PROCEDURE

Board of Education

Parent makes written request for hearing before the Board. Request includes the details of the grievance. The Board has ten (10) working days to conduct a hearing. The Board has ten (10) working days to render a written decision. The decision of the Board is final.

Superintendent Parent requests a meeting with the Superintendent. Following the meeting, the Superintendent has three (3) working days to respond in writing. Copies are sent to parent, teacher, principal, committee chair and Chairman of the Board of Education.

Hearing Committee - Parent requests a hearing. The request must be in writing and include all of the articles of grievance. The committee has three (3) working days to set up the hearing then three (3) working days to respond in writing. Copies of the response are sent to the parent, teacher, principal and superintendent.

Building Administrator - Parent requests a meeting with the Principal. Meeting is to be held within two (2) working days. Within one (1) additional working day, a written response is completed by the principal with copies to parent, teacher and committee chair. The parent must write the specific concerns at this point, prior to meeting with the building administrator. Whatever is on this parent report will be the only topics of discussion for this particular case. The report should have on it only

those unresolved issues from the conversation with the teacher. The teacher will also respond in writing.

Teacher - Parent makes an appointment with the teacher to discuss articles of grievance - meeting to be held within two (2) working days of request.

Parent - Parent has a grievance that specifically relates to their child and teacher. The parent makes an appointment with the teacher to resolve the issues.

IDALIA SCHOOL DISTRICT DRESS CODE

The Idalia School Dress Code is set up to maintain and preserve the high academic standard of learning in the school. It is intended to maintain decency in the school and provide students with a healthy learning environment. It applies to all grades.

Any student deemed in violation of the dress code shall be required to change into appropriate clothing or make arrangements to have appropriate clothing brought to school immediately. In this case, there shall be no further penalty. If a student cannot promptly obtain appropriate clothing, on the first offense, the student shall be given a written warning and an administrator shall notify the student's parents/guardians. On the second offense, the student shall remain in the administrative office for the day and do schoolwork and a conference with parents/guardians shall be held. Classes missed as a result of the second offense are considered unexcused absences. On the third offense, the student may be subject to suspension or other disciplinary action.

Standards will apply to school and all school functions.

Daily Dress

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

1. Shorts, dresses skirts or other similar clothing whose bottom edge is shorter than the bottom of a student's fingertips while they are standing with their arms relaxed.
2. Sunglasses and/or hats worn inside the building
3. Inappropriately sheer, tight, ripped/torn, or low-cult clothing (e.g. midriffs, halter tops, backless clothing, tube tops, garments made of fishnet, mesh or similar material, muscle tops, etc.) that bare or expose traditionally private parts of the body including, but not limited to, the stomach, buttocks, back and breasts
4. Tank tops or other similar clothing with straps narrower than 1.5 inches in width
5. Any clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornment that are or contain any advertisement, symbols, words, slogans, patches or pictures that:
 - a. Refer to drugs, tobacco, alcohol, or weapons
 - b. Are of a sexual nature
 - c. By virtue of color, arrangement, trademark, or other attribute denote membership in gangs which advocate drug use, violence, or disruptive behavior
 - d. Are obscene, profane, vulgar, lewd, or legally libelous
 - e. Threaten the safety or welfare of any person
 - f. Promote any activity prohibited by the student code of conduct
 - g. Otherwise disrupt the teaching-learning process
6. No clothing may show any undergarments or areas normally covered by undergarments.

Dance Attire - Previous items will be modified to accommodate formal attire for school dances. For example: straps may measure less than 1.5 inches. Some hats, which are part of a formal outfit, may be worn at the discretion of the principal/sponsor.

Senior Graduation Dress Code - Graduation robes reflecting our school colors are required if the student is to participate in ceremonies. Robes and caps may not be altered or added to in any way (item will not be worn if altered). Appropriate dress, or the lack of, will be determined by school staff. Students will be given the opportunity to change if needed. Any attire deemed inappropriate will result in that graduate not participating in the graduation ceremony.

IDALIA SCHOOL DISTRICT CODE OF CONDUCT

Student Conduct - Students are expected to follow the directions of all school personnel. As young adults, it is important that students develop self discipline; students will be responsible for their actions; students will be aware of the consequences of inappropriate behavior and will accept these consequences if their decision is to behave in an inappropriate manner. A good student will follow these four simple rules:

- Be in class on time and prepared to work
- Do assignments to the best of your ability
- Contribute creatively, productively, and be responsible in class
- Respect your own and other's spaces

CODE OF CONDUCT

The principal may suspend or recommend expulsion of a student who engages in one or more of the following specific activities while in school buildings, on school grounds, in school vehicles or during a school-sponsored activity. Suspension or expulsion shall be mandatory for serious violations in a school building or on school property.

- Causing or attempting to cause damage to school property or stealing or attempting to steal school property.
- Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
- Commission of any act which, if committed by an adult, would be robbery or assault as defined by state law. Expulsion shall be mandatory in accordance with state law except for commission of third degree assault.
- Violation of criminal law which has an immediate effect on the school or the general safety or welfare of students or staff.
- Violation of district policy or building regulations.
- Violation of the district's policy on dangerous weapons in the schools. Expulsion shall be mandatory for carrying, bringing, using or possessing dangerous weapon without the authorization of the school or school district, unless the student has delivered the firearm or weapon to a teacher, administrator or other authorized person in the district as soon as possible upon discovering it, in accordance with state law.
- Violation of the district's alcohol use/drug abuse policy. Expulsion shall be mandatory for sale of drugs or controlled substances, in accordance with state law.
- Violation of the district's violent and aggressive behavior policy.
- Violation of the district's smoking and use of tobacco policy.
- Violation of the district's policy on sexual harassment.

- Throwing objects, unless part of a supervised school activity, that can cause bodily injury or damage property.
- Directing profanity, vulgar language or obscene gestures toward other students, school personnel or visitors to the school.
- Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, or derogatory statements addressed publicly to others that precipitate disruption of the school program or incite violence.
- 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.
- Lying or giving false information, either verbally or in writing, to a school employee.
- Scholastic dishonesty which includes but is not limited to cheating on a test, plagiarism or unauthorized collaboration with another person in preparing written work.
- Continued willful disobedience or open and persistent disruption of educational opportunities to other students.
- 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.

DISCIPLINE

STUDENT SUSPENSION/EXPULSION

It is the policy of this Board to provide due process of law to students, parents and school personnel through written procedures consistent with law for the suspension or expulsion of students and the denial of admission.

Further, the Board of Education hereby directs the superintendent to periodically review current procedures and, if necessary, develop new procedures consistent with policy for approval by the Board.

The superintendent shall arrange to make this policy and the accompanying procedures, along with grounds for which they may be suspended or expelled, distributed once to each student in elementary, junior high and high school and once to each new student in the district. This policy, and the accompanying procedures and grounds for suspension/expulsion, shall be available in each school of the district. In addition, any significant change in this policy and accompanying procedures shall be distributed to each student and posted in each school.

Delegation of Authority

The Board of Education delegates to the principal of the school district or to a person designated in writing by the principal the power to suspend a student in his school for not more than five (5) school days on grounds stated in 1973 C.R.S. 22-33-106. (See exhibit coded JGD/JGE-E.)

The Board of Education delegates to the superintendent of schools the authority to suspend, in accordance with 1973 C.R.S. 22-33-105, a student for an additional ten (10) school days, plus up to and including an additional ten (10) days when necessary in order to present the matter to the Board.

The Board of Education delegates to the superintendent of schools the authority, in accordance with 1973 C.R.S. 22-33-105, to deny admission or to expel for any period not extending beyond the end of the school year any student whom the superintendent, in accordance with the limitations imposed by

Title 22, Article 33, of the Colorado Revised Statutes, shall determine does not qualify for admission to, or continued attendance at, the public schools of the district. Such denial of admission or expulsion shall be subject to appeal to the Board.

