

IDALIA SCHOOL
DISTRICT RJ-3



STUDENT HANDBOOK

Idalia School District RJ-3

Board of Education

President – Mrs. Amber Hardwick
Vice President – Mrs. Andrea Louthan
Secretary/Treasurer – Mr. Ross Morris
Assistant Secretary/Treasurer – Mr. Dustin Weyerman
Director – Mrs. Lisa Richards

Administration

Superintendent/Principal – Mrs. Kristi Minor
Business Manager – Mrs. Autumn Helling
Office Manager – Mrs. Kelly Shaffer

Staff

Preschool Director—Mrs. Dara Weyerman
Kindergarten—Mrs. Lenae Lengel
1st Grade—Ms. Jessica Millspaugh
2nd Grade—Ms. Danielle Olofson
3rd Grade—Mrs. Kelsey Rhea
4th Grade—Mrs. Kimberly Keller
5th Grade—Mrs. Kelli Kite
Art—Mrs. Peggy Moberly
CTE-Agriculture—Mr. Patrick Brown
CTE-Business—Mr. Joby Rittenhouse
Distance Learning--Mrs. Sherri Ramseier
ELL—Mrs. Amber Soehner
English—Miss Hannah Carpenter
Math-Mrs. Jamie Robinson
Physical Education/Health—Mrs. Savanna Vlasin
Science—Mrs. Jill Whomble
Social Studies—Mr. Kevin Andrews
Special Education—Mrs. April Stegner

Bus Driver—Mrs. Heather Dull
Bus Driver—Mrs. Krista Glanz
Bus Driver—Mrs. Talita Hardwick
Bus Driver—Mrs. Linda Shivley
Custodian—Mrs. Madelin Monarrez
Custodian—Mr. Genaro Duarte
Custodian—Mr. Duane Hull
Education Aide—Mrs. Alyssa Crossland
Education Aide-Mrs. Linda Evans
Education Aide – Mrs. Talita Hardwick
Food Service-Ms. Griselda Cano
Food Service—Ms. Iliana Torres Lazo
Maintenance/Transportation—Mr. Justin Hardwick
School Counselor-Mrs. Sydney Terrell
Secretary—Mrs. Joni Dutton

Coaches

Mr. Toby Kechter– HS Football
Mr. Patrick Brown– HS Boys Basketball
Mr. Cory Zion – HS Girls Basketball

Mrs. Candice Monahan – HS Volleyball
Mrs. Kelli Kite – HS Track

Sponsors

Class of 2026 – Mrs. A. Soehner/Mrs. Moberly
Class of 2028-Miss Carpenter/Mr. Brown
7th Grade – Mrs. Ramseier
FBLA—Mr. Rittenhouse
Gifted & Talented—Miss Carpenter
National Honor Society—Mrs. Terrell

Class of 2027 -Mr. Andrews/Mrs. Ramseier
Class of 2029-Mrs. Whomble/Mr. Rittenhouse
8th Grade- Mrs. Robinson
FFA—Mr. Brown
Knowledge Bowl—Miss Carpenter
Student Council—Mrs. Ramseier

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MISSION STATEMENT

Idalia School District RJ-3 will safely provide each child the knowledge, skills, and qualities to become productive citizens upon graduation.

District Goals and Objectives

- In accordance with state law, the Board of Education adopts high, but achievable goals and objectives for the continued improvement or 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 provide the best possible school staff including both professional and support personnel.
- To ensure the development of meaningful interpersonal relationships among students, staff and community.
- To ensure 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 ensure maximum efficiency in the use of district resources to meet the goals and objectives of the various programs and services.

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 Idalia School District RJ-3 Administration, 26845 Co. Rd. 9.2, 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.

Policies

- School policies are found in the district's Policy Book. School policies are posted on the school district's website, www.idaliaco.us. Questions regarding policies should be addressed to school administrators.

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. By 1923, Idalia had over 20 students enrolled in high school. Until 1942, the high school building was located just south of the St. John Church. 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. In September 2012, ground was broke on a few facility, with the new gym staying intact, the new PK-12 school opened its doors for the 2013-2014 Academic Year.

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, 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 –

When Maroon and White Fall into line,
We're going to win this game cause that's a sign.
We're going to fight, fight, fight for victory,
as our names go down in I-H History

We're going to shout, shout, shout for every game,
Cause our results will always be the same.
For the rest will surely hear the name,

STUDENT ENROLLMENT

ENTRANCE AGE REQUIREMENTS

A student must be five years of age on or before July 15 of the year of enrollment in kindergarten. A kindergarten readiness assessment is available to students that do not meet the cut-off date, but wish to enroll in Kindergarten. Please contact administration to make arrangements. A student must be six years of age entering first grade on or before July 15.

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.

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 7 units
Juniors.....Completion of 13 units

Seniors.....Completion 22 units
For Graduation.....Completion of 30 units

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. Grade Point Average (GPA) is the numerical average commuted 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.

GRADE REPORTING SYSTEM

Student grades are available for viewing by students and parents/guardians on-line at all times via PowerSchool, which can be accessed on the school's website. PowerSchool passwords will be issued to students and parents.

INCOMPLETE GRADES

Students who are absent and unable to complete their work on time should be given an "incomplete." The student must take 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."

GRADUATION REQUIREMENTS

Students shall be required to complete 30 units of credit, 60 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 four (4) 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 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 semester, unless approved by the counselor and principal.

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 requirement are as follows:

1. English*	8 Semesters—4 Years/CU
2. Social Studies**	7 Semesters—3.5 Years/CU
3. Math	7 Semesters—3.5 Years/CU
4. Science***	7 Semesters—3.5 Years/CU
5. Health	1 Semester—1/2 Year/CU
6. Physical Education****	1 Semester—1/2 Year/CU
7. Fine Arts or CTE classes	8 Semesters—4 Years/CU
8. Electives	<u>21 Semesters—10.5 Years/CU</u>
Total needed to graduate	60 Semesters—30 CUs

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

** One semester of government 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.

INELIGIBILITY

A grade below 60% is considered failing. Students failing in one (1) course for two consecutive weeks or two (2) courses during the same week will be considered ineligible. Eligibility Reports are pulled every Monday morning and are applicable from that Monday to the following Sunday. The first eligibility report of each semester begins on the third week of the semester. Parent(s)/guardian(s) of ineligible students are notified weekly via email by the counselor or designee for as long as the student remains ineligible.

If a student is ineligible, he/she will be ineligible for all extra-curricular and co-curricular activities (Examples including, but not limited to athletic contests, field trips, and school sponsored dances such as Homecoming and Prom) that are not directly related to their grade and/or classroom instruction. When students are ineligible, they are expected to participate in practice sessions in their particular co-and/or extra-curricular activities.

HONOR ROLLS

Honor rolls shall be published at the end of each semester. A student shall maintain a 3.75 GPA or higher for his/her name to appear on the High Honor Roll. Students on the Honor Roll shall maintain a 3.0-3.74 GPA. Any grade of "C" or below shall disqualify a student for High Honor Roll. One (1) grade of "D" shall disqualify a student for the High Honor Roll and Honor Roll.

All students from Idalia School District RJ-3 who graduate with a 3.75 cumulative GPA or higher shall graduate "With Honors".

Valedictorian/Salutatorian

The Valedictorian(s) will be determined by the student(s) who has the highest cumulative final GPA, which must exceed 3.79. In the event of identical GPA's, there may be more than one Valedictorian. The Salutatorian(s) will be determined by the student(s) who has the second highest cumulative final GPA, which must exceed 3.49. In the event of identical GPA's, there may be more than one Salutatorian. **Based on these criteria, it is possible for there to be no Valedictorian(s) and/or Salutatorian(s).*

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 an administrator.

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 administration. 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.**

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 shall have the right and duty to maintain such an environment by all reasonable means. *(Policy JB)*

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. *(Policy AC)*

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.

EMANCIPATED STUDENTS

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 STATUS

Six (6) classes must be taken each semester to be considered a full-time student. If a student drops below six (6) classes the student will be classified as a part-time student and will NOT be allowed to participate in any extra-curricular activities.

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 office.***

SCHOOL ATTENDANCE POLICY

Parents/Guardians are able to excuse 7 absences per semester. When a student accumulates 5 absences in any one period in a semester, the student and his or her parent(s)/guardian(s) will be notified. Once a student has accumulated 7 absences in any one period in a semester, that student will be placed on an "Attendance Contract". A meeting will be set up by an Administrator and include the student and the student's parent(s)/guardian(s) in which the Attendance Contract will be discussed and signed.

