

**SECTION I:
INSTRUCTIONAL
PROGRAM**

SECTION I: INSTRUCTION

Section I of the NEPN/NSBA classification system contains policies, regulations, and exhibits on the instructional program: basic curricular subjects; special programs, instructional resources, and academic achievement.

- IA Instructional Goals and Learning Objectives
- IB Academic Freedom
- IC School Year
 - ICA School Calendar
 - ICB Extended School Year
 - ICC Year-Round School
- ID School Day
 - IDA Evening Instructional Activities
- IE Organization of Instruction
- IF Instructional Approach
 - IFA Heterogeneous/Ability Grouping
 - IFB Active/Passive Learning
 - IFC Multiculturalism
 - IFD Continuous Progress Education
 - IFE Nongraded Education
- IG Curriculum Development, Adoption, and Review
 - IGA Curriculum Development
 - IGB Curriculum Research
 - IGC Pilot Projects
 - IGD Curriculum Adoption
 - IGE Curriculum Guides and Course Outlines
 - IGF Curriculum Review
- IH Curriculum Programs
 - IHA Basic Instructional Program
 - IHAA English/Reading/Writing/Language Arts Education
 - IHAB Mathematics Education
 - IHAC Social Studies Education
 - IHAD Science Education
 - IHAE Physical Education
 - IHAF Arts Education
 - IHAG Music Education
 - IHAH Foreign Language Education
 - IHAI Vocational-Technical Education
 - IHAJ Computer/Technology Literacy
 - IHAK Citizenship/Values Education
 - IHAL Teaching about Religion
 - IHAM Health Education
 - IHAMA Teaching about Drugs, Alcohol, and Tobacco
 - IHAMB Family Life/Sex Education
 - IHAMC HIV/AIDS Education
 - IHAN Driver Education
 - IHAO Environmental Education
 - IHAP Consumer Education
 - IHAQ Career/Transition-to-Work Education

IHB Special Instructional Programs
IHBA Special Education/Programs for Handicapped/Disabled/Exceptional Students
IHBB Gifted and Talented Education
IHBC Programs for At-Risk/Disadvantaged Students
IHBCA Programs for Pregnant/Parenting Students
IHBCB Programs for Substance Abusers
IHBCC Programs for Children in At-Risk Families
IHBD Compensatory Education
IHBDA Remedial Instruction
IHBDB Tutoring Programs
IHBDC Acceleration of At-Risk Students
IHBE Bilingual Instruction
IHBEA English as a Second Language
IHBF Homebound Instruction
IHBG Home Schooling
IHBH Alternative School Programs
IHBHA Alternative Schools
IHBHB Magnet Schools
IHBHC Weekend/Night School
IHBI Early Childhood Education
IHBIA Kindergarten Programs
IHBIAA Half-Day/Full-Day Kindergarten
IHBIB Primary/Pre-Primary Education
IHC Extended Instructional Programs
IHCA Summer School
IHCB Travel Study
IHCC Honors Program
IHCD Advanced College Placement
IHCDA Postsecondary Options/Concurrent Enrollment
IHCE School Camps
IHCEA School-Sponsored Camps
IHCEB Camps Conducted by Outside Groups/ Organizations
IHCF Child Care Programs
IHCFA School-Based Child Care
IHCFB Latchkey Programs
IHCFC Preschool Child Care
IHD Adult/Community Education
IHDA Adult Basic Education
IHDB Adult High School/GED Programs
IHDC Adult Vocational/Career Education
IHDD Community Education

II Instructional Arrangements
IIA Grouping for Instruction
IIB Class Size
IIC Scheduling Classes
IID Pull-Out Programs
II E Student Schedules and Course Loads
IIF Team Teaching
IIG Differentiated Staffing
IIH Mixed Classes
II Independent Study
I IJ Individualized Instruction
IIK Contracting for Instruction/Performance Contracting
II L Open Classrooms
II M Nongraded Classrooms
II N Cooperative Learning

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|--------------|---|
| IIO | Peer Tutoring |
| IJ | Instructional Resources and Materials |
| IJA | Language Arts Resources and Materials |
| IJB | Mathematics Resources and Materials |
| IJC | Social Studies Resources and Materials |
| IJD | Science Resources and Materials |
| IJE | Art and Music Resources and Materials |
| IJF | Physical Education Resources and Materials |
| IJG | Health Education Resources and Materials |
| IJH | Foreign Language Resources and Materials |
| IJI | Vocational-Technical Resources and Materials |
| IJJ | Textbook Selection and Adoption |
| IJK | Supplementary Materials Selection and Adoption |
| IJKA | Technology Resource Selection and Adoption |
| IJL | Library Materials Selection and Adoption |
| IJM | Special Interest Materials Selection and Adoption |
| IJN | Instructional Services |
| IJNA | Teacher Aides |
| IJNB | Resource Teachers |
| IJNC | Resource Centers/Media Centers/School Library |
| IJNCA | Professional Library |
| IJND | Technology Resources |
| IJNDA | Computer-Assisted Instruction |
| IJNDB | Use of Technology Resources in Instruction |
| IJO | Community Learning Resources |
| IJOA | Field Trips |
| IJOB | Community Resource Persons/Speakers |
| IJOC | School Volunteers |
| IK | Academic Achievement |
| IKA | Grading/Assessment Systems |
| IKAA | Tests and Examinations |
| IKAB | Report Cards/Progress Reports |
| IKAC | Conferences |
| IKACA | Parent Conferences (Also GCMC) |
| IKACB | Student Conferences |
| IKAD | Grade Adjustment |
| IKB | Homework |
| IKC | Class Rankings/Grade Point Averages |
| IKD | Honor Rolls |
| IKE | Promotion, Retention, and Acceleration of Students |
| IKF | Graduation Requirements |
| IKFA | Early Graduation |
| IKFB | Graduation Exercises |
| IL | Evaluation of Instructional Programs |
| ILA | Test/Assessment Selection |
| ILB | Test/Assessment Administration |
| ILBA | District Program Assessments |
| ILBB | State Program Assessments |
| ILBC | National Program Assessments |
| ILC | Use and Dissemination of Assessment Results |
| ILD | Educational Surveys and Research/Effective Schools Research |
| IM | Miscellaneous Instructional Policies |
| IMA | Teaching Methods |

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|-------------|---|
| IMB | Teaching about Controversial/Sensitive Issues |
| IMBA | Alternative Learning Experiences |
| IMBB | Exemptions from Required Instruction |
| IMBC | Opt-Out Procedures for Alternative Instruction |
| IMC | Controversial Speakers/Programs |
| IMD | School Ceremonies and Observances |
| IMDA | Patriotic Exercises |
| IMDB | Flag Displays |
| IMDC | Religious Observances and Displays |
| IME | School Assemblies |
| IMF | School Fairs |
| IMG | Animals in Schools |
| IMH | Class Interruptions |
| IMI | School Stores |
| IMJ | Collection of Money by Teachers |
| IMK | Planning and Recordkeeping by Teachers |

Instructional Goals and Learning Objectives

The Board has adopted a standards-based system of education with content standards for specific courses of study. Content standards are a compilation of specific statements of what a student should know or be able to do relative to a particular academic area.