Students are alerted that in addition to the above policies on suspension and/or expulsions, an additional policy exists in the District, required by law passed in the spring of 1993. This policy, somewhat more restrictive and firmer on suspension/expulsion is in a separate "Discipline Handbook" as the law specifies it is not to be included in the usual student handbook. Students may request a copy of this policy early in the school year.

Formal Removal

First incident

- Teacher asks student to leave class and go to office; teacher must tell student he/she is being formally removed. Teacher contacts office to let administrator know circumstances and that this is a formal removal.
- Within 24 hours, teacher needs to document incident in POWERSCHOOL and make sure administrator has a hard copy. The teacher will call the parent/guardian to notify him/her of removal. Call will be documented in POWERSCHOOL.
- Administrator notifies parents in writing.
- Student is out of class, suspended for three (3) class days.

Second incident

- Teacher asks student to leave class and go to office; teacher must tell student he/she is being formally removed. Teacher contacts office to let administrator know circumstances and that this is a formal removal.
- Within 24 hours, teacher needs to document incident in POWERSCHOOL and make sure administrator has a hard copy. The teacher will call the parent/guardian to notify him/her of removal. Call will be documented in POWERSCHOOL.
- Administrator notifies parents in writing.
- Student is out of class, suspended for five (5) class days.
- Student is given one (1) day in-school suspension, concurrent.
- Behavior plan/contract is written up for returning to class.

Third incident

- Teacher asks student to leave class and go to office; teacher must tell student he/she is being formally removed. Teacher contacts office to let administrator know circumstances and that this is a formal removal.
- Within 24 hours, teacher needs to document incident in POWERSCHOOL and make sure administrator has a hard copy.
- Administrator notifies parents in writing.
- Student is out of class, in office for five (5) class days.
- Student is given one (1) day out-of-school suspension.
- Student is officially removed from class for the remainder of the term, with a failing grade.
- Student will be placed in an alternative learning situation for the remainder of the term.

Habitually Disruptive Student

Declaration of a habitually disruptive student for which expulsion shall be mandatory is defined as: a child who caused a disruption in the classroom, on school grounds, on school vehicles, or at school

activities or events more than three (3) times during the school year, because of behavior which was initiated, willful and overt on their part required the attention of school personnel to deal with the disruption; no child shall be declared 'habitually disruptive' prior to the development of a remedial discipline plan for such child in accordance with the discipline code of the school district.

A student will be declared habitually disruptive if suspended three (3) times (out-of-school) for disruption of classroom, on the school grounds or at school activities.

Principal will notify parents in writing each time student is suspended, with specific reference to "3 strikes." Parent will be notified at the same time of definition of "habitually disruptive" and policy. Upon second suspension, principal notifies superintendent. Upon third suspension, expulsion proceedings begin.

USE OF ALCOHOL AND OTHER DRUGS

Idalia School District RJ-3 shall promote a healthy environment for students by providing education, support and decision making skills in regard to alcohol, drugs and other controlled substances and their abuse. In order to accomplish this goal, a cooperative effort must be made among the schools, parents, community and its agencies.

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

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

This policy shall apply to any student who is on school property, in attendance at school, in a school vehicle or taking part in any school sponsored or sanctioned activity or whose conduct at any time or place interferes with the operations of the district or the safety or welfare of students or employees.

Students violating this policy shall be subject to disciplinary sanctions which may include suspension and/or expulsion from school and referral for prosecution. Expulsion shall be mandatory for sale or distribution of drugs or other controlled substances, in accordance with state law.

Situations in which a student seeks counseling or information from a professional staff member for the purpose of overcoming substance abuse shall be handled on an individual basis depending upon the nature and particulars of the case. When appropriate, parents shall be involved and every effort made to direct the substance abuser to sources of help. The Board, in recognition that drug and alcohol abuse is a community problem, shall cooperate actively with law enforcement, social services or other agencies and organizations, parents and any other recognized community resources committed to reducing the incidents of illegal use of drugs and alcohol by school-aged youths.

Whenever possible in dealing with student problems associated with drug and alcohol abuse, school personnel shall provide parents and students with information concerning education and rehabilitation programs which are available. Information provided to students and/or parents about community substance abuse treatment programs or other resources shall be accompanied by a disclaimer to clarify that the school district assumes no financial responsibility for the expense of drug or alcohol assessment or treatment provided by other agencies or groups unless otherwise required.

The district shall provide all students and parents with a copy of this policy and its accompanying procedures on an annual basis.

The Board shall conduct a biennial review of its drug prevention program to determine its effectiveness, to implement any required changes and to insure that the disciplinary sanctions required are consistently enforced.

Disciplinary procedures

In accordance with the accompanying policy, the following procedures are established for disciplining students for alcohol or drug-related misconduct:

Use

- When a student is suspected of use, the person having the suspicion should notify the principal or his designee. Notification must include reasons for such suspicion (observed use, unusual behavior, etc.). The principal or his designee will conduct a check of the suspected student and collect data. This action must comply with the Board policy on interrogations and searches.
- If information is not sufficient to warrant further action, the principal or his designee may have a personal conference with the student expressing awareness and concern.
- If information warrants, the parent/guardian will be requested to attend a conference at school. The conference may include sharing the data collected, explaining consequences of involvement with drugs/alcohol, developing a plan of action, and offering the parent or guardian general information and resources related to substance abuse.
- When necessary, emergency health and safety care will be provided and any procedural or disciplinary issues postponed until the student's immediate needs are treated. While waiting for the parent/guardian or further medical aid, the student will not be left alone but placed in a quiet situation where he/she will remain under observation.

Possession

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

- A staff member who comes in contact with evidence and/or contraband must notify the principal or his designee immediately.
- A staff member who has reasonable cause to believe that a student possesses alcohol, any controlled substance or drug-containing paraphernalia in violation of Board policy will request that the student accompany him to the principal or his designee. If the student refuses, the staff member will notify the principal or his designee immediately.
- The principal or his designee will attempt to obtain evidence by requesting it directly from the student or through search procedures as outlined in Board policy.
- The principal or his designee will place any evidence in an envelope or alternative container as necessary which will be sealed, dated and initialed by the individual who originally obtained the materials and by the principal or his designee. The evidence then will be placed in the school safe.

- The principal or his designee will call appropriate law enforcement officials in each instance of possession or sale of controlled substances by a student. A mutual decision will be made as to retention of the contraband by the school or testing by the authorities.
- When there is evidence of a student possessing illegal drugs, the student will be suspended and his/her parent/guardian notified.

First Offense for Use and/or Possession

- The student can receive up to three (3) days out-of-school suspension, and a parent/guardian conference will be scheduled prior to admittance.
- Parent/guardian and student will be provided information concerning voluntary drug and alcohol treatment programs.
- The student may elect to participate in a voluntary drug/alcohol abuse counseling program with attendance verification submitted to the school administration. Upon choice of this option, the student will be readmitted. If counseling is not elected, the student may be suspended from school for an additional five (5) days by the superintendent. The student and his/her parent/guardian must attend a readmission conference during the suspension. At the end of the five (5) days, the student will be readmitted.
- The principal or his designee will attempt to develop with the parent/guardian and the student a procedure that will outline the responsibilities of the parent/guardian, the student and the school in an effort to keep any further offenses from occurring.

Second Offense for Use and/or Possession

- The student will be suspended from school for five (5) days.
- Information concerning voluntary drug or alcohol treatment programs will be given to the student and his/her parent/guardian. The principal or his designee will require evidence of the student's enrollment and/or participation in a voluntary program prior to the student's admittance to school.
- Appropriate law enforcement officials will be notified.

Third Offense for Use and/or Possession

- The student will be recommended for expulsion.

Distribution

Students, who sell, give or exchange alcohol, drugs, other controlled substances or drug-containing paraphernalia in violation of Board policy will be handled in the following manner:

- If an employee witnesses an act in which alcohol, drugs, other controlled substances or drug-containing paraphernalia are being transferred from one student to another, the staff member will immediately attempt to detain the student and request that the student accompany him to the principal or his designee. If the student refuses, the staff member will notify the principal or his designee immediately.
- The principal or his designee will attempt to obtain evidence by requesting it directly from the student or through search procedures in accordance with Board policy.
- Any student who distributes, trades, exchanges or sells controlled substances will be expelled.