When placed on an Attendance Contract, all further absences shall be considered Unexcused with the following exceptions:

1. Absences accompanied by an official Doctor's note within 48 hours of absence
2. Absences due to school sponsored activities (Athletic Contest, Field Trip, etc)

**Academic work missed during an Unexcused Absence is eligible for no credit.*

***For any excused absences, students will be given the number of days missed plus one additional day to make up all work.*

SCHOOL TARDY POLICY

Students are expected to be in class before the 2nd bell rings for each class period. If a student is coming from another class, they need to have a note from that teacher excusing their tardiness.

Tardies are NOT per class, but totaled for all classes, per semester. Any student with 3 tardies, 7 tardies, and 11 tardies, will be notified by the administration of their status and their parents contacted. The following policy regarding tardies will then be observed:

1. On the 4th tardy, the high school student will lose their off-campus privileges for 1 week. Junior High students will lose recess privileges and after eating, will sit with an administrator until lunch is over.
2. On the 8th tardy, a student will serve a 45-minute after school detention, and there will be a meeting with parents.
3. On the 12th tardy, a student will serve one hour after school for 4 days.

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:

- 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 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.

STUDENT RECORDS/RELEASE OF INFORMATION ON STUDENTS Policy JRA/JRC

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

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

Content and custody of student education records

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

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

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

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

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

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

Access to student education records by parents and eligible students

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

Request to amend student education records

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

Disclosure with written consent

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

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

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

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

Disclosure without written consent

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

1. The disclosure is to a school official having a legitimate educational interest in the student education record or the personally identifiable information contained therein. In accordance with law, only those school officials who have a legitimate educational interest as described in this policy shall be permitted access to specific student education records.
 - a. For purposes of this policy, a "school official" is a person employed by the district as an administrator, supervisor, teacher or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or

company with whom the district has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, consultant or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student or other volunteer assisting another school official in performing his or her tasks.

b. A school official has a "legitimate educational interest" if disclosure to the school official is: (1) necessary for that official to perform appropriate tasks that are specified in his or her position description or by a contract agreement; (2) used within the context of official district business and not for purposes extraneous to the official's areas of responsibility; (3) relevant to the accomplishment of some task or to a determination about the student; and (4) consistent with the purposes for which the data are maintained.

2. The disclosure is to officials of another school, school system or postsecondary institution that has requested the records and in which the student seeks or intends to enroll, or has enrolled. Any records sent during the student's application or transfer period may be supplemented, updated or corrected as necessary.

3. The disclosure is to authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities.

4. The disclosure is in connection with a student's application for, or receipt of, financial aid.

5. The disclosure is to state and local officials and concerns the juvenile justice system's ability to effectively serve, prior to adjudication, the student whose records are disclosed as provided under the Colorado Open Records Act and Colorado Children's Code. Such records and personally identifiable information shall only be disclosed upon written certification by the officials that the records and information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the parent or eligible student.

6. The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate or administer predictive tests; to administer student aid programs; or to improve instruction.

7. The disclosure is to accrediting organizations for accrediting functions.

8. The disclosure is to the parent of an eligible student and the student is a dependent for IRS tax purposes.

9. The disclosure is in connection with an emergency, if knowledge of the information is necessary to protect the health or safety of the student or others.

10. The disclosure is to comply with a judicial order or lawful subpoena. The district shall make a reasonable effort to notify the parent or eligible student prior to complying with the order or subpoena unless:

- a. The court order or subpoena prohibits such notification; or
- b. The parent is a party to a court proceeding involving child abuse and neglect or dependency matters and the court order is issued in the context of that proceeding.

11. The disclosure is to the Secretary of Agriculture, or authorized representative from the USDA Food and Nutrition Service or contractors acting on behalf of the USDA Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations and performance measurements of state and local educational agencies receiving funding or providing benefits of program(s) authorized under the National School Lunch Act or Child Nutrition Act.

12. The disclosure is to an agency caseworker or other representative of a state or local child welfare agency or tribal organization who has the right to access the student's case plan because such agency or organization is legally responsible, in accordance with applicable state or tribal law, for the care and protection of the student.

13. The disclosure is of "directory information" as defined by this policy.

Disclosure of directory information

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

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

The parent or eligible student has the right to refuse to permit the designation of any or all of the categories of directory information if such refusal is received in writing in the office of the

principal of the school where the student is in attendance no later than August 1 or the following Monday if August 1 is a Saturday or Sunday.

Disclosure of disciplinary information to school personnel

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

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

Disclosure to military recruiting officers

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

Disclosure to Medicaid

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

Disclosure to the Colorado Commission on Higher Education (CCHE)

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

Annual notification of rights

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

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

Governing law

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

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

Adopted: December 11, 2012; Revised: March 14, 2018

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. Students living out of district shall not be considered for enrollment until permanent records are received.

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.

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.

SHARING OF STUDENT RECORDS/INFORMATION BETWEEN SCHOOL DISTRICT AND STATE AGENCIES

Policy: JRCA

It is the Board of Education's intention to utilize all avenues under state law to facilitate the sharing of relevant student records and information when necessary to protect the safety and welfare of school district staff, visitors, students, and the public and to protect property.

The superintendent is directed to develop procedures and a training program for staff consistent with this policy. The procedures shall direct school district personnel to provide and obtain student records and information to/from state agencies, including law enforcement and judicial department agencies, to the extent required or allowed by state and federal law.

Sharing of information by the school district

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

School personnel who share disciplinary and attendance information concerning a student pursuant to this policy are immune from civil and criminal liability if they act in good faith compliance with state law.

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

Information obtained from state agencies

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

School district personnel receiving such information shall use it only in the performance of their legal duties and responsibilities and shall otherwise maintain the confidentiality of all information obtained. School personnel who knowingly violate this provision are subject to disciplinary action pursuant to Board policy and to a civil penalty of up to \$1,000.

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

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

Adopted: June 25, 2001

Revised: December 18, 2013, June 18, 2025

District Title I Parent and Family Engagement

Policy KBA

Pursuant to federal law, the district and the parents of students participating in Title I district programs have jointly developed the following parent and family engagement policy to establish the district's expectations and objectives for meaningful parent and family engagement. The policy shall be implemented by the superintendent or designee according to the timeline set forth in the policy and incorporated into the district's Title I plan.

INVOLVEMENT WITH TITLE I PLANNING

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

DISTRICT SUPPORT FOR PARENT AND FAMILY ENGAGEMENT

The district shall provide coordination, technical assistance and other support necessary to assist participating schools in building the capacity for effective parent and family engagement activities to improve student academic achievement and school performance.

NOTE: The Colorado Department of Education has a comprehensive list of research-based, high-impact strategies for student achievement that the district may wish to consider in developing its identified supports and strategies.

This coordination, assistance and support shall include:

- engaging in activities and strategies to promote student achievement and learning at home, such as positive phone calls home and weekly data sharing folders

- supporting programs that reach parents and family members at home, in the community and at school
- disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members
- Adoption of district model approaches to improve parent involvement at school level

COORDINATION OF PARENT AND FAMILY ENGAGEMENT ACTIVITIES WITH OTHER DISTRICT PROGRAMS

The district shall, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other relevant federal, state, and local laws and programs (including public preschools), and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their students

STUDENT LEARNING

The district shall coordinate and integrate Title I parent and family engagement strategies with those of other educational programs in the district. The purpose of this coordination shall be to improve the academic quality of the schools served, including identifying challenges to greater participation by parents in activities authorized by law, particularly by parents who:

- are economically disadvantaged
- have disabilities
- have limited English proficiency
- have limited literacy
- are of any racial or ethnic minority background
- are parents of migratory children

NOTE: The Colorado Department of Education has extensive resources on its website to help families and communities better understand the goals and outcomes of the Colorado Academic Standards.

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

SCHOOL-BASED PARENT AND FAMILY ENGAGEMENT ACTIVITIES

- Promoting and supporting parenting skills for parents in need
- Enabling parents to become volunteers at school at all levels
- Insuring that communication between home and school is regular, two-way and

meaningful

- Encouraging parents to play an integral role in assisting student learning
- Welcoming parents in the school and seeking and supporting their assistance
- Promoting community collaboration to utilize resources to strengthen schools, families and student learning

METHOD OF COMMUNICATING WITH PARENTS

All information related to school and parent programs, meetings and other activities shall be sent to parents in a format and, to the extent practicable, in a language the parents can understand.