The superintendent shall have overall responsibility for implementing content standards into the instructional programs of all district schools. Instruction shall be conducted in order to achieve the relevant content standards and shall be designed so that student attitudes support personal achievement of relevant content standards. Learning methods used by teachers shall logically connect with the relevant content standards and appropriate assessments.

Implementation of standards-based education involves a continuous process of:

1. Revising curriculum and programs of instruction to align them with the district's adopted content standards to provide students with the educational experiences needed to achieve the district's standards.
2. Developing assessments which will adequately measure each student's progress toward achievement of the content standards.
3. Addressing the different learning styles and needs of students of various backgrounds and abilities and eliminating barriers to equity.

(Adoption date)

LEGAL REF.: C.R.S. 22-7-407
C.R.S. 22-32-109 (1)(t)

CROSS REFS.: AD, Educational Philosophy/School District Mission
AEA, Standards Based Education
JA, Student Policies Goals

*NOTE: The district's content standards are available in the administration of-
fice.*

[Revised July 1997]
Park County School District Re-2, Fairplay, Colorado

Academic Freedom

The Board seeks to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, and to inspire a meaningful awareness of and respect for the Constitution and the Bill of Rights.

Freedom of individual conscience, association and expression will be encouraged and fairness in procedures will be observed to safeguard the legitimate interests of a democratic society as set forth in the constitutions of the United States and the state of Colorado.

The final responsibility in the determination of the above rests solely with the Board.

Adopted March 13, 1978

Revised to conform with practice: date of manual revision

LEGAL REFS.: Constitution of Colorado, Article IX, Section 15
Constitution of Colorado, Article IX, Section 16
C.R.S. 22-32-109 (1)(t)
C.R.S. 22-32-110 (1)(r)

School Year/School Calendar

Prior to the end of the school year, the Board shall determine the length of time during which district schools shall be in session during the next school year. The number of days of planned teacher-student instruction and of teacher-student contact shall meet or exceed the requirements of state law.

The district calendar for the next school year shall be prepared by the superintendent and presented to the Board for approval in the spring of each year. In preparing the calendar, the superintendent shall consult with other districts in the area.

All calendars shall include the dates for all staff inservice programs scheduled for the coming school year. The administration shall allow public input from parents and teachers prior to scheduling the dates for staff inservice programs.

A copy of the calendar shall be provided to all parents/guardians of students enrolled in district schools. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days.

If a school day is lost due to an emergency, the Board at its next regular meeting shall ratify the administrative action in closing the school.

Adopted march 13, 1978

Revised to conform with practice: date of manual revision

LEGAL REFS.: C.R.S. 22-1-112
C.R.S. 22-32-109 (1)(n)
C.R.S. 22-33-102 (1)
C.R.S. 22-33-104 (1)
C.R.S. 22-44-115.5

CROSS REF.: EBCE, School Closings and Cancellations

Note: State law establishes the school year as 1080 hours of planned teacher-student instruction for secondary school students (high school, middle school or junior high), 990 hours of such instruction for elementary school students and no less than 450 hours of such instruction for a half-day kindergarten program in order for a district to be eligible for state equalization program support [C.R.S. 22-32-109 (1)(n)]. The law also requires a board of education annually to determine the length of the following school year which must consist of at least 1056 hours for secondary schools or 968 hours for elementary schools. In no case shall a school schedule fewer than 160 days without specific prior approval of the commissioner of education.

Organization of Instruction

The Board shall provide a system of education extending from preschool through grade 12. It also is responsible for special education for handicapped children, home instruction.

The schools of the district shall be organized to present a unified program of instruction and shall be operated as a single system under the direction of the superintendent.

The grouping and housing of instructional levels in school facilities shall be in accordance with what is commonly called the P5-3-4 plan. Under this plan, the preschool and first five grades will be the elementary schools; the middle school will contain grades 6, 7 and 8, and the senior high school will contain grades 9, 10, 11 and 12.

Adopted March 13, 1978

Revised to conform with practice: date of manual revision

LEGAL REFS.: C.R.S. 22-32-109 (1)(v)
C.R.S. 22-32-119

Curriculum Development

Constant adaptation and development of the curriculum is necessary if the district is to meet the needs of the students in its schools.

To be successful, curriculum development must be a cooperative enterprise involving all staff members, carried out under the competent leadership of the superintendent, and using all available resources. Carefully conducted and supervised experimentation for curriculum development also is desirable.

The curriculum shall provide a program of instruction based on and designed to enable students to meet or exceed the Board-adopted standards for student performance. In order to meet the needs of all students, a variety of educational programs and instructional strategies should be offered.

The Board expects its faculty and administration to regularly evaluate the education program and to recommend modifications of practice and changes in curriculum content as well as the addition of new courses to the instructional program.

All teachers have professional obligations to the school program beyond regular classroom duties, and these duties shall include work on curriculum committees. It is expected that all teachers will make a contribution to this work. The Board will hear regular reports on district programs as well as on the ongoing work of the curriculum committees.

(Adoption date)

LEGAL REF.: C.R.S. 22-7-407
1 CCR 301-1, Rules 2202-R-2.07 (2)

CROSS REFS.: AEA, Standards Based Education
IA, Instructional Goals and Learning Objectives

Curriculum Adoption

The Board of Education is required by state law to determine the educational programs to be carried on in the schools of the district. The curriculum shall be aligned with the Board-adopted content standards to ensure that each student will have the educational experiences needed to achieve the relevant standards.