These procedures will supplement and complement authority conferred elsewhere by Board policy and will not be deemed to limit or suspend such other authority.

SMOKING BY STUDENTS Use of tobacco in any form will not be permitted on school property. This includes all school premises. This policy applies to the regular school day as well as evening and weekend activities and practices sponsored by the school personnel and district and state contests. Athletic students who do not comply with this regulation will be suspended.

Weapons in School

The Board of Education determines that possession and/or use of a weapon by students is detrimental to the welfare and safety of the students and school personnel within the district. Carrying, bringing, using or possessing a dangerous weapon in any school building, on school grounds, in any school vehicle or at any school-sponsored activity without the authorization of the school or the school district is prohibited. An exemption to this policy may be made for students participating in an authorized extracurricular activity or team involving the use of firearms.

If a student discovers that he/she has carried, brought or is in possession of a dangerous weapon and the student notifies a teacher, administrator or other authorized person in the school district, and as soon as possible delivers the dangerous weapon to that person, expulsion shall not be mandatory and such action shall be considered when determining appropriate disciplinary action, if any.

As used in this policy, "dangerous weapon" means:

- A firearm, whether loaded or unloaded, or a firearm facsimile that could reasonably be mistaken for an actual firearm.
- Any pellet, BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air.
- A fixed blade knife with a blade that measures longer than three inches in length or a spring loaded knife or a pocket knife with a blade longer than three and one-half inches (measurements to be made from where the blade meets the handle to the tip of the blade).
- Any object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury including, but not limited to slingshot, bludgeon, brass knuckles or artificial knuckles of any kind. In accordance with federal law, expulsion shall be for no less than one (1) full calendar year for a student who is determined to have brought a firearm to school in violation of this policy. The superintendent may modify the length of this federal requirement for expulsion on a case by case basis. The Board of Education determines that extra precautions are important and necessary to provide for student safety. Therefore, the carrying, bringing, using or possessing of any knife, regardless of the length of the blade, in any school building, on school grounds, in any school vehicle or at any school-sponsored activity without express authorization is prohibited. Students who violate this policy shall be referred for appropriate disciplinary proceedings. However, if a student discovers that he or she has carried, brought or is in possession of a knife and the student notifies a teacher, administrator or other authorized person in the school district, and as soon as possible delivers the knife to that person, expulsion shall not be mandatory and such action shall be considered when determining appropriate disciplinary action, if any.

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

School personnel shall refer any student who brings a firearm or weapon to school without authorization of the school or the school district to law enforcement, unless the student has delivered the firearm or weapon to a teacher, administrator or other authorized person in the district as soon as

possible upon discovering it. In such case, school personnel shall consult with law enforcement to determine whether referral of the student to law enforcement is necessary and how to properly dispose of the firearm or weapon or return it to its owner.

School District RJ-3 Disciplinary Guidelines

The level of consequence to be imposed will take into consideration the severity of the offense, the age and past disciplinary record. School officials may grant exceptions to the guidelines below in cases involving extenuating circumstances.

Classroom Consequences	Class 1 Offense	Class 2 Offense	Class 3 Offense	Class 4 Offense
<i>Examples:</i> Give warning to student(s) Time out Contact parent or guardian Extra or after-school time. Conduct parent/guardian conference Behavior plan	<i>Examples:</i> <input type="checkbox"/> Disruptive behavior <input type="checkbox"/> Dress code violation <input type="checkbox"/> Inappropriate language with peers <input type="checkbox"/> Inappropriate physical contact including PDAs <input type="checkbox"/> Out-of-class without permission <input type="checkbox"/> Violation of classroom rules <input type="checkbox"/> Skipping class or unexcused absence <input type="checkbox"/> On the bus ⑩ Violation of bus rules ⑩ Out of seat while bus is moving ⑩ Throwing items ⑩ Loud screaming	<i>Examples:</i> <input type="checkbox"/> Bullying <input type="checkbox"/> Cheating/Plagiarism <input type="checkbox"/> Computer policy issues <input type="checkbox"/> Defiance/insubordination <input type="checkbox"/> Inappropriate language to adult <input type="checkbox"/> Lying or giving false information <input type="checkbox"/> Non-medicinal possession or use of over the counter drugs <input type="checkbox"/> Possession/use of tobacco <input type="checkbox"/> Pornography <input type="checkbox"/> Forgery <input type="checkbox"/> Verbal sexual harassment	<i>Examples:</i> <input type="checkbox"/> Arson <input type="checkbox"/> Assault <input type="checkbox"/> Fighting/encouraging others to fight <input type="checkbox"/> Gang related activity <input type="checkbox"/> Harassment, ongoing bullying, intimidation <input type="checkbox"/> Forceful interference of district employee <input type="checkbox"/> Other criminal acts as defined by law <input type="checkbox"/> Physical sexual harassment <input type="checkbox"/> Theft <input type="checkbox"/> Threat <input type="checkbox"/> Vandalism <input type="checkbox"/> Possession or use of alcohol	<i>Examples:</i> <input type="checkbox"/> Possession or use of controlled substances <input type="checkbox"/> Possession of drug paraphernalia <input type="checkbox"/> Offering or selling to others: drugs, look-alike drugs, alcohol, controlled substances, or material claimed to be drugs or alcohol <input type="checkbox"/> Possession of weapon* on school premises <input type="checkbox"/> Assault of faculty member on or off school grounds
1st Offense	Discipline	Discipline to Short Term Suspension	Discipline to Long Term Suspension	Short Term Suspension to Expulsion
2nd Offense	Discipline to Short Term Suspension	Discipline to Long Term Suspension	Discipline to Expulsion	
Further Offenses	Discipline to Long Term Suspension	Discipline to Expulsion	Long Term Suspension to Expulsion	

Discipline: any form of corrective action other than suspension or expulsion. Examples include: Warning, conference, referral, detention, loss of privileges, school service.

Short Term Suspension: Denial of attendance for more than a period or subject up to and not exceeding five consecutive days. Students in grades K-4 will not be suspended for more than 10 school days in a semester. Students in grades 5-12 will not be suspended for more than 15 school days during any single semester. Suspension may occur either in or out of school. Parent and Student may meet with Superintendent prior to return to classroom.

Long Term Suspension: Denial of attendance for more than five consecutive school days. Students will be removed from school for long term suspensions. Parents and Student will meet with Superintendent prior to return to classroom.

Expulsion: Denial of attendance at any single subject or class or at any full schedule of subjects or classes for an indefinite period of time.

What is Bullying?

- Direct behaviors, such as teasing, taunting, threatening, hitting, and stealing
- Indirect behaviors, such as spreading rumors, intentional exclusion
- Boys who bully typically use direct bullying methods
- Girls who bully are more likely to use subtle, indirect methods
- Key component of bullying: physical or psychological intimidation that occurs repeatedly over time to create an ongoing of harassment and abuse

How Extensive is Bullying?

- 15% of students are either bullied or initiate bullying behavior
- Direct bullying increases through elementary; peaks in middle school and declines in high school
- Although direct bullying decreases with age, verbal abuse remains constant
- School size, racial composition, and school setting (rural, suburban, urban) do not seem to be distinguishing factors in predicting the occurrence of bullying
- Boys are more likely than girls to engage in bullying behavior and to be victims of bullies

What Are Some Characteristics of Bullies?

- A need to feel powerful and in control
- Derive satisfaction from inflicting injury and suffering on others
- Have little empathy for victims
- Defend action by saying victims provoked them in some way
- Often come from homes in which physical punishment is used; children are taught to strike out physically as a way to handle problems
- Parental involvement and warmth are frequently lacking
- Are generally defiant or oppositional toward adults; are antisocial, and are likely to break school rules
- Possess strong self esteem and has little anxiety

What Are the Consequences of Bullying?