ANNUAL EVALUATION

The district shall conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy.

Effectiveness shall be measured in part by improvements in student academic achievement and in school performance. The evaluation shall address the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The evaluation shall specifically address challenges to greater participation by parents in activities authorized by law, particularly by parents who:

- are economically disadvantaged
- have disabilities
- have limited English proficiency
- have limited literacy
- are of any racial or ethnic minority background
- are parents of migratory children

The district shall use the findings of the evaluation to design evidence-based strategies for more effective parental and family engagement and to revise, if necessary, this policy.

The district shall provide such other reasonable support for parent and family engagement activities as parents may request.

DEVELOPMENT OF SCHOOL-LEVEL TITLE I PARENT ENGAGEMENT POLICY

Each school receiving Title I funds shall jointly develop with, agree on, and distribute to parents and family members of students participating in the Title I program (hereafter referred to as "parents") a written School-Level Title I Parent and Family Engagement Policy establishing the district's expectations and objectives for meaningful parent and family engagement in accordance with the requirements of federal law.

The policy shall contain a school-parent compact or agreement that outlines how parents, school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students.

Adopted: June 25, 2001 Revised: March 14, 2018

PROFESSIONAL QUALIFICATIONS OF TEACHERS

As a parent of a student at Idalia School District RJ-3, you have the right to know the professional qualifications of the classroom teacher who instructs your child. For more information, please contact a school administrator.

PARENT GRIEVANCE PROCEDURE

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

2-Principal - Parent requests a meeting with the Principal. Meeting is to be held within two (2) working days of the request. The parent(s) must notify the Principal of their specific concerns prior to meeting, and these will be the only topics of discussion at the meeting. The teacher(s) involved may be asked to participate in the meeting.

3-Superintendent - Parent requests a meeting with the Superintendent. Meeting is to be held within three (3) working days of the request. The parent(s) must notify Superintendent of their unresolved concerns in writing prior to the meeting. The Principal and involved teacher(s) may be asked to participate in the meeting.

4-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 Superintendent, Principal, and involved teacher(s) may be asked to participate in the meeting. The decision of the Board is final.

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.

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, hats, hoods, and other head coverings worn inside the building
3. Inappropriately sheer, tight, ripped/torn, or low-cut clothing (e.g. midriffs, halter tops, backless clothing, tube tops, garments made of fishnet, mesh or similar material, muscle tops, etc.) that bare or expose traditionally private parts of the body including, but not limited to, the stomach, buttocks, back, and breasts.
4. Tank tops, strapless 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 must be maroon or white for the student to participate in the graduation ceremony. Robes and caps may not be altered or added to in any way, with the following exception: National Honors Society cords and/or Honor Graduate Medals will be allowed for students who qualify for such recognition(s). Appropriate dress, or lack thereof, will be determined by a school administrator or designee. If necessary, students will be allowed the opportunity to change. Any student who does not meet the graduation dress code or does not cooperate with requests made by an administrator, or designee, shall not be allowed to participate 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.

STAFF AND STUDENT SEXUAL HARASSMENT

Policy JBB

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

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.

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.

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 inappropriate for school.

BULLYING

What is Bullying?

- Direct, repeated behaviors, such as teasing, taunting, threatening, hitting, and stealing
- Indirect behaviors, such as spreading rumors, intentional exclusion
- 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

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 and are likely to break school rules

What Are the Consequences of Bullying?

- 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

Referenced from: 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

Bullying Prevention and Education

Policy JICDE

Statement of purpose

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

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

Prohibited behavior

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

Definitions

Bullying is the use of coercion or intimidation to obtain control over another person or to cause physical, mental, or emotional harm to another person. Bullying can occur through written, verbal, or electronically transmitted expressions (i.e., cyberbullying) or by means of a physical act or gesture. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of their academic

performance or any basis protected by federal and state law, including disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, or the need for special education services, whether such characteristic(s) is actual or perceived.

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

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

Prevention and intervention

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

1. To send a clear message to students, staff, parents, and community members that bullying and retaliation against a student who reports bullying will not be tolerated.
2. To train staff on an annual basis in taking proactive steps to prevent bullying from occurring, which includes but is not limited to, training on the bullying prevention and education policy, how to recognize and intervene in bullying situations, and positive school climate practices.
3. To implement procedures for immediate intervention, investigation, and confrontation of students engaged in bullying behavior.
4. To initiate efforts to change the behavior of students engaged in bullying behaviors through re-education on acceptable behavior, discussions, counseling, and appropriate negative consequences.
5. To foster a productive partnership with parents and community members in order to help maintain a bullying-free environment across settings.
6. To support targets of bullying through a layered continuum of supports that includes, but is not limited to, individual and peer counseling.
7. To help develop peer support networks, social skills, and confidence for all students.
8. To support positive school climate efforts that clearly define, teach, and reinforce prosocial behavior. This includes intentional efforts to promote positive relationships between staff and students as well as students with other students.

9. To designate a team of persons at each school who advise the school administration on the severity and frequency of bullying. The team of persons at the school may include, but need not be limited to, school resource officers, social workers, school psychologists, health professionals, mental health professionals, members of bullying prevention or youth resiliency community organizations, counselors, teachers, administrators, parents, and students.
10. To survey students' impressions of the severity and frequency of bullying behaviors in their school.
11. To include students in the development, creation, and delivery of bullying prevention efforts as developmentally appropriate.
12. To provide character building for students that includes, but is not limited to, age-appropriate, evidence-based social and emotional learning as well as information on the recognition and prevention of bullying behaviors.

Reporting

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

Investigating and responding

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

Supports and referrals

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

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

A student who engages in any act of bullying, retaliation, and/or other behaviors prohibited by this policy is subject to appropriate disciplinary action including but not limited to suspension, expulsion, and/or referral to law enforcement authorities. The severity and pattern, if any, of the

bullying behavior will be taken into consideration when disciplinary decisions are made. Bullying behavior that constitutes unlawful discrimination or harassment will be subject to investigation and discipline under related Board policies and procedures. Students targeted by bullying when such bullying behavior may constitute unlawful discrimination or harassment also have additional rights and protections under Board policies and procedures regarding unlawful discrimination and harassment.

Adopted: June 25, 2001

Revised: April 15, 2019

March 7, 2022

DISCIPLINE

Suspension/Expulsion of Students

Policy JKD/JKE

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

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

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

1. the student's age;
2. the student's disciplinary history;
3. the student's eligibility as a student with a disability;
4. the seriousness of the violation committed by the student;
5. the threat posed to any student or staff;
6. the likelihood that a lesser intervention would properly address the violation; and
7. whether excluding the student from school is necessary to preserve the learning environment.

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

Other disciplinary interventions

In lieu of an out-of-school suspension or expulsion and in accordance with applicable law, the principal or designee may consider the use of available interventions to address the student's misconduct. The use of such interventions will vary, depending upon the facts and circumstances of an individual case. Such interventions shall be at the principal's or designee's sole discretion and include but are not limited to: detention, in-school suspension, counseling, or other approaches.

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

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

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

Delegation of authority

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

Students in preschool through second grade: The Board of Education delegates to the principals of the school district or to a person designated in writing by the principal the power to suspend a student in preschool, kindergarten, first grade, or second grade in that school for not more than three school days on the grounds stated in C.R.S. [22-33-106.1](#) (2),

unless the principal or designee determines that a longer period of suspension is necessary to resolve the safety threat or expulsion is mandatory under law (see [JKD/JKE-E](#)).

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

3. Unless otherwise determined by the Board, the Board of Education delegates to the superintendent of schools or to a designee who shall serve as a hearing officer the authority to deny admission to or expel for any period not extending beyond one year any student whom the superintendent, in accordance with the limitations imposed by Title 22, Article 33, of the Colorado Revised Statutes, shall determine does not qualify for admission to or continued attendance at the public schools of the district. If the hearing is conducted by a designee serving as a hearing officer, the hearing officer shall prepare findings of fact and recommendations for the superintendent at the conclusion of the hearing. The superintendent shall render a written opinion that imposes or refrains from imposing disciplinary action in the expulsion matter within five business days after the hearing whether the hearing is conducted by the hearing officer or the superintendent.