Accordingly, after planning by the faculty and with the approval of the administration, all new programs and courses of study as well as the elimination and extensive alteration of the content of current programs and courses shall be presented by the superintendent to the Board for its consideration and action.

Generally, new courses will be introduced on an experimental basis and will be evaluated at least annually by the Board. When the administration feels that an experimental course should become a regular part of the curriculum, such a recommendation will be presented by the superintendent to the Board for approval.

(Adoption date)

LEGAL REF.: C.R.S. 22-7-407
C.R.S. 22-32-109 (1)(t)

CROSS REFS.: AEA, Standards Based Education
IA, Instructional Goals and Learning Objectives

Curriculum Review

The curriculum shall be reviewed at least once every five years by administrators, teachers, parents, accountability committee members and others deemed appropriate by the Board of Education. The reviews shall determine if the established curriculum and educational programs in the district are effective and reflect relevant content standards and district goals as adopted by the Board of Education.

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

The review shall include consideration of achievement results for all student populations, educational equity, curriculum breadth and depth, and congruence of instructional strategies and assessments with Board-adopted student outcome and performance standards.

(Adoption date)

LEGAL REF.: C.R.S. 22-573-401 *et seq.*

CROSS REFS.: AEA, Standards Based Education
IA, Instructional Goals and Learning Objectives
IL, Evaluation of Instructional Programs, and subcodes
KB, Parent Involvement in Education

Law-Related Education

The Board of Education recognizes the importance of a law-related education program to enhance student awareness about the law, the legal system and the fundamental principles and values upon which our constitutional democracy is based. Other goals of the program shall be to promote responsible citizenship and encourage students to resist anti-social gang behavior and substance abuse.

The program shall include relevant curriculum materials, interactive teaching strategies and extensive use of community resource persons and expertise. The topics of instruction shall include the following:

1. Rights and responsibility of citizenship
2. Foundations and principles of American constitutional democracy
3. Role of law in American society
4. Organization and purpose of legal and political systems
5. Disposition to abide by law
6. Opportunities for responsible participation
7. Alternative dispute resolution including mediation and conflict resolution

District personnel may prepare an annual report concerning the progress of the district in implementing law-related education. The report, if prepared, shall include an analysis of the effect of the law-related education program on the incidence of gang involvement and substance abuse by the students in the district.

The district shall provide opportunities for training instructors and administrators in gang awareness and substance abuse education in order to provide effective instruction to students concerning the dangers of gang involvement and substance abuse by the students in the district.

Current practice codified October 1996
Adopted: date of manual revision

LEGAL REF.: C.R.S. 22-25-104.5

File: IHACA*

CROSS REFS.: IHAM, Health Education
IHAMA, Teaching about Drugs, Alcohol and Tobacco
JICF, Secret Societies/Gang Activity

Park County School District Re-2, Fairplay, Colorado

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HEALTH EDUCATION

The Board is committed to a comprehensive health education and health service program as an integral part of each student's general education. The health education program should emphasize a contemporary approach to health information and the skills and knowledge necessary for students to understand and appreciate the functioning and proper care of the human body.

In addition, the student shall be presented with information regarding complex social, physical and mental health problems which will be encountered in society. In health education, students should examine the potential health hazards of social, physical and mental situations which exist in the broad school-community environment and learn to make intelligent, viable choices on alternatives of serious personal consequence.

The Board believes that the greatest opportunity for effective health education lies within the public schools because of the opportunity to reach almost all children at an age where positive, lifelong health habits may be engendered and the availability of qualified personnel to conduct health education programs and health services. Good health is a dynamic, not a static, quality and therefore depends upon continuous, lifelong attention to scientific advances and acquisition of new knowledge.

In addition to the requirements listed below, the customary policies and regulations concerning the approval of new curriculum content, units and materials shall apply to any comprehensive health education courses offered by the charter school:

1. Instructional materials to be used in comprehensive health education courses shall be available for inspection by the public during school hours. A public forum shall be scheduled to receive public comments.
2. Parents/guardians of all students shall be notified that such courses have been scheduled and that they may request that their child be exempt from a specific portion of the program on the grounds that it is contrary to their religious beliefs.
3. The Board shall approve an exemption procedure. If a student is granted an exemption, an alternate educational assignment shall be arranged.
4. Teachers who provide instruction in comprehensive health education shall have professional preparation in the subject area, either at the preservice or inservice level.

LEGAL REFS.: C.R.S. 22-25-106 (4)
C.R.S. 22-25-110 (2)

CROSS REFS.: IGA, Curriculum Development
IGD, Curriculum Adoption
IHACA*, Law-Related Education
JLC, Student Health Services and Requirements, and subcodes

NOTE: The Comprehensive Health Education Act of 1990 was amended with SB186 in 2000. Specifically, C.R.S. 22-25-104(6) was amended to read:

Any curriculum and materials developed and used in teaching sexuality and human reproductions shall include values and responsibility and shall give primary emphases to abstinence by school-aged children. School officials shall receive prior written approval from a parent or guardian before his or her child may participate in any program discussing or teaching sexuality and human reproduction. Parents must receive, with the written permission slip, an overview of the topics and materials to be presented in the curriculum.

This amendment applies only to the programs funded through state grant dollars for Comprehensive Health Education. Therefore, if a funded program uses grant money to teach sex education, prior written approval from a parent or guardian is required. The written permission slip must be accompanied by an overview of the topics and materials to be presented in the curriculum.

Prior written approval is not required for other classes addressing human reproduction such as biology or science unless such classes are part of a Comprehensive Health Education program.

1st reading 2-6-01

2nd reading 3-9-01

Adoption date 4-24-01

Health Education
(Exemption Procedure)

1. Exemption will be granted from a specific portion of the health education curriculum on the grounds that the material taught is contrary to the religious beliefs and teachings of the student or the student's parent/guardian.
2. A request for exemption must be submitted in writing to the principal at least 4 school days in advance of instruction in that portion of the curriculum for which the exemption is requested. The request must state the particular conflict involved.
3. The principal will confer with the teacher to determine the length of time a student will be exempt. The teacher will develop an alternative activity for which the student will receive credit.
4. The principal will inform the parent/guardian of disposition of the request within 4 school days of receipt of the request.

Current practice codified October 1996
Approved: date of manual revision

Teaching about Drugs, Alcohol and Tobacco

In accordance with state and federal law, the district shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs from early childhood (preschool) through grade 12.