- There is a strong correlation between bullying other students during school years
- Bullies experience legal or criminal troubles as adults
- Victims of bullies fear school as an unsafe and unhappy place
- 7% of eighth graders stay home from school at least once a month because of bullies
- Victims tend to become more isolated by other students for fear of losing social status by associating with the victim or they do not want to increase the risk of being bullied themselves
- Being bullied often leads to depression and low self esteem

What Are Some Perceptions of Bullying?

- Parents are often unaware of the bullying problem
- Students feel adult intervention is infrequent and ineffective
- Students feel telling adults about bullying will only bring more harassment from bullies
- Students report that teachers seldom or never talk to their classes about bullying
- School personnel may view bullying as a harmless rite of passage that is best ignored until it crosses into physical assault or theft

What Are Some Intervention Programs?

- Effective programs involve the entire school community and parents
- Whole school bullying policy that is uniformly enforced
- Curricular measures: role playing activities and classroom discussions
- Improve school environment; bully prevention program
- Empower students through conflict resolution programs, peer counseling, assertiveness training
- Conduct student, parent, teacher and school administrator survey to include questions designed to assess the extent of the bullying problem; frequency of teacher intervention; knowledge of parents about their children's experience at school
- Results of the survey can serve as a benchmark to measure any changes in school climate
- Parents can participate in a campaign through parent-teacher conferences, parent newsletters, and PTA to increase parental awareness of the bullying problem and to stress the importance of parental involvement in and support of the school's anti-bullying efforts
- Teacher training in anti-bullying programs; classroom rules against bullying
- Cooperative learning activities to reduce social isolation
- Increase in adult supervision at key bullying times such as recess or lunch

A summary of Parent Brochure: What Should Parents and Teachers Know About Bullying, based on the 1997 ERIC Digest Bullying In Schools written by Ron Banks of the ERIC Clearinghouse on Elementary and Early Childhood Education. This summary is compiled by Stan Paprocki, CDE, Prevention Initiatives Unit - Fall 2000

Staff and Student Sexual Harassment - The Idalia School District has a legitimate and compelling interest in prohibiting sexual harassment. Further, the District has an obligation to discipline those who do engage in sexually harassing behavior. On the other hand, persons accused of sexual harassment have a considerable interest with regard to their reputation. The District must strive to balance the interests of those making sexual harassment complaints and those accused of sexually harassing behavior.

Unwelcome advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or educational opportunity;
- submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual;
- such conduct has the purpose or effect of substantially interfering with an individual's working or learning environment.

Sexual harassment, as defined herein, cannot and will not be tolerated. If violations occur, disciplinary action will be taken.

The District currently has in place a staff grievance procedure for discrimination concerns. The District will use this mechanism for resolution of sexual discrimination and harassment concerns. As a personal legal protection, administration, faculty, staff, and students are cautioned against communicating the charges beyond the institution's designated contact person, and/or the person's legal or professional rights representative.

INTERROGATIONS AND SEARCHES

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

Searches may be conducted by a school official who has reasonable grounds for suspecting that a search will turn up evidence that the student has violated either the law or Board policy. When reasonable grounds for a search exist, school personnel may search a student and/or his property while on school premises or during a school activity under the circumstances outlined in this policy and may seize any illegal, unauthorized or contraband materials.

Any search conducted by a school official shall respect the privacy to the student and not be any more intrusive than necessary, considering the age and sex of the student and nature of the suspected infraction.

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

An administrative report shall be prepared by the school official conducting a search explaining the reasons for the search, the results and the names of any witnesses. If the search produces evidence to be used as the basis for disciplinary action, the report shall be filed in the student's cumulative folder.

Definitions

- Reasonable suspicion is the standard for a search on school property or at school activities carried out by school authorities. Reasonable suspicion should be based on facts provided by a reliable informant or personal observation which causes the school official to believe, based on his own experience, that search of a particular person, place or thing would lead to the discovery of evidence of a violation of Board policy or state laws. Reasonable suspicion requires more than a mere hunch.
- Contraband consist of all substances or materials prohibited by Board policy or state law including, but not limited to, drugs, alcoholic beverages, guns, knives, other weapons and incendiary devices.

Search of School Property

School lockers, desks and other storage areas are school property and remain at all times under the control of the school. School property provided for the use of students is subject to inspection, clean-outs, access for maintenance, and search pursuant to this policy.

Students shall assume full responsibility for the security of their lockers and/or other storage areas in the manner approved by the administration. Students shall be responsible for whatever is contained in desks and lockers assigned to them by the school.

The principal or his designee may search a desk, locker or any other storage area and its contents when he has reasonable grounds for a search. Whenever possible, another person shall be available to witness the search.

Search of the Student's Person

The principal or his designee may search the person of a student if the school official has reasonable grounds to believe that the student is in possession of contraband.

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

Searches of the person shall be conducted out of the presence of other students and as privately as possible. At least one (1) but not more than three (3) additional persons of the same sex as the student being searched shall witness but not participate in the search.

The parent or guardian of any student searched shall be notified of the search as soon as possible.

Law Enforcement Officers Involvement

The principal or his designee may request a search on school premises be conducted by a law enforcement officer. When law enforcement authorities are involved in the search, the search will be conducted under criminal law standards rather than under the provisions of this policy.

When law enforcement officers respond to such a request, no school employee shall assist or otherwise participate in the search unless under the direct order of the law enforcement officer.

If law enforcement personnel seek permission from school authorities to search a student, his property or school property to obtain evidence related to criminal activities, school officials shall require the police to produce a valid search warrant before the search is conducted unless:

- Consent by the student is not coerced.
- There is probable cause and circumstances such that taking the time to obtain a search warrant would frustrate the purpose of the search.
- The search is incident to an arrest and is limited to the person and his immediate surroundings.

When law enforcement officials request permission to question students when students are in school or participating in school activities, the principal or his/her designee shall be present. If the student is under 18, his/her parent(s) or legal guardian also shall be present unless the juvenile is emancipated as that term is defined in state law.

Every effort shall be made not to draw any attention to the student being questioned by conducting the interrogation in private and with as little disruption to the schedule as possible.

When custody and/or arrest by the police is involved, the principal shall request that all procedural safeguards as prescribed by law be observed by the law enforcement officers. This includes all due process procedures including but not limited to obtaining proper arrest warrants where required.

Seizure of Items

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

- Seized and offered as evidence in any suspension or expulsion proceeding if it is tagged for identification at the time it is seized. Such material shall be kept in a secure place by the principal until it is presented at the hearing.
- Returned to the student or his parent or guardian.
- Turned over to any law enforcement officer in accordance with this policy.

Appeals

Within 10 days after a search, the student may appeal the search decision to the superintendent who shall investigate the reason(s) and circumstances of the search. The superintendent shall issue written findings within five (5) school days after receiving the appeal. The superintendent's decision shall constitute the final district determination.

Communication of Disciplinary Information

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

Public Displays of Affection

Students are expected to behave in an appropriate manner. Holding hands is usually considered as an appropriate display of affection for high school students. Other public displays of affection are not considered appropriate. Students who are indiscreet with displays of affection will be counseled and parents notified if necessary, according to the school's behavior code. Such behavior is considered disruptive.

GENERAL RULES AND POLICIES

School Dance Rule

For Idalia students and guests:

- Doors will be open between 8:00 p.m. and 9:00 p.m.
- Admittance is up to the sponsor/ host.
- There will be no re-admittance. If you leave the dance, you cannot return to the dance.
- When sponsors feel enough students are not participating, they may call the dance off.
- Outside guest forms must be turned into the office by noon the day of the dance.
- Alcoholic beverages, chew, and cigarettes will not be allowed on premises.
- The sponsoring group must clean up after the dance.

Library Usage

To insure availability of library materials, please follow these rules:

- No library materials are to be taken without a proper check-out. Reference materials may not be removed from the library when the librarian is not present.
- Students, K-4, are allowed to have one (1) book at a time, unless prior arrangements have been made with the librarian. Students, 5-12, are allowed more than one at the librarian's judgment.