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

4. Any person serving as a hearing officer shall receive training on how to serve impartially, including avoiding prejudgment of the facts at issue and conflicts of interest. The Board shall comply with all state law and Department of Education requirements regarding the content, timing, and frequency of the training.

Expulsion for unlawful sexual behavior or crime of violence

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

The information shall be used by the Board of Education to determine whether the student has exhibited behavior that is detrimental to the safety, welfare, and morals of the other students or

school personnel and whether educating the student in the school may disrupt the learning environment in the school, provide a negative example for other students, or create a dangerous and unsafe environment for students, teachers, and other school personnel. The Board shall take appropriate disciplinary action, which may include suspension or expulsion, in accordance with this policy.

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

Adopted: June 25, 2001

Revised: February 12, 2018, September 20, 2023

STUDENT DISCIPLINE

POLICY JK

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

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

All Board-adopted policy constitutes Board-approved regulations containing the letters “JK” in the file name constitute the discipline section of the legally required code.

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

Remedial discipline plans

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

Discipline of habitually disruptive students

Students who have caused a material and substantial disruption on school grounds, in a school vehicle or at a school activity or sanctioned event three or more times during the course of a school year may be declared habitually disruptive students. Any student enrolled in the district's schools may be subject to being declared a habitually disruptive student. Declaration as a habitually disruptive student may result in the student's suspension and/or expulsion in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

Distribution of conduct and discipline code

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

Adopted: June 25, 2001

Revised: November 20, 2013, September 20, 2023

USE OF TOBACCO, ALCOHOL AND OTHER DRUGS

Policy JICH

Drug and Alcohol Involvement by Students

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/guardians, community and its agencies.

It shall be a violation of Board policy and considered to be behavior which is detrimental to the welfare or safety of other students or school personnel for any student to possess, use, sell, distribute or exchange or to be under the influence of alcohol, drugs or other controlled substances. 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 other controlled substances as defined in law, or any prescription or nonprescription drug, medication, vitamin or other chemical substances not taken in accordance with the Board's policy and regulations on administering medications to students or state law regarding the administration of medical marijuana to qualified students.

This policy also includes substances that are represented by or to the student to be any such controlled substance or what the student believes to be any such substance.

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

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

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

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

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

Whenever possible in dealing with student problems associated with drug and alcohol abuse, school personnel shall provide parents/guardians and students with information concerning education and rehabilitation programs which are available.

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

Adopted: June 25, 2001

Revised: August 16, 2017

DISCIPLINARY PROCEDURES

In accordance with the accompanying policy JICH-R, 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.
- 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.
- 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 suspended for 5 days and a recommendation for expulsion will be made to the superintendent.
- Appropriate law enforcement officials will be notified.

WEAPONS IN SCHOOL

Policy JICI

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.

Dangerous weapons

Carrying, bringing, using or possessing a dangerous weapon on district property, when being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or district-sponsored activity or event, and off school property when the conduct has a reasonable connection to school or any district curricular or non-curricular event without the authorization of the school or the school district is prohibited. An exception to this policy may be made for students participating in an authorized extracurricular activity or team involving the use of firearms.

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

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

The principal may initiate expulsion proceedings for students who carry, bring, use or possess a dangerous weapon in violation of this policy. In accordance with federal law, expulsion shall be mandatory for no less than one full calendar year for a student who is determined to have brought a firearm to or possessed a firearm at school in violation of this policy. The superintendent may modify the length of this federal requirement for expulsion on a case-by-case basis. Such modification shall be in writing.

Firearm facsimiles

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

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

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

Recordkeeping

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

Referral to law enforcement

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

Adopted: June 25, 2021; Revised: November 20, 2013

STUDENT INTERVIEWS, INTERROGATIONS, SEARCHES AND ARRESTS

Policy JIH

The Board of Education seeks to maintain a climate in 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, or in certain scenarios, law enforcement officials to search the person and/or the personal property of the student and to seize any property deemed injurious or detrimental to the safety and welfare of students and staff.

INTERVIEWS BY SCHOOL ADMINISTRATORS

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

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

SEARCHES CONDUCTED BY SCHOOL PERSONNEL

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

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

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

SEARCH OF SCHOOL PROPERTY

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

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

SEARCH OF THE STUDENT'S PERSON OR PERSONAL EFFECT

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

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

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

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

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

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

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

Seizure of Items

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

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

Law Enforcement Officers' Involvement

a. Interrogations and Interviews

When law enforcement officials request permission to question students when students are in school or participating in school activities, the principal or designee will ascertain that the law enforcement officer has proper identification. Except when law enforcement officers have a warrant or other court order, or when an emergency or other exigent circumstances exist, such

interrogations and interviews are discouraged during students' class time and should be scheduled in advance and held in a private area out of sight of other students.

It is the responsibility of the law enforcement officer interviewing student witnesses or interrogating student suspects to assure compliance with all applicable procedural safeguards. Upon request by law enforcement to interview a student witness or interrogate a student suspect, school officials will make an effort to notify the student's parent/guardian, except in cases involving investigation of reported child abuse where the suspected perpetrator is a member of the student's family, when law enforcement has a court order directing that the student's parent/guardian not be notified, or when an emergency or other exigent circumstances exist. However, whether or not to postpone the interview or interrogation until the parent/guardian arrives is the law enforcement officer's decision.

b. Search and Seizure

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

c. Custody and/or Arrest

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

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

Adopted: June 25, 2001

Revised: November 20, 2013, September 18, 2024

IDALIA SCHOOL DISCIPLINE REFERENCE SHEET

LEAVING CAMPUS WITHOUT PRIVILEGE/PERMISSION

1st Offense= Warning

2nd Offense= Parent Contact + Loss of Off-Campus Privileges for 4 days.

3rd Offense= 1 day Suspension + Loss of Off-Campus Privileges for remainder of academic year

DRESS CODE

1st Offense= Verbal Warning + Change of Clothes

2nd Offense= Parent Contact + Change of Clothes

3rd + offense= In School Suspension+ Student/Parent/Administrator Meeting

PROFANITY

1st Offense= Verbal Warning

2nd + Offense= Parent Contact + Suspension possible

Profanity Directed towards Faculty/Staff= Suspension

DRUGS/ALCOHOL (POSSESSION/USE)

1st Offense= 3 day Out of School Suspension

2nd Offense= 5 Day Out of School Suspension

3rd + Offense= 5 Day Out of School Suspension + Recommendation for Expulsion

**Additional Athletic Consequences- Reference Athletic Handbook*

ACADEMIC INTEGRITY

1st Offense= Warning + Parent Contact (0 on Assignment possible)

2nd Offense= 0 on assignment + Student is placed on “Academic Probation” (meeting with student, parent(s)/guardian(s) and administrator must take place and the terms of Academic Probation explained in writing)

3rd Offense: Failure of Course

CLASSROOM DISRUPTION (OFFICE REFERRAL)

1st Offense= Detention + Parent Contact

2nd Offense= In School Suspension+ Administrator/Student/Parent Meeting

3rd + Offense= Administrator discretion. Out of School suspension possible

PUBLIC DISPLAYS OF AFFECTION

1st Offense= Verbal Warning

2nd Offense= Parent Contact + Detention

3rd + Offense= Administrator discretion. Suspension possible.

THEFT

Suspension and possible involvement of law enforcement.

VANDALISM/DESTRUCTION OF PROPERTY

Suspension and possible involvement of law enforcement.

PHYSICAL ALTERCATION

Case by case basis. Administrator discretion with suspension and law enforcement involvement possible.

BULLYING/HARASSMENT

Case by case basis. Suspension possible.

*The District Administration has the responsibility to establish and maintain an academic climate which will maximize the development of all individuals. The Principal/Superintendent 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 deemed necessary.

*** Idalia School District RJ-3 Board of Education shall prevail over any item stated, omitted, or implied in this handbook.

GENERAL EXPECTATIONS AND POLICIES

SCHOOL DANCES

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.
- Alcohol, drugs, and tobacco 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. Thefts should be reported to an administrator immediately. It is the student's responsibility to maintain the cleanliness of their locker. Nothing should be left outside the student's locker, including trash, food, backpacks, etc.