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

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

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

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

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

tobacco. It is permissible to use tobacco on school property in classroom demonstrations to show the health hazards of tobacco.

Current practice codified October 1996
Adopted: date of manual revision

LEGAL REFS.: 20 U.S.C. §7117 (Safe and Drug-Free Schools and Communities Act of 1994)
C.R.S. 18-18-102 (5)
C.R.S. 22-1-110
C.R.S. 22-32-109 (1)(bb)
C.R.S. 25-14-103.5

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

FAMILY LIFE/SEX EDUCATION

The Board believes that the purpose of family life and sex education is to help students acquire factual knowledge, skills and attitudes which will result in behavior that contributes to the well-being of the individual, the family and society.

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the prime responsibility to assist their children in developing moral values. The schools should support and supplement parents' efforts in these areas by offering students factual information and opportunities to discuss concerns, issues and attitudes inherent in family life and sexual behavior including inquiring into traditional moral values.

The charter school shall teach about family life and sex education in regular courses on anatomy, physiology, health, home economics, science and so on. If a separate family life or sex education program is developed, it shall be a non-required, non-credit course.

In addition to the requirements listed below, the customary policies and regulations concerning the approval of new curriculum content, units and materials shall apply to any course(s) dealing with family life and sex education offered by the charter school:

1. Instructional materials to be used in family life/sex education shall be available for inspection by the public during school hours. A public forum shall be scheduled to receive public comments.
2. Parents/guardians of all students shall be notified that such courses have been scheduled and that they may request that their child be exempt from a specific portion of the program on the grounds that it is contrary to their religious beliefs.
3. The Board shall approve an exemption procedure. If a student is granted an exemption, an alternate educational assignment shall be arranged.
4. Teachers who provide instruction in family life/sex education shall have professional preparation in the subject area, either at the pre-service or in-service level.

LEGAL REFS.: C.R.S. 22-25-106(4)
C.R.S. 22-25-110(2)

CROSS REFS.: IGA, Curriculum Development
IGD, Curriculum Adoption

NOTE: Although Colorado law specifies a religious exemption, school boards may include additional reasons as a matter of policy. Many boards include "other personal reasons" in their exemption language. Under most circumstances, students should not be allowed to exempt out of an entire program, but should be allowed to exempt out of the portion of the program which is objectionable.

NOTE: The Comprehensive Health Education Act of 1990 was amended with SB186 in 2000. Specifically, C.R.S. 22-25-104(6) was amended to read:

Any curriculum and materials developed and used in teaching sexuality and human reproduction shall include values and responsibility and shall give primary emphasis to abstinence by school-aged children. School officials shall receive prior written approval from a parent or guardian before his or her child may participate in any program discussing or teaching sexuality and human reproduction. Parents must receive, with the written permission slip, an overview of the topics and materials to be presented in the curriculum.

This amendment applies only to the programs funded through state grant dollars for Comprehensive Health Education. Therefore, if a funded program uses grant money to teach sex education, prior written approval from a parent or guardian is required. The written permission slip must be accompanied by an overview of the topics and materials to be presented in the curriculum.

Prior written approval is not required for other classes addressing human reproduction such as biology or science unless such classes are part of a Comprehensive Health Education program.

1st reading 2-6-01

2nd reading 3-9-01

Adoption date 4-24-01

Family Life/Sex Education
(Exemption Procedure)

1. Exemption will be granted from a specific portion of the family life/sex education curriculum on the grounds that the material taught is contrary to the religious beliefs and teachings of the student or the student's parent/guardian.
2. A request for exemption must be submitted in writing to the principal at least 4 school days in advance of instruction in that portion of the curriculum for which the exemption is requested. The request must state the particular conflict involved.
3. The principal will confer with the teacher to determine the length of time a student will be exempt. The teacher will develop an alternative activity for which the student will receive credit.
4. The principal will inform the parent/guardian of disposition of the request within 4 school days of receipt of the request.

Current practice codified October 1996
Approved: date of manual revision

HIV/AIDS Education

The Board of Education recognizes that Human Immunodeficiency Virus (HIV) infection and Acquired Immune Deficiency Syndrome (AIDS) pose a public health crisis. At the present time, society's most effective weapon against this deadly disease is public education.

The number of AIDS cases steadily is increasing. In the course of living their daily lives, students will come in contact with people who are both HIV infected (asymptomatic) and at the later stages of AIDS. Therefore the district's health education program shall include factual information regarding HIV infection and how the virus is transmitted. Students shall be told what voluntary behaviors put them at risk of infection and also shall be motivated to prevent infection by making wise decisions in their daily lives.

The Board believes that HIV/AIDS instruction is most effective when integrated into a comprehensive health education program. Instruction shall be developmentally appropriate to the grade level of the students and shall occur in a systematic manner. The Board particularly desires that students receive proper education about HIV before they reach the age when they may adopt behaviors which put them at risk of contracting the disease.

In order for education about HIV to be most effective, the superintendent or designee shall insure that faculty members who present this instruction receiving continuing inservice training which includes appropriate teaching strategies and techniques. Other staff members not involved in direct instruction but who have contact with students shall receive basic information about HIV/AIDS and instruction in the use of universal precautions when dealing with body fluids.

School faculty, parents, community members including physicians, and students as appropriate shall be involved in the development of HIV education. In accordance with Board policy, parents shall have an opportunity to review the HIV education program before it is presented to students.

Current practice codified October 1996

Adopted: date of manual revision

CROSS REFS.: EBBA, Prevention of Disease/Infection Transmission
IHAM, Health Education

Special Education/Programs for Handicapped/Disabled/Exceptional Students

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

All children and youth with a disabling condition between the ages of three and 21 who have not received a high school diploma, received a GED or otherwise completed high school have the right to a free appropriate public education.

All children and youth with disabling conditions between the ages of three and 21 shall be provided individualized educational programs appropriate to meet their educational, instructional, transitional and related services needs. To enable a parent/guardian to make informed decisions, all of the educational options available to the child through the district at the time of the individualized education program (IEP) shall be explained to the parent/guardian.

A child shall become eligible for services on the third birthday. A youth reaching age 21 after the beginning of an academic year shall have the right to complete that year or attend until graduation, whichever comes first.

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

The district also shall take steps to make the general public aware that all children and youth from birth through age 21 suspected of having a disabling condition have a right to a formal determination as to whether they have such a condition.

The Board shall have the final determination on placement of students in these programs.