- Books will be checked out for a period of three (3) weeks and may be renewed. You may make other arrangements with the librarian if material is needed for a longer period. Reference/Reserved material is checked out for ONE (1) DAY ONLY.
- Books and material will be considered overdue if not returned by the due date.
- Parents are responsible for the return of any material checked out to them.
- Students will be responsible for the return of any material checked out to them.
- Students having overdue material WILL NOT BE ALLOWED to check out additional material until material is returned or payments are made.

Lockers - Lockers are assigned by the office at the beginning of the school year to junior high and high school students. Lockers are the property of the district and are at all times under the control and supervision of the school administration. The administration or staff may examine lockers and their contents at any time. At the close of school, students will be given advance notice to clean out and vacate lockers. Students should not leave money or other valuables in their lockers regardless of whether the locker is locked or not. The school does not accept responsibility for the theft of articles from lockers. "Jamming" lockers or sharing combinations is strongly discouraged. Thefts should be reported to the school administrator immediately.

Textbooks - All class textbooks are loaned to students for their use during the school year. Textbooks are to be kept clean and handled carefully. Students are to write their name, grade, and school on the book label in case the book is misplaced. Students will be required to pay for lost or damaged books. Students are responsible for the textbook that they have been assigned.

Fees - Consumable class supplies are paid for by the student. Fees may also be assessed for use of supplies in some courses. Teachers of those classes will notify students of supplies and approximate cost. Students are also responsible for fees/costs associated with extra-curricular activities.

Publications/Posters - Individual students/groups desiring to distribute or post publications must have prior approval of the building principal. School sponsored organizations may post or distribute materials with approval of the sponsor. Notices must be removed following the activity.

Cafeteria - Each student is expected to practice the general rules of good conduct. Observe good dining room standards at the table, leave the table and the surrounding area clean and orderly, and put trash in the proper containers. Food/drink served in the cafeteria is not to be removed from the cafeteria without staff approval. The cafeteria provides students with breakfast (8:00 to 9:10 am) and a regular hot lunch. Lunch counts will be done by 9:30 a.m. each day. Free and Reduced Lunch applications are available in each school office.

Open Campus - Idalia High School has an Open Campus Policy for LUNCH PERIOD ONLY. All high school students will begin open campus at the start of the school year. Open campus is a privilege and can be revoked at any time, for any student, at the discretion of the school principal and/or parent/guardian. Students will not be permitted to leave campus during regular class hours unless parental or principal's consent has been acquired prior to the student leaving. Reminder: Students MUST sign out at the office prior to leaving campus at ANY time other than lunch period.

Leaving the Buildings/Grounds - In the event that it becomes necessary for a student to leave the school grounds during school time, PERMISSION MUST BE OBTAINED FROM A PARENT OR GUARDIAN AND/OR THE PRINCIPAL. Staff requesting students to leave campus, for any reason, must send the student and a note to the office for administrator approval prior to the student leaving.

Students are required to sign out at the office prior to leaving campus at any time other than lunch period. Any student leaving school before the time of dismissal without properly signing out will be considered truant and subjects himself/herself to disciplinary action.

Building Hours - The building is usually open in the morning by 7:45 a.m. and closed at 4:00 p.m. Any student or group of students remaining in the building (including gym and weight room) after 3:30 p.m. must be supervised by an adult who has acquired prior administrator approval. Maintenance or office staff may not assume this responsibility.

Student Phone Use/Cellphones

- A phone for student use is located in the administrative office area. Students are to use this phone and may use the office/classroom phones only in case of an emergency and with staff approval.
- The Board of Education recognizes that cell phones can play a vital communication role during emergency situations. However, the ordinary use of cell phones and pagers in school situations can be disruptive to the educational environment and is not acceptable.
- Students may carry cell phones but these devices must be turned off inside school buildings, on school buses, at school-sponsored activities and on field trips. In these locations, cell phones may be used only during emergencies.
- Violation of this policy will result in disciplinary measures and confiscation of the cell phone or pager. Confiscated cell phones and pagers shall be returned to the student only after a conference with the parent/guardian, student and school personnel.

Visitors - Visitors to Idalia Schools are welcome if the visit does not interfere with the normal functioning of school and arrangements have been made with the school administrator 24 hours prior to the visit. Visitors are required to sign in at the building office.

Lost and Found - Students who find lost articles are asked to take them to the office where they can be claimed by the owner. Please check with the office when missing items. All unclaimed items will be donated to local charities.

IDALIA SCHOOL GENERAL AND PLAYGROUND RULES

GENERAL

- Line up immediately when the bell rings.
- Clean your shoes and clothing before coming into the school.
- Return all equipment to the proper place.
- Stay away from the tree area, stay out of the crow's nest, and stay off of the bleachers on the football field.
- Throwing snowballs, rocks, dirt clods or sand is not permitted.
- Pushing, biting, hitting, kicking or spitting is not acceptable.
- Elementary students are not allowed in the coach's office or locker rooms.
- Hydrant is hands off.
- Get permission from the adult in charge to retrieve a ball outside the boundaries and to go back in the school building or gym.

- No roller skates, roller blades, or skateboards.

EQUIPMENT

- No climbing on or jumping off top platform of playground equipment, monkey bars, or goal posts.
- Do not play tag on the playground equipment.
- Keep rocks off and out of playground equipment.
- Leave track equipment alone and do not play on the mats.
- Jump ropes are to be used only for jumping.
- Do not hang on the basketball rims.

SLIDES

- Never go up a slide the wrong way or walk up a slide.
- Go down the slides one at a time, on your seat only.

SWINGS

- Only one on a swing at a time.
- Sit in the swings. Do not stand up or kneel
- Do not twist in the swings, wrap around the poles, jump out of the swings, or run under the swings.
- Only two students at a time on the tire swing.

BALLS

- Only bring tennis, rubber balls, or softballs. NO hard baseballs allowed.
- Only touch football may be played. NO tackling or wrestling.
- No dodge ball, dynamite, or any potentially harmful games.

GYM

- Take off street shoes.
- No footballs or superballs in the gym.
- No kicking balls in the gym, unless given permission by the P.E. teacher.
- Do not bounce balls off the walls.
- MP3 players are only permitted when headphones are used.
- Do not sit or climb on the bleachers when they are not opened up.
- Running on the bleachers is not permitted.

ATHLETIC AND EXTRACURRICULAR ACTIVITIES POLICIES AND PROCEDURES

EXTRACURRICULAR ACTIVITY ELIGIBILITY INFORMATION

The following rules shall govern participation on all school approved extracurricular activities:

- Participants must be enrolled in the district as full-time middle school students or high school students in five (5) courses (2-1/2 Carnegie Units of Credit) or more per semester or enrolled in a non-public home based program or an independent or parochial school taking an equivalent number of classes.

- Students enrolled in the district must be in attendance at school for a half of a school day or be in an approved work release program in order to participate in any school sponsored activity that is conducted on that day. In cases of emergency or extenuating circumstances, the principal or designee may grant an exception to this limitation. The attendance requirement will not apply to other students since the district cannot effectively monitor their daily attendance.
- An eligibility list will be distributed to all teachers on Monday for district students. Students who receive one (1) failing grade for two (2) consecutive weeks in the same class or who are failing two (2) different classes during the same week will not be eligible to participate during the following week, beginning Tuesday and extending to Monday. A grade below 70% is considered failing. All ineligible students participating in sports will be required to make arrangements with a teacher to do classroom studying after school until 4:00 p.m. until the student earns a passing grade. No eligibility lists will be published the first two (2) weeks of the semester. The activities director will certify individual student eligibility in cooperation with the guidance office. Students participating in activities who are not enrolled in the district must provide appropriate certification stating that the academic eligibility requirements have been met.
- We cannot say that those students that are ineligible will not attend events. For those activities, the student not eligible for that particular week shall be able to be a spectator but not involved in any way for that particular activity. The ineligible student shall not travel on the bus to or from the event and shall not participate with the team on the sidelines or on the bench in any capacity.
- Students must submit a physical examination statement to the school before participating in any sport.
- Students must have emergency treatment, district parent permission and athletic insurance waiver forms, if applicable, filled out, signed and on file with the school before being allowed to practice in a sport or participate in any activity.
- Students violating the district code of conduct will be ineligible until they have complied with all disciplinary sanctions.
- Students who fail to return uniforms or who have outstanding bills relating to each sport will not be allowed to participate in the following sporting season until they have returned all parts of uniform and have paid all bills relating to their sport.