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 8:30 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. During open campus, students will not be allowed to leave in their vehicles. 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. Loitering in the parking lot, or in and around vehicles, anytime throughout the day, including lunch, is not allowed. Reminder: Students MUST sign out at the office prior to leaving campus at ANY time other than lunch period.

FLEX AREA/CLASSROOMS

Students are not allowed to take any food or drink into classrooms or the flex area. Students are allowed to have a clear water bottle with them in classrooms and the flex area. There are certain exceptions, such as students on a 504 plan that will be allowed access to food/drink while in classrooms. Students are not allowed to bring backpacks into the classroom and flex area, instead backpacks should remain in the student's locker.

LEAVING THE BUILDING/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

Official school hours are 7:45am to 3:45pm. Any student or group of students remaining in the building (including gym and weight room) after 3:45 p.m. must be supervised by an adult who has acquired prior administrator approval. Maintenance or office staff will not assume this responsibility. If students do not have the required and pre-approved supervision, they will be told to leave the school immediately.

STUDENT PHONE USAGE

- 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.

STUDENT PERSONAL TECHNOLOGY DEVICES (PTD)

- The Board of Education along with policy JS and JS-E recognizes that personal technology devices may be useful tools for students in the educational environment and can play a vital communication role during emergency situations. However, use of personal technology devices in school situations must be regulated to assure that the use of such devices does not disrupt or interfere with the educational process or school operations.
- “Personal technology device” (PTD) includes any privately-owned portable technology device, including but not limited to cell phones, tablets, laptops, cameras, audio and/or video recorders and players, and all other hand-held electronic communication and data storage devices.
- Students may carry PTDs but these devices must be turned off or placed in silent mode inside school buildings, on school buses, at school-sponsored activities and on field trips.
- Student’s use of PTDs with cameras and/or video recording capabilities is prohibited in locker rooms, bathrooms or any other location where such use could violate another person’s reasonable expectation of privacy.
- Students shall not use PTDs to engage in, promote or facilitate any other conduct that violates the student code of conduct, other Board policies or regulations, or state or federal law.
- Students who elect to use their own device must conform to this and other district policies while the device is using district network/Internet and on district property.
- Violation of this policy will result in disciplinary measures and confiscation of the personal technology device. Confiscated devices shall be returned to the student after a discussion with the administration or after a conference with the parent/guardian, student and school personnel.

- Administration reserves the right to request the removal of any video/audio recordings, photos, or social media posts taken while on district property, on a district vehicle or at a district sponsored activity or field trip.
- The district shall not be responsible for loss, theft or destruction of PTDs brought onto district property or while the student is attending district sponsored activities or events.

STUDENT TRAVEL

All student trips must have the approval of the administration. The Senior Trip must be pre-approved by administration and the Board of Education and not exceed three school days missed.

OVERNIGHT TRIP POLICY

The following is a **non-inclusive** list of actions that would be reason to send a student home from a trip or to call security. A disciplinary action **would** also be taken at the school level.

1. Breaking curfew
2. Use of, possession of, or purchasing of alcohol/drugs, including but not limited to liquor and marijuana, and any other illegal substance.
3. Theft/shoplifting
4. Fighting
5. Use of, possession of, or purchasing of tobacco or e-cigarettes.
6. Destruction of property—vandalism
7. Having the opposite sex in your room without supervision or permission or being in another room of the opposite sex without advisor's approval or another sponsoring adult.
8. Leaving a designated area or premises without permission, especially after curfew.

The following instances **would not** warrant that a student be sent home but would involve a disciplinary action of some sort. This is a non-inclusive list. Student would call parents, and the sponsor would notify the superintendent while on the trip. Advisor's discretion would be used in each situation.

1. Ditching workshops or sessions—not doing what they are there for and supposed to be doing.
2. Causing problems with state officials, other chapters, or advisors. If this were an extreme situation, the above suspension would apply.
3. Disobedience or disrespect of anyone.
4. Inappropriate attire, behavior or language.

If for any reason a sponsor has need to call security, send a student home, or a student violates any of the above items during a school sponsored trip, a school disciplinary action will be taken. The student will miss the next two (2) activities as well as not participate in the next overnight trip for that organization. The student will also pay the expenses incurred in getting home if there are any. All school rules apply.

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.

STUDENT USE OF 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.

IDALIA SCHOOL GENERAL PLAYGROUND EXPECTATIONS

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

- No outside shoes are allowed on the gym floor.
- Students must have pre-approved supervision at all times while in the gym/weight-room.
- Students may only use indoor balls in the gym.

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.

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 physician's 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

Policy JLCD

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.

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.

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 relay 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 keep the bus clean.
- 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

If deemed necessary for the safety of students, school officials may decide to run “storm routes”, in which buses will run on paved roads only. Storm route maps, with route stops and approximate times, are posted on the school district website, www.idaliaco.us. Any student who is absent on a “storm route” day because they were unable to make it to a storm route bus stop will receive a school-exempt absence. If storm routes are called for the morning, they will also run in the afternoon.

IDALIA CLASS SEQUENCE & COURSE DESCRIPTIONS

If a course is offered in our school, it is listed below. To use this section, please refer to the specific subject area and then look at the specific course offerings listed under that subject area. Mid-year transfer student(s) subject to enrollment of courses and extracurricular activities based on prior school's transcript and administration approval.

AGRICULTURAL EDUCATION—All courses are tied to the Career-Technical Educational Program Approval with the State of Colorado. All courses are year-long (semester 1 required for semester 2) and require enrollment in the FFA program. See FFA extracurricular description.

SEQUENCE OF PROGRAM



Intro to Agriculture (Ag 1): An introductory course for first year agriculture education students. This course introduces students to the foundational principles of agriculture, food and natural resources. Students will gain knowledge in career development, leadership, personal development, communications, animal science, plant science, natural resources, food science, power/structure and agribusiness. 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, soil science, range management, agriculture mechanics, etc. Fine Arts/Vocational Credit. Prerequisites: Ag 1

Animal Science/Crop Production Mgt: 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 is an alternating class. NJC college credit is available for 3 credits. Fine Arts/Vocational Credit. Prerequisites: Ag 1 & Ag 2

Agricultural Business/AgriEconomics: Students will learn agriculture economics, recordkeeping, budgeting, futures marketing, etc. Students will explore careers in these areas. This is an alternating class. 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. Fine Arts/Vocational Credit. Prerequisites: Ag 1 & Ag 2

Agricultural Leadership/Communications: This course provides for the application of leadership and communication skills developed in previous courses in the ag Program of Study. Students will apply identified skills and competencies through planning, conducting and evaluation of activities, events and programs through the FFA organization as well as other ag related associations. Students will develop leadership skills in public speaking, agriculture communications, current events, agriculture issues, and basic professionalism. Fine Arts/Vocational Credit. Prerequisites: Ag 1 & Ag 2

Food Processing/Horticulture: Introduction to Horticulture is an advanced course that offers instruction in greenhouse production. Units of study include plant identification, greenhouse management, integrated pest management, propagation, growing media, growing greenhouse crops, horticulture mechanics, Agribusiness units will cover operating a horticultural business, pricing work, advertising, and sales. Food Products and Processing focuses on the food processing industry with special emphasis on the handling, processing and marketing of food products. In addition, understand procedures that ensure safety, sanitation and quality of food products. Students will develop knowledge and skills regarding career opportunities, entry requirements and industry expectations. Fine Arts/Vocational Credit. Prerequisites: Ag 1 & Ag 2 *May be taken simultaneously with Ag 2 as a sophomore.

Ag capstone: Ag Capstone is an advanced, project-based class that focuses on students' interest areas. This class will focus on animal science, plant science and ag business pathways along with college and career readiness. Students will use both research and hands-on projects. Fine Arts/Vocational Credit. Prerequisites: Ag 1 & Ag 2

Work Based Learning: Work Based Learning may be taken for up to two (2) consecutive class periods per semester at the beginning or end of the day. Only senior students are eligible for the program. Students must ensure work study will not prevent them from taking required courses. Students enrolled in the Work Based Learning will be required to complete several career/vocational-related assignments in addition to their on-site work. Prior approval by the Employer, Instructor, Counselor, and Parents must be obtained before the beginning of the semester. Guidelines will be set and will be given to the employer. Cannot be enrolled as Time Release. Fine Arts/Vocational Credit.