(Adoption date)

LEGAL REFS.: 20 U.S.C. §1401 *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. §701 *et seq.* (Section 504 of the Rehabilitation Act of 1973)
C.R.S. 22-7-407 (6)
C.R.S. 22-20-101 *et seq.* (Exceptional Children's Education Act)
C.R.S. 22-32-110 (1)(bb)

CROSS REFS.: AEA, Standards Based Education
IA, Instructional Goals and Learning Objectives
IHBIB, Primary/Preprimary Education
JHD-E, Exclusions and Exemptions from School Attendance
JK-2, Discipline of Students with Disabilities
ACE, Nondiscrimination on the Basis of Handicap/Disability

Programs for Handicapped Students

Request for special services

1. Responsibility

- a. Teachers or other professional staff members may initiate a referral when their attempts to improve the child's school progress or behavior have been unsuccessful and it appears that further consultative services are necessary.
- b. A student whose behavior indicates a severe school problem should be referred after consultation with, and permission of, the child's parents or guardians.

2. Procedure:

- a. A form should be filled out by the referring person with the help of the principal, parents, and special services personnel. The completed form should be submitted to the child's principal.

Child study conference

The conference approach appears to best serve the interests of children who require special education services in the district. The purpose of the child study conference is to provide a method of consulting with the department of special services that will allow meaningful participation by the teacher or other professional staff member requesting services. The conference method will permit the special services staff to determine intelligently which of the available services can most appropriately be assigned to the child. The parents or guardian must be informed that the child's problem may be presented at a child study conference.

The principal will determine the agenda for the conference, advise the department of special services of children to be discussed, and decide who will comprise the child study conference team. The nature of the child's difficulty will determine who may attend.

The child study conference team will be made up of the following persons:

1. Professional staff member initiating referral
2. School principal
3. Any of the following persons:
 - a. Director of special services

- b. The directors of elementary and secondary education, psychologists, social workers, nurses, speech correctionists, counselors
4. Any teachers, other professional persons, or individuals who can provide insight or relevant information that could help the child
5. Parents of guardians of the child

The principal will act as chairman of the child study conference. In the secondary schools, this responsibility may be delegated by the principal to an assistant principal.

Child study conferences will be scheduled regularly, and a schedule will be made available to all principals at the opening of school each fall. In emergency situation, a special child study conference may be arranged by contacting the director of special services.

At subsequent regularly scheduled conferences, team members will share current information regarding the child.

The child study conference may recommend:

1. A modification in the instructional program within the school
2. The problem be referred to an appropriate agency if the child's problem is beyond the scope of the resources available to the school district.
3. The child be presented at a child study conference attended by the receiving principal and teacher if the evidence indicates that placement in a special program is appropriate.
4. Members of the child study conference team be assigned the task of giving continuing attention to the student and/or the family.
5. Other appropriate action.

Approved March 13, 1978

Revised to conform with practice: date of manual revision

Gifted and Talented Education

The Lake George Charter Board is dedicated to providing a comprehensive program for the identification and education of the gifted and talented student. Gifted and talented students are those students between the ages of four and twenty-one whose abilities talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. The Charter Board believes that a quality instructional program that differentiates curriculum and instruction is essential so all students can learn and grow at their level of potential. Students under third grade will be differentiated in their classrooms.

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

- Encourages acceleration and enrichment beyond the basic curriculum.
- Offers a differentiated curriculum that includes higher cognitive concepts and processes.
- Uses instructional strategies that accommodate the learning styles of the gifted and talented.
- Fosters the individual growth of each student.
- Supports students in the attainment of state and charter school academic content standards.

The program shall include early identification of gifted and talented students who are at least five years of age and may include early identification of four and five year old highly advanced gifted students. Students will be differentiated in their classroom until third grade at which time those students will go through the formal identification process to see if they qualify. The program shall also include ongoing professional development of staff who administer, supervise or teach in such programs. The program will be regularly evaluated.

The administrator or designee shall submit to the Colorado Department of Education a program plan for students who qualify by third grade to the gifted and talented program and may submit a program plan to serve younger highly advanced gifted students no later than April 30 of each year. The program plan shall contain elements specified by CDE so the administrator or designee will be eligible for state funding for these students.

Except as otherwise required by law, the administrator or designee shall have the final determination regarding placement of students in charter school programs for the gifted and talented.

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

C.R.S. 22-54-103 (10) (allows charter school to count and receive funding for four and five year old "highly advanced gifted children" enrolled in kindergarten and first grade)

1 CCR 301-8, 2220-R-12.00 (gifted and talented and highly advanced gifted children)

First Reading Date: 5-14-19

Adoption Date: 10-16-19

Lake George Charter School

(Rev. 10-9-19)

Gifted and Talented Education

The Lake George Charter School is dedicated to providing a comprehensive program for the identification and education of the gifted and talented student. The Charter School believes that students with high intellectual potential and/or exceptional creativity benefit academically, emotionally and socially from participating in programs designed to meet their special needs.

The administrator or designee shall develop a program designed to meet the educational needs of gifted and talented students that:

- Encourages acceleration and enrichment beyond the basic curriculum.
- Offers a differentiated curriculum that includes higher cognitive concepts and processes.
- Uses instructional strategies that accommodate the learning styles of the gifted and talented.
- Fosters the individual growth of each student.
- Supports students in the attainment of state and charter school academic content standards.

The program shall include early identification of gifted and talented students and ongoing professional development of staff who administer, supervise or teach in such programs. The program will be regularly evaluated.

The administrator or designee shall have the final determination regarding placement of students in charter school programs for the gifted and talented.

In addition, secondary school students may apply, through the charter school office, to the Colorado Department of Education to attend an approved gifted and talented educational program provided by the department through contract. Students may apply for tuition assistance and for assistance in defraying transportation expenses. The Colorado Department of Education will select students eligible to participate in the program.

LEGAL REFS.: C.R.S. 22-20-101 through 22-20-114 (Exceptional Children's Education Act)
C.R.S. 22-26-107

First Reading Date: _____

Second Reading Date: _____

Adoption Date: _____

Lake George Charter School

Programs For At-risk Students

Pursuant to Colorado law, the district will expend at least seventy-five percent of the district's at-risk funding on direct instruction or staff development, or both, for the educational program of at-risk pupils in the district.