INELIGIBILITY

Students failing two (2) or more subjects for the PRECEDING semester are ineligible for the next semester until CHSAA's regain date for ALL co-curricular activities. If the student does not fail two (2) subjects by CHSAA's regain date, he/she gains back eligibility.

A grade below 59% is considered failing.

If a student is ineligible, he/she will be ineligible for all co-curricular activities that are not directly related to the classroom and a grade. Specifically: all athletics, music trips, plays, musicals, pompon events, drama club, student council, I-Club, sock hops, and special dances, such as Homecoming, Prom (can go to the Junior-Senior Banquet.) When students are ineligible, they are still required to participate in practice sessions in their particular co-curricular activity even though they cannot participate in the actual activities.

ATHLETIC TRAINING RULES

If an athlete is in possession of alcohol or illegal drugs, or demonstrates abusive/irresponsible actions with prescription/over-the-counter drugs, he/she will be suspended from his/her sport and lost lettering privileges.

Violation of these training rules, school behavior standards, or coach specific rules can result in suspension from the team. A student aware of inappropriate behavior by a team member must report it immediately to the coach. Violation of the alcohol and drug rule as previously stated will result in the following minimums:

1. **FIRST VIOLATION**—The first violation will result in immediate suspension from interscholastic competition continuing for approximately twenty percent of the allowable contests as established by the Colorado High School Activities Association.
 - Football.....Two Games
 - Volleyball.....Four Matches
 - Basketball.....Four Games
 - Baseball.....Four Games
 - Track.....Two Meets
 - *The athlete involved may also be asked to meet with the coaches and the school administration*
 - ***Carry-Over:*** *The suspension will be carried over and enforced on a percentage basis into the athlete's next sport season (The next sport season being the next sport the athlete participates in as a bona fide member.)*
2. **SECOND VIOLATION**—The second violation will result in immediate suspension from all interscholastic athletic competition for one full calendar year.

COACHES MAY IMPOSE STRICTER PENALTIES AND OTHER RULES FOR THEIR SPORTS AND ADMINISTRATIVE DISCIPLINARY ACTION WILL ALWAYS TAKE PRECEDENCE OVER THIS POLICY. ATHLETES MUST UNDERSTAND THAT THEY ARE TO EXEMPLIFY BEHAVIOR THAT IS ABOVE REPROACH.

CO-CURRICULAR AND EXTRACURRICULAR PROGRAMS

The following are the requirements to be eligible for participation in co-curricular activities in accordance with the regulation of the Colorado High School Activities Association.

1. A student must be a bona fide undergraduate of his/her high school or an approved home study student.
2. A student must be representative of the school's ideals in matters of conduct and sportsmanship in the judgment of the principal or coach of his/her high school.
3. A student must be enrolled in a minimum of five courses (or the equivalent), which meet daily and offer a total of two and a half Carnegie Units of credit per semester. At the time of participation, students must not be failing more than the equivalent of ½ Carnegie Unit of credit. Quarter credit courses must be combined at the end of the semester to determine eligibility for the succeeding semester.
4. A student must have been eligible in accordance with above requirements at the close of his/her last prior semester of attendance. Scholastic eligibility depends upon the average of grades from the beginning of the semester to the close of certification day.
5. A student who drops out of school after having enrolled and attended school for fifteen days shall not be eligible for the following semester of his/her attendance. If he/she attends fifteen days or more during the semester, he/she must complete the required number of credits for the whole semester to be eligible for the next semester.
6. A student shall not be a member of any organization prohibited by law.
7. A student must attend school for at least half of the day (by end of 3rd hour) of the scheduled event.

8. Students shall abide by the complete regulations set forth by the Colorado High School Activities Association.
9. Students must accompany sponsors on transportation provided by the district and return the same way. Release will be made to PARENTS ONLY after they sign release statement.
10. Students will ride school provided transportation unless there are extenuating circumstances and approval of the principal is obtained ahead of time.

REQUIREMENTS FOR LETTERING IN A VARSITY SPORT

Volleyball:

- Athlete must participate in at least half of the scheduled varsity games throughout the duration of the season.
- Preseason and postseason matches/scrimmages do not qualify an athlete to letter.

Football:

- Athlete must participate in at least half of the scheduled varsity quarters throughout the duration of the season.
- Preseason and postseason games/scrimmages do not qualify an athlete to letter.

Basketball:

- Athlete must participate in at least half of the scheduled varsity quarters throughout the duration of the season.
- Preseason and postseason games/scrimmages do not qualify an athlete to letter.

Baseball:

- Athlete must participate in at least half of the scheduled varsity innings throughout the duration of the season.
- Preseason and postseason games/scrimmages do not qualify an athlete to letter.

Track:

- Athlete must earn 1 more point than there are scheduled track meets.
- To earn a point an athlete must place in their designated event, thus earning them that amount of points.
- Approximate points earned for placing are as follows:
 - 1st place-10 points
 - 2nd place-8 points
 - 3rd place-6 points
 - 4th place-4 points
 - 5th place-2 points
 - 6th place-1 point
- Members of relay teams are given 1/4 of the points earned. (Ex. 2nd place= 8 points, each team member would receive 2 points)

**Please note that all coaches are the final determinant in lettering an athlete*

WEATHER POLICY

- A coat is strongly suggested during the seasons of fall, spring, and winter
- Close-toed shoes are strongly suggested for winter
- Dress appropriately for the weather, but will be left to teacher's discretion if the child needs more clothing or not.

- If inappropriately dressed for the weather, a phone call will be made to parents/guardians.

TRANSPORTATION

Vehicle Guidelines - The school will provide parking for student vehicles southwest of the school according to the following guidelines:

- All school rules, local and state traffic laws, must be followed when operating any vehicle on school grounds.
- When students drive to school they are to observe speed limits on and around school property.
- Upon arrival at school, vehicles should be locked. The school will not be responsible for any stolen items.
- Students are not permitted to drive during school hours without prior principal approval. This approval must be on file in the office.
- There will be no student parking in handicapped/visitor parking areas or directly in front of the buildings.
- Students are to park in designated spaces in the student lot. No student parking is allowed behind buildings on school days.
- Students who are leaving vehicles in the school lot for any length of time (EX: overnight, etc.) are asked to park in spaces located on the West side of the parking lot farthest away from the building.
- Vehicles in any school parking area are subject to search at any time.
- No vehicle should leave the parking area after school until all buses have left.

School Transportation Vehicles

School transportation is a privilege, not a right. The Idalia School District does provide bus service for those students who live on or near established bus routes. Students are expected to follow and respect these guidelines, which are for the safety and welfare of everyone. The bus driver will relate to students any rules, regulations and/or guidelines that students are to respect and follow. The bus driver may refer any discipline problems to the student's building principal.

Bus drivers will make every effort to be at the bus stop at or near the same time each school day. However, road conditions and time lost by waiting on individuals not ready may cause the bus to run late. Transportation which has been provided by the school or by a school organization is under the jurisdiction of the school. Conduct shall be in accordance with existing standards. Teachers, coaches, bus driver and chaperons will be in charge. Buses are district property. All school rules apply to students or adults riding them, whether on routes or activities.