BUSINESS—All courses are tied to the Career-Technical Educational (CTE) Program Approval with the State of Colorado. All courses are year-long (semester 1 required for semester 2) and in partnership with enrollment option in the FBLA program. Enrollment in FBLA dependent upon initial enrollment of one course. Officers must maintain a business class enrollment while serving as an officer. After that, it is adviser approval.

SEQUENCE OF PROGRAM

Level	Design Pathway	Accounting Pathway	High School of Business Pathway
Level 1	PC Applications	PC Applications	PC Applications
Level 2	Adobe InDesign	Fundamentals of Accounting	Advanced PC Applications
Level 3	Adobe Photoshop	Accounting 2	Leadership
Level 4	Project Mgmt. in Organizations	Project Mgmt. in Organizations	Project Mgmt. in Organizations

Fundamentals of Accounting: This class will prepare the student to keep records for a proprietorship, partnership or corporation. Topics covered include: accounting theory, the accounting cycle, handling cash, accounts receivable/payable, payroll, etc. Students will perform simulation work both manually and automated. Available to 10th-12th Grade Students. Fine Arts/CTE Credit.

Accounting 2: This course will give students the opportunity to become proficient in departmentalized accounting, accounting control systems, general accounting adjustments, corporation accounting, management accounting, and cost accounting. The course will also cover organizational structure/financial reporting for a partnership and budgeting/accounting/financial reporting for a not-for-profit organization. Students will perform simulation work both manually and automated and use QuickBooks. Must have completed Fundamentals in Accounting with at least a “C” average. Available to 11th-12th Grade Students. Fine Arts/CTE Credit.

Adobe Photoshop: This class teaches an understanding of the key terminology related to digital images and encourages students in demonstrating knowledge of basic design principles and best practices employed in the visual design industry. Students will develop a knowledge of typography and its use in visual design and color as well as in digital images, image resolution, image size, and image file format for web, video, and print. Students will identify and define the functions of commonly used Panels, including the Properties, Layers, Brushes, Adjustments, and Type panels. Students will also be able to define the functions of commonly used tools, including selection, drawing, and painting, type, and vector shape tools. Available to 10th-12th Grade Students. Fine Arts/CTE Credit.

Adobe InDesign: This class will incorporate design layout and plans for basic projects. Basic project management concepts will be addressed as well as the purpose, audience and audience needs for

preparing images that are required to use specific content. Legal and ethical considerations for using third party content such as copyright, permissions, and licensing and when and how to obtain permission to use images of people and locations. Students will demonstrate knowledge of techniques for communicating about design plans with peers as well as demonstrate knowledge of basic project management concepts. Copyrights, permissions, and licensing required to use specific content will be identified as well as legal and ethical considerations for using third-party content. An understanding of key terminology related to publications and desktop publishing is essential as well as visually appealing designs. Students will identify and use common typographic adjustments to create contrast, hierarchy, and enhanced readability and define common photographic/cinematic composition terms and principles. Student will manage text flow across multiple text areas and use tools to add special characters or content and transform individual frames or content. Available to 10th-12th Grade Students. Fine Arts/CTE Credit.

Leadership Independent Study: The students will develop skills in organization, communication, management, decision making, and basic professional skills. This course must be pre-approved by the instructor. Available to students holding an FBLA president position or State officer position and will provide additional time for these students to develop advanced leadership skills as related to business education and FBLA. Available to FBLA State Officers and the FBLA President. Fine Arts/CTE Credit.

PC Applications/Advanced PC Apps: This course allows students to advance their knowledge of the complete Microsoft Office Suite. Students will demonstrate an understanding of the functions and relationships between equipment used in a business environment and the software applications that make this equipment productive. Students become proficient in using Microsoft Word, Excel, Access, and PowerPoint, Sways, Teams, etc. Proper ways to use the Internet for research papers, surfing the web, retrieving information, appropriate copying of information and graphics for use in other applications, and how to cite from the web will be taught. Students will be given a final project of using the Microsoft Office Suite Programs for a final presentation. These computer skills will also serve any student well as they continue their education at the post-secondary level. This course will prepare students for entry-level computer technology jobs such as data entry and general modern office duties. PC Applications available for 9th Grade Students. Advanced PC Applications available to 10th-12th Grade Students. Fine Arts/CTE Credit.

Project Management in Organizations: Students will be able to use Desktop Publishing software and Photoshop software in designing layouts for projects. The school yearbook will be created as a capstone for this class. Students will be able to use the wizard and office assistant and will be able to create personal information sets, use design templates, how to save, and how to print as well as be able to customize design templates, proofreading and the use of spell checker and auto correct, changing font and size, changing colors, background colors, changing bullets, proper use of hyphenation, style feature, arrangement of text in a newsletter, creating headlines and tables of content, importing graphics from clip art from the web, editing and formatting graphics and editing captions. Monthly newsletters will be created using skills from InDesign. Other skills will include but not be limited to creating business forms, business cards, and letterhead, creating business forms with tables, and filling in forms. Students will be able to complete the yearbook by writing headlines, copy, captions, and adding pictures, clip art,

designing page layouts, and using color. They will know how to proofread, save, and print all material. In addition, Digital cameras and scanner are essential elements to this course. Available to students who have completed InDesign, Photoshop, Accounting Fundamentals, Accounting 2, Advanced PC Apps, and Leadership. Adviser approval. Fine Arts/CTE Credit.

ELECTIVE

Introduction to College & Career Planning: College prep is an elective course that will provide students with the basic skills needed to explore career options, plan a career path and find colleges or career schools that will help student reach their individual goals. The course covers information for all academic paths.

Introduction to Speech: Introduction to Speech is an elective course that will provide students with the basic skills needed in a variety of public and daily society interactions. Students will learn the essential parts of speech. Students will develop an understanding of proper skills in evaluating and delivering effective speeches for a variety of purposes.

Language Essentials: Gives students an opportunity to read an individually-chosen book for sustained reading 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. Students will explore the different types of literary genre essential to developing life-long readers. Enrichment videos, vocabulary, and computerized skill builders are also options. Short responsive writings will be required once or twice a week. Students will need to write using conventional grammar and proper usage of sentence structure. Students will write and speak for a variety of purposes and audiences. Individual learning styles are recognized with classroom curriculum developed around expanding creativity and essential thinking skills important to developing reader reflection and comprehension. Elective Credit. Prerequisites: Administration and/or teacher approval based on achievement levels.

Technical Writing: A specific style of writing that seeks to inform/instruct/persuade an audience by conveying information as precisely as possible. Everyday examples of this style of writing include instruction & operator manuals, cooking recipes, and diagrams. Upon completion of this class, students will have a greater knowledge of technical writing and will be able to use this knowledge to create documents that require the transfer of concise information. These documents include cover letters, resumes, job proposals or bids, and reports or communication with employers, employees, and peers. Elective Credit.

FOREIGN LANGUAGE

Spanish I: Spanish I helps students gain a novice-mid to novice-high proficiency in the Spanish Language. The course will focus on high frequency words, describing yourself and others, calendar, weather, common phrase and Spanish-speaking people and their countries/cultures. Students will build a solid foundation in listening, speaking, reading and writing in Spanish. A variety of activities, including but not limited to, TPR, storytelling, Movietalk, games, activities and novels will be utilized to expose the student to a high frequency of comprehensible input daily. Prerequisites: Semester 1 for Semester 2

Spanish II: This course is designed to help students obtain an intermediate-low proficiency in the Spanish Language. This course builds on vocabulary and knowledge gained in Spanish I and will focus on increasing fluency with high frequency words, describing yourself and your world, past times and common phrases. In addition, students will be able to recognize and utilize both the present and past tense in conversation and written materials. Students will improve their ability to listen, speak, read and write in Spanish in a wide range of situations. A variety of activities, including but not limited to TPR, storytelling, Movietalk, games, activities, novels will be utilized to expose the student to a high frequency of comprehensible input daily. Prerequisite: Spanish I and Semester 1 for Semester 2.

Spanish III: This course is designed to help students obtain an intermediate-mid or higher proficiency in the Spanish Language. The course is a continuation and review of knowledge acquired in Spanish 1 and Spanish 2, as well as an introduction to new vocabulary, structures and expressions. The course will expose students to the use of the future, conditional and subjunctive mood and focus on increasing language fluency, as well as, knowledge of Spanish Speaking cultures. Novels, videos, podcasts and projects will be utilized to expose the student to a high frequency of comprehensible input daily. Prerequisite: Spanish I, Spanish 2 and Semester 1 for Semester 2.