(Adoption date)

LEGAL REFS.: C.R.S. 22-54-105 (3)

CROSS REF.: JK, Student Discipline

Compensatory Education (Title 1)

Title 1 funds shall be used to provide educational services that are in addition to the regular services provided for district students. By adoption of this policy, the Board insures equivalence among schools in teachers, administrators and auxiliary personnel and equivalence in the provision of curriculum materials and supplies.

District personnel shall establish written procedures which include a process to demonstrate that Title 1 funds are used to provide services in project areas that are at least comparable to the services provided through state and local funds in attendance areas not receiving Title 1 funds and to maintain appropriate records documenting compliance with this policy.

Current practice codified October 1996
Adopted: date of manual revision

LEGAL REFS.: 20 U.S.C. §§6322 (Title 1, Part A of the Improving America's Schools Act of 1994)

CROSS REFS.: GCBA, Instructional Staff Contracts/Compensation/Salary Schedules
GCBB, Administrative Staff Contracts/Compensation/Salary Schedules
GDBA, Support Staff Salary Schedules
JC, School Attendance Areas
KB, Parent Involvement in Education (Title 1)

Homebound Instruction

The Board shall provide instruction, as appropriate, for students confined to home or hospitalized for a period exceeding 10 consecutive school days, upon the request of parents and with the approval of the family physician.

1. In each instance the physician must certify that the student will be unable to attend school for the length of time specified and that he or she is capable of receiving home instruction. The physician also shall be asked to give an estimate of the probable length of the student's convalescence.
2. A parent may and should request the homebound/hospital instruction prior to the end of the 10 days, if the student's illness is expected to exceed that period, so that instruction may begin as soon as the student is able to receive it.

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

Homebound students at the elementary level shall receive up to 8 hours of instruction weekly. Homebound students at the junior and senior high school levels shall receive up to 8 hours of instruction weekly.

Preference shall be given to regular staff members, and particularly to the student's own teacher(s), when they wish to serve as homebound instructors. They shall be paid an hourly rate established annually by the administration.

(Adoption date)

LEGAL REF.: C.R.S. 22-33-104 (2)(i)

Home Schooling

When a parent or guardian of a student below the age of 16 wants to establish a home-based educational program for a child, the following procedures shall be followed in accordance with law:

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

The director of student services shall be responsible for reviewing the student's evaluation which either shall be submitted to the district or to an independent or parochial school in Colorado. If the test or evaluation results are submitted to an independent or parochial school, the name of the school shall be provided to the district.

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

the parent/guardian to enroll the student in a public, independent or parochial school.

Resident students participating in home-based educational programs may participate in district extracurricular and interscholastic activities if they meet the requirements of state law and Board policy.

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

Adopted July 10, 1995

Revised to conform with practice: date of manual revision

LEGAL REFS.: C.R.S. 22-33-104.5
C.R.S. 22-33-107

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

Primary/Preprimary Education

In meeting its obligation to offer an individualized program for children with disabilities at age three, the district shall provide a special education preschool program at no cost to disabled students.

In addition, the district may provide a preschool program as part of the Colorado preschool program for four- and five-year-old children who lack learning readiness due to significant family risk factors, who are in need of language development or who are receiving services from the Colorado Department of Social Services as neglected or dependent children. Parents wishing to have their children participate in this program shall make application to the district. Participants then shall be selected on the basis of greatest need.

In an effort to offer a well-rounded and mainstream learning experience, the preschool program may be open on a tuition basis to students who are not disabled or eligible for the program because of the factors listed above in accordance with procedures developed by the administration which take into consideration space and staffing requirements.

Current practice codified October 1996

Adopted: date of manual revision

LEGAL REF.: C.R.S. 22-28-101 *et seq.* (Colorado Preschool Program Act)

CROSS REFS.: BDFC*-R, Preschool Council
IHBA, Special Education/Programs for Handicapped/Disabled/
Exceptional Students

Postsecondary Options/Concurrent Enrollment

The Board believes that students who are capable of and wish to pursue college level work while in high school should be permitted to do so.

There are two options in state law available to high school students meeting specified criteria for post-secondary study. Any student participating in either of these programs shall be granted a high school diploma upon evidence of completion of the required academic work.

Postsecondary program

Any 11th or 12th grade student who is under the age of 22, who is deemed by the student and parent/guardian on the advice of the principal or his/her designee to be in need of course work at a higher academic level than that available at South Park High School or who is deemed by the high school to be in need of a different environment, and who has given two months' written notice to Park County Re-2 School District shall be eligible to apply to an institution of higher education for enrollment through the post-secondary options program. The written notice shall specify the courses in which the student intends to enroll.

Academic credit granted for course work successfully completed by a student under this program shall count as high school credit toward graduation requirements unless credit is denied by the principal or his/her designee and the denial is upheld by the superintendent and the Board of Education on the basis that such credit is inappropriate. An appeal procedure is provided in the event a student is denied high school credit. A student participating in this program shall still be considered as enrolled in the district and eligible for all high school activities.

The program is not available for summer school.

When a student enrolls in courses at an institution of higher education for high school credit, Park County Re-2 School District and the participating institution shall enter into a written cooperative agreement which shall include but not be limited to payment of tuition. The agreement shall include statements that any courses taken by students under this program also shall qualify as credit toward earning a degree or certificate at the institution of higher education.

Park County Re-2 School District shall not provide or pay for transportation to the institution of higher education.

The Park County Re-2 School District shall pay the tuition for the first two postsecondary courses taken by a student for high school credit in any one academic term. The student and/or parents/guardians shall pay the regular tuition charged by the institution of higher education for the third and each additional course per academic term.

If a student voluntarily drops a course without consent of the principal or his/her designee, the student or parent/guardian shall reimburse the school district for the amount of tuition paid by the district.

Information about the post-secondary options program, including the appeals procedure if high school credit is denied, shall be distributed annually to all students in grades nine through 12 and to their parents. Notice shall be given to allow sufficient time for students and parents to consider this option.

The Board shall comply with all reporting requirements of the State Board of Education.

Fast track program

Any student who has completed the requirements for graduation may take one or more higher education courses during the senior year. The student shall remain eligible for sanctioned high school activities if meeting the academic and residency qualifications.

Tuition for higher education courses shall be paid by the district in accordance with the formula in law. The district shall not be responsible for the costs of transportation, room and board, fees, books or equipment.