BUS RULES

- Obey all rules set by the driver.
- Board the bus immediately after school.
- Talk quietly when conversing so as not to distract the driver.
- Act courteously toward others.
- Permission from the Principal will be necessary for any student, other than participants, to ride a bus to extracurricular activities. *Note - this will be in accordance with school board policy and requires prior written permission from the parent or legal guardian.
- Students are to help clean the bus after activities.
- Students must be at receiving stations on schedule. Drivers will wait only a brief time according to their schedules.

- Students and/or their parents may be held responsible for any destruction to property.
- Riding the school bus is a privilege. Improper conduct on the buses will result in that privilege being denied.
- Remain in seats or spaces assigned at all times while the bus is moving.

BUS STORM ROUTES

Idalia School District RJ-3 has set up storm routes where school buses will run on oil roads only. An updated map is available every year indicating times and routes. Students who are unable to make it to a storm route bus stop will not be counted absent from school. To avoid confusion, storm routes will run for both morning and afternoon storm weather days.

EMERGENCY PROCEDURES

BAD WEATHER

Please do not tie up phone lines by calling to ask if we are having school. School announcements will be made as soon as a decision can be made and will usually be announced by 7:00 a.m. Sometimes the announcement will be made the evening before. Announcements will be made over the school text/voice system and on TV stations:

TV
KCNC - Denver
News Center 4 Today
Channel 9

FIRE DRILLS

Fire drills will be held periodically. When the alarm sounds, (announcement over the intercom) follow these directions:

- Treat all alarms as the **Real Thing!**
- Leave the building in single file.
- Do not talk.
- Do not run, but do move quickly.
- The first person to reach the door will hold it open for students to follow.
- The teacher will be the last person to leave the room.
- If you are not in a classroom at the time the alarm sounds, use the nearest exit and find your teacher immediately.
- Clear the building a minimum of 100 feet.
- Leave the parking area clear for emergency vehicles.
- Do not re-enter the building until the all clear signal sounds (stay with your class).
- If exits are blocked for any reason, use the nearest unobstructed one.

Students leave the building via the nearest exit door and continue to a safe distance from the building. Leave the building in an orderly manner without rushing or crowding.

High School — West exits proceed to West end of the football field
South exits proceed to West end of the football field

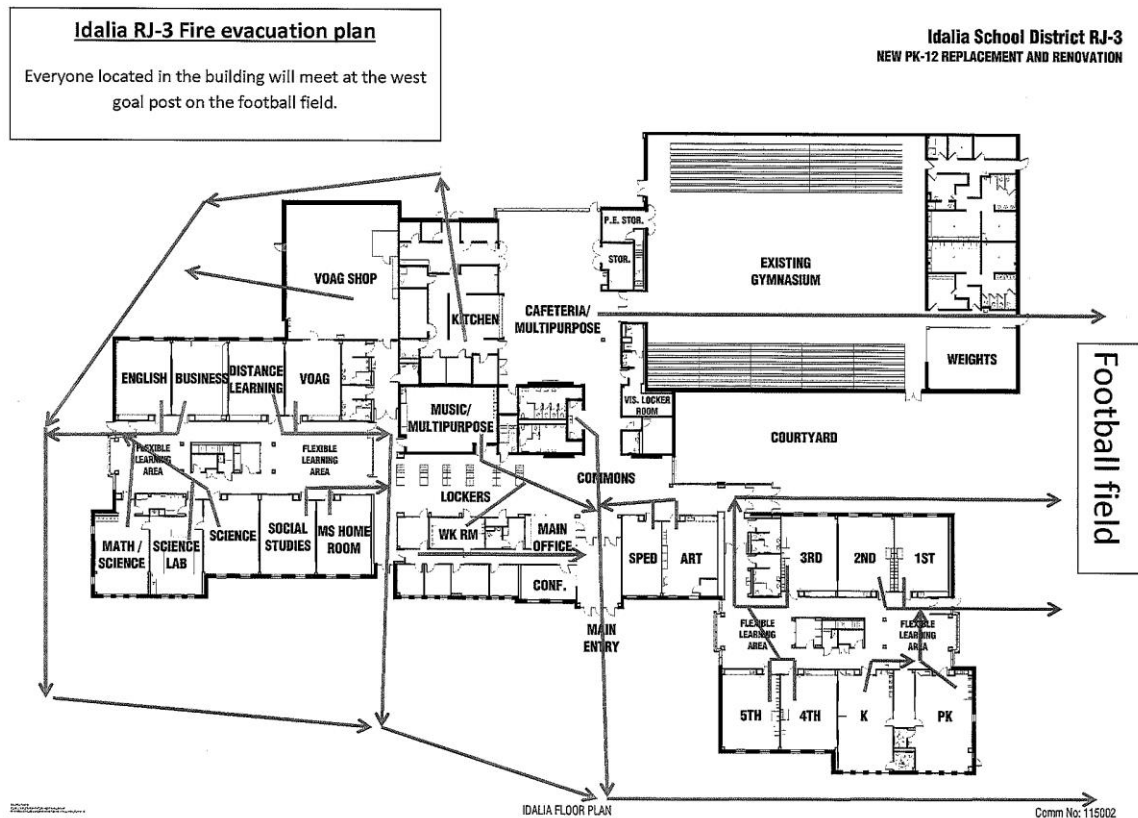
Elementary/Junior High School —

Grades 1, 2, 5/6 proceed out East door to the West end of the football field
Grades K, 3, 4 proceed out south door to the West end of the football field

It is critical to remain out of the area required by the Fire and Police Departments and any emergency personnel.

Return to building only when directed by administration or emergency personnel.

Fire Drill Map



TORNADO WATCH

At the "watch" announcement:

- close windows and blinds
- remind students of tornado drill procedures
- designated shelter areas
- "drop and tuck" procedure
- in case of immediate action, "drop & tuck" under desks
- do not use telephone system and do not allow students to use cell phones except in extreme emergencies.

TORNADO WARNING – Intercom announcement. At this time, staff members are to direct students to shelter areas and begin "drop and tuck" procedure. At the "warning":

- students will move to shelter areas
- close doors if you are the last to leave
- there will be designated caretakers for students with disabilities
- sit quietly.
- Students will be instructed when to "drop and tuck"
- do not use telephone system and do not use cell phones except in extreme emergencies (the office will call rooms or send runners to each shelter area)
- do not leave at any time

The following shelter areas may be adjusted by administration in case of overcrowding.

Preschool, Elementary and Junior High School Designated Tornado Shelter Areas	
<i>Classroom</i>	<i>Report to</i>
Preschool/Kindergarten	The bathrooms on the ramp, south of the cafeteria
Grades 1 - 12	Music Room - sit down with hands protecting head
Greenhouse	The Cub's Den

Student Use of the Internet and Electronic Communications

The Internet is an electronic highway connecting thousands of computers all over the world and individual subscribers. Students may access much of the information on the Internet through the world-wide-web without a personal Internet account. This agreement and application, however, applies to full Internet access that requires a personal Internet account. This level of Internet access permits the user access to Internet resources. Individual access is offered as a privilege granted to users on the basis of their ability to use the network resources responsibly and in the manner outlined in this document. With this level of access users can:

- Use the world-wide-web to access many current information resources in a range of areas;
- Communicate with people through electronic mail (e-mail);
- Retrieve public domain and shareware software of all types;
- Participate in discussion groups;
- Publish material on the Internet by creating web pages;
- Access the Internet from Idalia Schools

The educational value of appropriate information on the Internet is substantial. However, the Internet is composed of information provided by institutions and people all over the world and includes material that is not of educational value in the context of the school setting. Among other things, there is information that may be judged as inaccurate, abusive, profane, sexually oriented or illegal. RJ-3 wishes to support students in responsible use of the Internet and does not condone or permit the use of this material. It is a joint responsibility of school personnel and the parent or guardian of each student to educate the student about his or her responsibility when using the Internet. While general

supervision is provided, parents and guardians must be aware that while at school, direct supervision by school personnel of each student using computers is not always possible. Thus, students are expected to use the resources in a manner consistent with this contract and will be held responsible for their use. Parents are completely responsible for the student's use of the Internet resources from home.