LANGUAGE ARTS

9th English: This course builds on the foundations 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. Basic grammar will be reviewed including sentence and paragraph structure, and we will build vocabulary and improve spelling. There will be an emphasis on writing essays and analyzing literature, as well as listening and formal speaking. Required of all Freshmen. English Credit.

10th English: This course emphasizes collaborative discussions (one-on-one, groups, and teacher-led); reading and comprehending literature including stories, dramas, and poems; and analyzing groundbreaking U.S. documents of historical and literary significance. Writing and editing to conform to MLA style is introduced with research projects. We continue to build vocabulary and improve spelling. Required of all Sophomores. English Credit. Prerequisite: 9th English.

11th English: This course is designed to act as an in-depth study of high school grammar, composition, and literary analysis. This course includes an introduction to business and technical writing, formal and informal oral presentations, reading literary and nonfiction texts to hone note-taking skills, and strategies to produce extended research papers. We continue to build vocabulary and improve spelling.

Recommended for juniors who are not enrolled in MCC English. English credit. Prerequisite: 9th and 10th English.

12th English: This course is designed to act as an in-depth study of high school grammar, composition, and literary analysis. This course includes an introduction to business and technical writing, formal and informal oral presentations, reading literary and nonfiction texts to hone note-taking skills, and strategies to produce extended research papers. We continue to build vocabulary and improve spelling. Recommended for seniors who are not enrolled in MCC English. English credit. Prerequisite: 9th, 10th, and 11th English.

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. Mathematics Credit. Prerequisite: A "C" or higher in 8th grade math or recommendation of 8th grade math instructor or instructor approval or Pre-Algebra. Semester 1 required for Semester 2.

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. Mathematics Credit. Prerequisite: Algebra I or instructor approval. Semester 1 required for Semester 2.

Geometry & Pre-Calculus: 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. Prerequisite: Algebra II with a "C" or higher or instructor approval. Mathematics Credit. Semester 1 required for Semester 2.

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. Mathematics Credit. Prerequisite: Algebra II and Semester 1 required for Semester 2

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. Mathematics Credit. Prerequisite: Counselor approval. Semester 1 required for Semester 2.

Math Explorations: This course is designed for students who find math challenging. Basic skills and problem solving will be the focus of the class. Mathematics Credit. Prerequisite: Counselor approval. Semester 1 required for Semester 2.

Pre-Algebra: This course is designed prepare for Algebra I. A unit of fraction and a unit of decimals are taught, reviewing skills already introduced. Then the students move into basic algebra until they reach a level that is sufficient to have the opportunity to enter into Algebra I the following year. Mathematics Credit. Prerequisite: Semester 1 required for Semester 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. Fine Arts/Vocational Credit.

MUSIC

High School Music: Music class consists of vocal and/or instrumental study, depending on the interest of the students who enroll in the class. There is opportunity for individual instruction as well as group work. Some elements of improvisation, music theory, and music history are also incorporated into the class. Students hone their skills as musicians and prepare performances for the holiday program, spring program, and league contests. They are also given the option to audition for Honor Choir and Honor Band, as well as perform in solo and ensemble competition along with other musical opportunities throughout the year. Fine Arts/Vocational Credit.

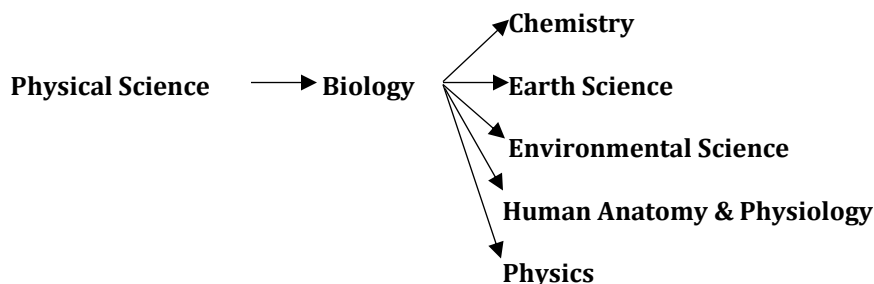
PHYSICAL EDUCATION/HEALTH

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. Can be taken multiple semesters. PE Credit.

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. Required for freshmen. ½ Health & ½ PE Credits.

SCIENCE

SEQUENCE OF PROGRAM



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: Semester 1 for Semester 2.

Biology: A basic introductory, laboratory-based course in biological sciences, lab investigations, computer activities, and outdoor expeditions are all part of the scientific process and are included in this course. Subjects covered include ecology, cell structures and function, basic genetics, plants, invertebrates, vertebrates, and human anatomy. Science credit. Prerequisite: Semester 1 for Semester 2.

Chemistry: This laboratory-based 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. This is an alternating class and will only be offered during the beginning even-numbered school years. Science credit. Prerequisite: Algebra II (with a "C" or better), Physical Science, and/or instructor approval. Semester 1 for Semester 2. Limited to Juniors and Seniors.

Physics: While designed for the college student, this laboratory-based 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. This is an alternating class and will only be offered during the beginning odd-numbered school years. Science credit. Prerequisites: Physical Science, Algebra I, and/or instructor approval. Semester 1 for Semester 2. Limited to Juniors and Seniors.

Earth Science: Identify processes and systems in Earth's interior, on the surface, and in the atmosphere, that make it possible for life to exist. Explore topics such as plate tectonics, the rock cycle, volcanoes and earthquakes, weathering, erosion, and deposition, weather and climate, and how these systems all

interact to create, shape, and change landforms on earth. This is an alternating class and will only be offered during the beginning even-numbered school years. Science credit. Grades 11-12.

Environmental Science: Learn how organisms (including humans) are adapted to and interact with the environment in which they live. Topics for discussion include ecosystems, endangered species, conservation, global warming, pollution, recycling, and land use. We'll learn how humans are impacting the environment and the organisms that are part of it, at each level – locally, nationally, and globally, and what we can do to support conservation efforts. This is an alternating class and will only be offered during the beginning odd-numbered school years. Science credit. Grades 11-12.

Human Anatomy and Physiology: A laboratory-based course that investigates the structure and function of the human body. Topics covered will include the basic organization of the body; biochemical composition; and major body systems along with the impact of diseases on certain systems. Students will engage in many topics and competencies related to truly understanding the structure and function of the human body. Working from the topics of basic anatomical terminology to the biochemical composition of the human body, all the way into great detail of each of the major systems of the body, students will learn through reading materials, study guides, unit worksheets, group work, projects, and labs. Students will be responsible for proper use of lab equipment, lab reports, and projects assigned throughout each unit. One of the goals of this course is to prepare students with the skills necessary to be successful in future science classes in college particularly those that will lead to a career in the medical field. Science Credit. Pre-requisites: Physical Science and Biology. Open to juniors and seniors.

SOCIAL STUDIES

World History (9th Grade): This high school level course will explore the geographic, political, economical, cultural, and social factors that have defined world history. Students will engage in the sometimes complicated and fragile relationships that have existed between different cultures and nations throughout history. Major conflicts, including both World Wars, will be looked at -as well as the world that emerged post World War II.

American History: Foundations to 1877 (10th Grade): This course will look at the pivotal individuals and events that led to the creation of America. From the first European explorers, to the establishment of the 13 Original Colonies, the American Revolution, the establishment of the U.S. Constitution, the Civil War, and finally Reconstruction, this course will offer a comprehensive examination of America's foundation and early years.

American History: Reconstruction to Present (11th Grade): 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. America's most recent history, including Current Events, will also be covered during this course.

American Government (12 Grade): This semester 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.

Civics (12th Grade): This semester-long course will look at Citizenship, along with the civil rights, duties, and obligations that come with it, through a political and economical lens. Primarily through a lecture/discussion learning environment, students will actively engage in topics ranging from Democracy, Rights and Responsibilities, Federalism, Citizenship in Government and Society, Capitalism, and Personal Finance among others.

UPPERCLASSMEN OPTIONS

Student Aids: 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/credit is received for this course. Cannot be enrolled in Time Release.