(Adoption date)

LEGAL REFS.: C.R.S. 22-34-101
C.R.S. 22-35-101 *et seq.*

Postsecondary Options/Concurrent Enrollment

A student intending to enroll in a post-secondary program must be given written notice to *[choose one]* the high school principal *[or]* the counselor two months in advance of the enrollment.

The notice must include a description of all course work for which the student plans to enroll and will request high school graduation credit. The notice also must include a statement which explains the basis for the request to take course work at an institution of higher education.

The principal/counselor will determine whether the student is eligible for the postsecondary program on the basis that the student is in need of course work at a higher academic level than available at the school or in need of a different learning environment. The principal/counselor may request a meeting with the student and family to discuss the student's eligibility for the program.

Once the eligibility of the student for the postsecondary program is established, the principal/counselor will determine if the requested courses are appropriate for high school graduation credit. Credit will be denied for courses which do not meet graduation requirements in subject content or grade.

If the principal/counselor denies credit toward graduation for any of the requested courses, the student will be notified in writing of the reason within 10 working days of receipt of the enrollment notice. The principal/counselor will also provide the student with a copy of the procedures and forms for appeal to the Board of Education.

If the student decides to appeal to the Board, the appeal must be filed within 10 working days after receiving notice of denial of credit.

The Board must notify the student in writing of its decision within 30 working days of the filing of the appeal. The decision of the Board regarding a grant or denial of high school credit will be final.

(Approval date)

CROSS REF.: IKF, Graduation Requirements

Park County School District Re-2, Fairplay, Colorado

Class Size

The Board is aware that class size has bearing upon effective teaching. It therefore directs the superintendent to work with principals in establishing a reasonable and equitable class enrollment for each teacher.

The Board understands that achieving this goal is dependent upon financial ability of the district. In determining the size of various classes, the administration shall consider the following factors:

1. The type of load which will help the teacher be most effective with the students in the class.
2. The experience of the teacher and familiarity with district programs and policies.
3. Required preparation and correction time for the particular class.
4. Physical makeup of the classroom and its equipment to insure the safety of the students and teacher.

The Board shall periodically review the size of various classes and make a determination as to the appropriateness of such size.

The Board shall, when feasible, use the following class size guidelines:

1. Grades K-5: 20 to 1 ratio
2. Grades 6-7-8: 22 to 1 ratio
3. Grades 9-12: 24 to 1 ratio

Adopted July 8, 1991

Revised to conform with practice: date of manual revision

CROSS REF.: GCM, Professional Staff Work Load

Individualized Instruction

The Board shall encourage those programs, instructional arrangements and forms of class organization which provide opportunities for each student to progress in school at the student's own pace and attain the highest educational achievement possible for the student as an individual.

It believes that such programs must necessarily provide for a high degree of individualized instruction and a wide variety of teaching/learning materials.

Further, the Board recognizes that individualized instruction becomes meaningless in the long run unless it is accompanied by means through which a student's progress can be evaluated and measured in relation to his own abilities and the progress the student alone has shown. If uniform programs for all students cannot be justified, neither can uniform evaluation.

The Board shall support and encourage its staff to examine, study and try out new programs, as described above, to individualize instruction and learning.

Adopted March 13, 1978

Revised to conform with practice: date of manual revision

Minicourses

In keeping with its policy of providing the best possible educational opportunities for all students, the Board may consider properly submitted proposals for minicourses offering short-term explorations of areas which are adjunct to or outside the traditional curriculum. Proposals shall be judged on their educational value, relevance to the students' educational level and interests, and the availability of qualified instructors, sufficient funds and adequate facilities.

The proposal shall include the scheduling, materials and methods of instruction, attendance requirements, grading method and credit to be earned.

The administration shall devise procedures to evaluate each minicourse and shall report to the Board as requested.

The Board shall support and encourage efforts by the staff, the students and the community to make the widest possible range of educational experiences available to the students in the schools. Students shall be encouraged to take an active part in the planning and implementation of approved minicourses.

Adopted March 13, 1978

Revised to conform with practice: date of manual revision

Instructional Resources and Materials

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

Materials for school classrooms and school libraries shall be selected by the appropriate administrators and teachers appointed by the superintendent or his/her designee. Parents and/or students shall be asked to assist in the selection of textbooks and supplementary material. Final decision on purchase shall rest with the superintendent or his/her designee, subject to adoption by the Board.

The Board believes that it is the responsibility of the district to:

1. Provide materials that will enrich and support the curriculum and personal needs of the users, taking into consideration the varied interests, abilities, learning styles and age.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
3. Provide a background of information, which will enable students to make intelligent judgments in their daily lives.
4. Provide materials on opposing sides of controversial issues so that users may develop, under guidance, the practice of critical analysis.
5. Provide materials, which realistically represent our pluralistic society and reflect the contributions made by all groups and individuals to our American heritage.
6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to insure a comprehensive media collection appropriate for the users.

The above principles, from the School Library Bill of Rights, shall serve as a guide in the selection of all instructional and library materials.

March 13, 2000

Adoption Date

LEGAL REFS.: C.R.S. 22-1-104 (2)
C.R.S. 22-32-109 (1)(t)
C.R.S. 22-32-110 (1)(o), (p), (q), (r)
C.R.S. 22-54-105 (1)

CROSS REFS.: DB, Annual Budget, and sub codes
IB, Academic Freedom
IJJ, Textbook Selection and Adoption
IJK, Supplementary Materials Selection and Adoption
IJL, Library Materials Selection and Adoption
IMB, Teaching about Controversial/Sensitive Issues
KEC, Public Concerns/Complaints about Instructional Resources

NOTE: This policy and policies IJJ, IJL and KEC noted in the cross-references offer a coordinated set of policies on instructional materials.

Textbook Selection and Adoption

The Board shall officially adopt textbooks and textbook programs for use in the district schools upon recommendation of the superintendent.

Principles that apply generally to the selection of instructional materials and library materials shall apply to textbooks. Additionally, basic textbooks and textbook programs shall be chosen:

1. To advance the educational objectives of the school system and particular objectives of the course or program.
2. To contribute toward continuity, integration and articulation of the curriculum.
3. To establish a general framework for the particular course or program.

Because the instructional purposes of textbooks, as stated above, are of such importance, particular care shall be taken in their selection as to content.