The smooth operation of the network relies on users who must adhere to strict guidelines. In general this requires efficient, ethical and legal utilization of the network resources. If a user violates any of these provisions, he or she may be suspended and future access could be denied. In addition, violation of any school rules while using the Internet will result in appropriate school disciplinary action. Your signature(s) on the attached contract is (are) legally binding and indicates the party (parties) who signed has (have) read the terms and conditions carefully and understand their significance.

Blocking or Filtering Obscene, Pornographic and Harmful Information

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

No Expectation of Privacy

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

RJ-3 - Terms and Conditions for Students and Staff

- 1. Acceptable Use** - The purpose of Idalia Schools Internet access is to support education in the school district by providing access to unique resources and the opportunity for collaborative work. The use of the Internet must be in support of educational and academic research and consistent with the educational objectives of the district. Use of other organization's networks or computing resources must comply with the rules appropriate for that network. Publication, ownership or transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to copyrighted material, threatening or obscene material, or material protected by trade secret. All communications and information accessible via the network should be assumed to be private property. Use of Idalia's Internet for product advertisement or political lobbying is not allowed. Illegal activities are strictly prohibited. All communication must use appropriate language and be polite. Do not swear, use profanity, vulgarities, or harass other users.

Playing games or using interactive chats is not acceptable.

Student electronic mail (e-mail) is not guaranteed to be private.

People who operate the system do have access to e-mail and although e-mail is not read randomly, it can be accessed if a user is suspected of violating this contract. Messages relating to or in support of illegal activities may be reported to the proper authorities.

Internet activities that are permitted by the acceptable use policy:

- investigation of and communication about topics being studied in school;
- investigation of and communication about opportunities outside of school related to community service, employment or further education.

Internet activities that are not permitted by the acceptable use policy:

- searching, viewing or retrieving materials that are not related to school work, community service, employment or further education (thus, searching or viewing sexually explicit, profane, or illegal materials is not permitted);
- copying, saving or redistributing copyrighted material. (Users should assume that all material is copyrighted unless explicitly noted);
- subscription to any services or ordering of any goods or services;
- sharing of the student's home address, phone number or other information;
- playing games or using other interactive sites such as chats unless specifically assigned by a teacher;
- using the network in such a way that disruption of the network takes place (e.g. downloading large files during prime time; sending mass e-mail messages; annoying other users using the talk or write functions);
- using the internet to telnet to other machines for purposes not allowed
- any activity that violates a school rule or a local, state or federal law.

Users who have any questions or doubts about whether a specific activity is permissible should consult a teacher or administrator.

2. Privileges - The use of the district's internet is a privilege, not a right, and inappropriate use can result in a cancellation of those privileges. System administrators will deem what is inappropriate use of the network and take appropriate action. System administrators may suspend or close an account at any time. They must notify the user in writing or in person within two (2) weeks of the reason for suspension or termination. The administration, faculty, and staff of Idalia Schools may request the system administrator to deny, revoke, or suspend specific users. Students/Staff whose accounts are denied, suspended or revoked have the following rights:

- To request in writing a written statement justifying the actions.
- To submit a written appeal to the principal and as a follow up to this letter to have a meeting with administration and any other involved or interested staff. Students who are under 18 must have a parent or guardian present at the meeting.

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

Students shall not:

- Use another person's password or any other identifier without permission
- Gain or attempt to gain unauthorized access to district computers or computer systems
- 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 other computer systems, may be denied access to the Internet and electronic communications, with or without cause.

4. Vandalism - Vandalism may result in cancellation of privileges. Vandalism is defined as any attempt to obtain, harm or destroy data of another user, or any of the above listed agencies or other networks that are connected to the Internet backbone, including, but not limited to, the uploading or creation of computer viruses.

5. Updating Student User Information — The district may occasionally require new registration and information from the student to continue the service.

6. Reliability – RJ-3 makes no warranties of any kind, whether expressed or implied, for the service it is providing. The district will not be responsible for any damages suffered, including loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by students own negligence or their errors or omissions. Use of any information obtained is at student's own risk. RJ-3 specifically defies any responsibility for the accuracy or quality of information obtained through its services.

7. Indemnity - The Internet user, and if a minor, his or her parent or legal guardian, specifically agree(s) to indemnify Idalia School District or any of its employees, for any losses, costs, or damages, including reasonable attorneys' fees incurred by the district and employees relating to, or arising out of any breach of this contract.

Exception of Terms and Conditions - All terms and conditions as stated in this document are applicable to the Idalia School District. These terms and conditions reflect the entire agreement of the parties and supersede all prior oral or written agreements and understandings of the parties. These terms and conditions shall be governed and interpreted in accordance with the laws of the State of Colorado, United States of America.

In review, applicants are advised that internet service is provided for the specific purpose of supporting the educational mission of the Idalia School District. All users are expected to abide by the terms and conditions above. If the prospective user cannot abide by any or all of the terms and conditions set forth in this document, she or he is advised to acquire Internet access through a commercial Internet Access Provider, at home, as an alternative. To complete the application process for Idalia Schools, fill out the attached contract and application. Students should return the completed contract to the building office. Please retain this copy of the Terms and Conditions for your files. Any questions can be addressed to a building administrator.

MEDICAL

School Nurse - The district nurse is shared among the schools. Among her responsibilities are to check the health records of each student, to teach state-mandated curriculum, to coordinate vision/hearing screenings, oversee medications, notify parents and teachers if there is a possible problem, and arrange for any additional screenings.

Illness or Injury - The building office is available to all students if they should become ill or injured while at school. Only qualified personnel shall give emergency care. Parents or emergency contact(s) will be notified immediately of illness or injury. Medical help will be summoned if determined necessary by a staff member.

Medications - Idalia School Board Policy JLCD requires that any student requiring staff administration of medication must have a written and specific request from the parent or guardian

and the written authorization of a physician for school personnel to dispense the medication (including over the counter medications). All medication must be clearly marked with name, dosage to be taken and the time(s) to be administered. The medication must be kept in the school office. Each time medication is administered, it will be documented as to student, medication, time of day and date. By law, no medication can or will be dispensed without parent request and consent along with a physicians authorization.

The district has no health professionals or nutritionists on staff. This places all staff members and the Idalia School District in serious jeopardy when a district employee suggests that medication, over-the-counter remedies or supplement products could improve performance, relieve pain or cure a condition. Many commonly used over-the-counter medications could and have caused: rashes, asthma attacks, other reactions and even death.

Under NO circumstances do staff members suggest or even infer that they recommend or endorse any medications, over the counter remedies or supplements. Staff will defer any opinions to medical professionals.

Child Abuse - By law, schools are required to report any suspected child abuse. Social services and law enforcement have the authority to conduct investigations in the schools and with students. The methods in which such investigations are conducted are within the exclusive authority of law enforcement and social services. Notifications to parents in such cases will come from law enforcement agencies or social services.

The law states that when a school reports a case to Social Services, a follow-up, written report must be made as soon as is practicable. The reporting party has the responsibility of sending the report.

Immunizations - According to Colorado state law, all students must have a copy of a completed immunization record on file with the school. Each student will have two (2) weeks to bring a completed record to school or the student will be suspended until the completed record is on file. If the parent has a medical, religious, or personal exemption, a signed statement to that effect must be on file with the school. See following Immunization Notice/Community Alert.

SUPERINTENDENT/PRINCIPAL RESPONSIBILITY

The superintendent/principal has the responsibility to establish and maintain an academic climate which will maximize the development of all individual potentialities. The principal reserves the right to make exceptions to established school policies that involve situations of unusual circumstances.

NOTHING IN THIS HANDBOOK WILL PRECLUDE THE AUTHORITY OF THE ADMINISTRATION FROM TAKING UNILATERAL ACTION WHEN NECESSARY.

IDALIA RJ-3 SCHOOL BOARD POLICY SHALL PREVAIL OVER ANY ITEM STATED, OMITTED OR IMPLIED IN THIS HANDBOOK.