Work Study: The Work Study Program may be taken for up to two (2) consecutive class periods per semester at the beginning or end of the day. All senior students are eligible for the program. Students must ensure work study will not prevent them from taking required courses and be enrolled in six (6) additional classes. Students enrolled in the Work Study Program will be required to complete several career/vocational-related assignments in addition to their on-site work: a weekly journal documenting their work experience, periodic meetings with the school counselor to review their progress, and a learning contract between student, employer, school and parents/guardian. Prior approval by the Employer, Principal, counselor, and parents must be obtained before the beginning of the semester. Work Study students will be supervised by the Counselor. Guidelines will be set and will be given to the employer. This class will be pass/fail. Cannot be enrolled as Time Release. Elective Credit.

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' approval. Student needs to be enrolled in 4 additional classes/per semester. A journal and a contract will be required of each student. Cannot be enrolled in Work Study or Time Release. Elective Credit.

Time Release: Any senior student who can complete 30 Carnegie units of credit by the end of the academic year by attending a minimum of six periods may apply for released time at the beginning or end of the day. Requests for released time shall be subject to the same provisions as those for the policy on early graduation except that, in addition, those students with approved released time shall attend a consecutive block of classes. The request for released time must be accompanied by written parental or guardian approval. A contract will be signed between the student, parent, and administration prior to the start of the semester. When time release is approved, the Board or District shall not be responsible for the student except during those periods of time when he/she is a bonafide enrollee attending classes in school. Cannot be enrolled in Work Study.

Study Hall: Any junior or senior student who is currently enrolled in a minimum of two (3 credit) collegiate level courses and has a cumulative GPA of 3.5 or higher. *Cannot be enrolled in Work Study, Time Release, or a Teacher Aid.*

ONLINE/DISTANCE LEARNING HIGH SCHOOL AND COLLEGE COURSES

In cooperation with area schools, classes and college-credit courses will be offered to eligible students. Classes will be taken at the students' home school. If a class/course is offered in Idalia's course rotation, Idalia School District RJ-3 will not accept credit from other online/distance courses or schools unless prior approval is received from administration for credit recovery.

High School Online: Classes are self-directed without face-to-face instruction of a teacher. Classes are offered through Colorado Digital Learning Solutions. A list of class options will be provided to students by the school student advocate.

Distance Learning/VNET: Classes are taught with a teacher present (in person or via computer). A list of class options will be provided to students by the school student advocate.

Concurrent Enrollment: Act CRS 22-35 passed by the 1988 General Assembly allows public school high school students, 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 (amount subject to change and determined each school year). These courses provide credit to high school and college.

Morgan Community College (MCC): These courses are dual credit (high school and college). Acceptance into these courses includes ACCUPLACER Sentence Skills (70 or above) and Reading (62 or above) test scores Math (85 or above) OR SAT Reading and Writing (470 or above) or Math (500 or above), OR instructor approval. These classes meet at the same time, but not daily nor do they follow the Idalia School District RJ-3 school calendar. These classes may meet in the Idalia classroom, VNET, or online. See school advocate for list of available courses.

Northwest Kansas Technical College: These courses will follow similar acceptance policies as MCC, but enrollment and acceptance is the student's responsibility. Administration approval is needed prior to enrollment.

Completion/Failure in Online/Distance & Collegiate/Concurrent Courses

Students must maintain an A, B, or C in an Online/Distance or Collegiate/Concurrent course. One failed course will result in a (1) semester break (probation) from all Online/Distance or Collegiate/Concurrent courses. Two failed courses will result in a (2) semester break (probation) from all Online/Distance or Collegiate/Concurrent courses. After the probation period, students will only be allowed enrollment in one (1) Online/Distance or Collegiate/Concurrent course. After successful completion of the course with an A or B, the student will be allowed other courses following the Online/Distance Learning and Concurrent enrollment terms and conditions.

Credit Recovery: Credit may be earned through the satisfactory completion of courses offered by Colorado Distance Learning Solutions (CDLS). A list of approved courses is available in the counselor's office. The following requirements must be completed by the students taking a correspondence course:

- The course must have prior approval of the administration with a signed contract.
- Course work completed and final grades on file to administration by the same time as other seniors if they are to be considered for graduation.

Online/Distance Learning & Concurrent Enrollment Terms and Conditions

- Applicants may not be more than twenty years old and must be enrolled in Idalia High School.
- Applicants must meet the following guidelines.
 - A freshman must have an Advanced Learning Plan (ALP).
 - A sophomore must have an Advanced Learning Plan (ALP).
 - A junior or senior must have an Advanced Learning Plan or a cumulative GPA of 3.5 or higher.
 - Teacher recommendation and administrative approval is required for all courses.
- Applicants are only eligible to enroll in undergraduate degree or certificate course(s) at an approved institution of higher education that are not in the school district curriculum.
- All courses will be paid by the school district (amount subject to change and determined at the beginning of each school year).
- Applicants must obtain approval of classes with the Idalia High School administration team at least two (2) months prior to their desired date of enrollment in the higher education course(s).
- The school student advocate will review the applicant's academic record and information provided to determine in which higher education course(s), if any, the applicant is eligible to enroll.
- The school student advocate will indicate whether high school credits are appropriate for the higher education course(s) for which the applicant is eligible.
 - MCC credits will be accepted as Idalia High School elective credits EXCEPT:
 - MCC credits that require an Advanced Algebra and Functions Accuplacer score will be accepted as an Idalia High School math credit including:
 - College Algebra
 - Finite Mathematics
 - Trigonometry
 - Survey of Calculus
 - Pre-Calculus
 - MCC credits that require a Next Generation English Accuplacer score will be accepted as an Idalia High School English credit including:
 - English Composition I & II
 - MCC credits that require an **in-person** lab will be accepted as an Idalia High School science credit including:
 - Introduction to Chemistry
 - Environmental Science

MCC Credit	Idalia Credit
≤ 2 credits	.25 credit
≥ 3 credits	.50 credit

- If the school student advocate 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 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.

CHSAA POLICIES AND PROCEDURES—ATHLETIC, CO- & EXTRA-CURRICULAR ACTIVITIES

All policies and procedures related to CHSAA, athletics, Co-& Extra-Curricular Activities can be found in the athletic handbook.

INELIGIBILITY

A grade below 60% is considered failing. Students failing in one (1) course for two consecutive weeks or two (2) courses during the same week will be considered ineligible. Eligibility Reports are pulled every Monday morning and are applicable from that Monday to the following Sunday. The first eligibility report of each semester begins on the third week of the semester. Parent(s)/guardian(s) of ineligible students are notified weekly by the counselor or designee for as long as the student remains ineligible.

If a student is ineligible, he/she will be ineligible for all extra-curricular and co-curricular activities (Examples including, but not limited to athletic contests, field trips, and school sponsored dances such as Homecoming and Prom) that are not directly related to their grade and/or classroom instruction. When students are ineligible, they are expected to participate in practice sessions in their particular co-and/or extra-curricular activities.

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.

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

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

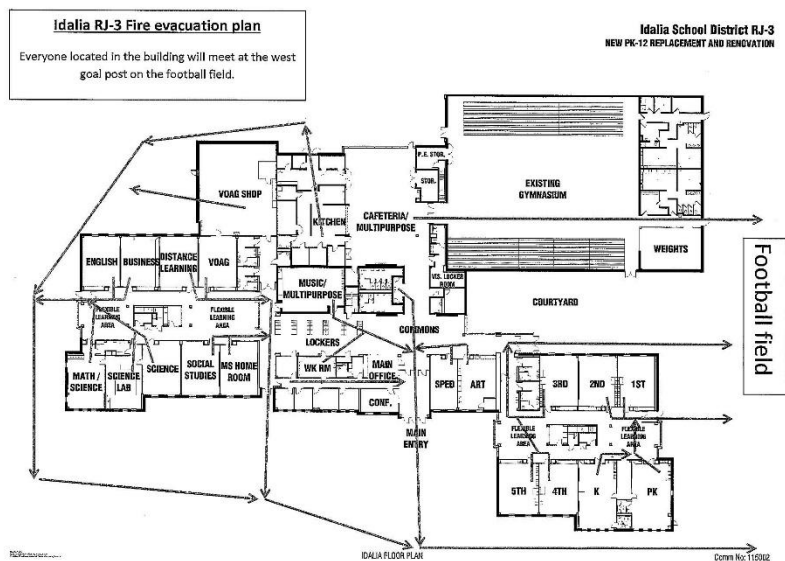
Elementary/Junior High School —

Grades PK, K, 1, and 2 proceed out East door to the West end of the football field

Grades 3, 4, and 5 proceed out the Courtyard 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



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.