Although many points must be examined, the Board directs the staff to be particularly mindful of the following considerations:

1. The needs of all learners, including slower learners and the exceptionally able, must be provided for.
2. Insofar as possible, multiethnic materials which depict a pluralistic society should be selected.
3. Attention should be given to sex roles depicted in the materials.
4. The textbook, or textbook program, should lead the student and teacher beyond the textbook into a wide variety of other materials and educational experiences. (Is there indication that the program seeks to confine instructional materials to those of the particular publisher?)
5. If the textbook deals with problems and issues of our times, it should present and encourage examination of all points of view.

File: IJJ

Because textbooks are selected for several years' use, special attention also shall be given their physical characteristics, durability, format and price.

March 13, 2000

Adoption Date

LEGAL REF.: C.R.S. 22-32-109 (1)(t)

CROSS REFS.: IJ, Instructional Resources and Materials
KEC, Public Concerns/Complaints about Instructional Resources

NOTE: Each school district should approve its own detailed procedures to accompany this policy.

Supplementary Materials Selection and Adoption

The Board recognizes that knowledge is changing and expanding and that it may be necessary to use various types of supplementary materials in addition to the basic and fundamental textbooks.

For the purpose of this policy, supplementary materials shall be defined as any instructional materials other than textbooks including but not limited to books, periodicals, newspapers, pictures, diagrams, maps, charts, slides, filmstrips, films, records, audiotapes, videotapes and computer programs.

Teachers are encouraged to use a wide range of learning aids, provided the expense incurred in purchasing these aids remains within the limits of the budget.

The selection of supplementary materials shall be part of the budgeting process, and Board approval shall be assumed by its inclusion in the adopted annual budget.

Park County School District Re-2 will use the following guide in offering movies to its students:

PG Movies – PG movies will require parental permission prior to viewing.

PG-13 - PG-13 movies can only be shown to students who are 13 years old or older with a signed permission slip from student's parent or guardian

R-Rated - R-rated movies will not be shown during school or school sponsored activities.

Non-Rated - Non-rated movies shall be judged on an individual basis in accordance with Board Policy IJ – Instructional Resources and Materials.

Parental permission slips will be sent home at least two weeks prior to the showing of any PG and PG-13 movies. If the slip is not returned, signed by a parent or guardian, the student will not be permitted to see the movie.

April 10, 2000

Adoption Date

LEGAL REF.: C.R.S. 22-32-109 (1)(t)

CROSS REFS.: DB, Annual Budget, and subcodes
IJ, Instructional Resources and Materials
KEC, Public Concerns/Complaints about Instructional Resources

Library Materials Selection and Adoption

All types of materials for school libraries shall be recommended for purchase by the professional personnel of the libraries and approved by the superintendent or designee. Consultation will take place with the administration, faculty, students or parents as found desirable.

All materials selected shall be consistent with the stated principles of selection which apply to all instructional and library materials.

Additionally, in maintaining and augmenting school library collections, persons responsible for selection of materials shall strive:

1. To meet the needs of the individual school based on knowledge of the curriculum and the stated needs of administrators and teachers.
2. To meet the needs of individual students, according to both the stated needs of students and general understanding of students' interest.
3. To provide materials of high artistic, historic and literary quality.
4. To provide a balanced collection, with a fair proportion of each type of material selected to meet the needs of the curriculum, the students and professional staff at all levels.
5. To provide a wide range of materials with diversity of appeal and different points of view.

In order to maintain a current and highly usable collection of materials, media specialists shall provide for continuing renewal of the collection, not only by addition of up-to-date materials but also by the judicious elimination of materials which no longer meet needs or find use.

Gifts to the library may be accepted if they meet the criteria established for the selection of all instructional materials.

Adopted March 13, 1978

Revised to conform with practice: date of manual revision

LEGAL REF.: C.R.S. 22-32-110 (1)(r)

CROSS REFS.: IJ, Instructional Resources and Materials
KEC, Public Concerns/Complaints about Instructional Resources

Park County School District Re-2, Fairplay, Colorado

Instruction Through Online Courses

The Charter Board believes online education courses that are supplemental to the charter school's education program may serve as an effective tool to expand the educational opportunities for students at all levels of achievement. Online courses can enhance, supplement or enrich the existing curriculum and can also provide an alternative means of instruction.

Online education courses will be part of the charter school's educational program to increase accessibility and flexibility in the delivery of instruction for students in grades one through eight. The charter school may use online education as the sole medium for instruction in any required subject area for students in grades one through eight.

To the extent practicable, an effort will be made to determine that online education courses made available to students are consistent with charter school instructional goals, aligned with the charter school's academic standards and taught by teachers licensed in Colorado. The administration is directed to periodically review instructional materials of online courses to ensure they meet program standards. Further, such courses must provide the opportunity for substantial, personal and timely interactions between online instructors and students and among students. A certified teacher within the charter school will oversee the program, grade the work, and meet with students weekly or as needed.

Application Process

Students shall obtain the written approval of the principal or his/her designee before enrolling in an online course. To obtain permission, a student shall do the following:

- Complete prerequisites and provide teacher/counselor recommendations confirming that the student possesses the maturity level needed to function effectively in an online learning environment.
- Provide information regarding the online course(s) in which the student seeks to enroll.
- Agree to adhere to charter school policies, procedures and rules, including but not limited to the charter school's policy on student use of the Internet.
- Agree to adhere to the charter school's attendance requirements.

Expelled Students

Online education courses may be offered as a means to provide educational alternatives for expelled students. The charter school shall determine the amount of credit the student shall receive for the online courses.

State Expectations

The charter school will use an approved curriculum as determined from CDE.

- Attendance will be recorded monthly based on log in times by course and by students.
- Students will have the opportunity to come and work with the online teacher one day a week.
- Students are also encouraged to participate in additional classes such as; PE, art, music, and computer literacy.
- Attendance for additional classes and for days that the student works with the online teacher, will be recorded on a special paper form. (See attached.)
- Students will be asked to come in for placement testing and for any state testing as required.

LEGAL REFS.: C.R.S. 22-32-109 (1)(t) (board's duty to determine the educational program)
C.R.S. 22-32-122 (authorizes the board to contract for educational services)

CROSS REFS.: IHCDA, Concurrent Enrollment
JKF*, Educational Alternatives for Expelled Students
JS*, Student Use of the Internet and Electronic Communications

First Reading Date: 10-6-2015

Adoption Date: 11-3-2015

Lake George Charter School

Field Trips and School Related Trips

The Charter Board recognizes that firsthand learning experiences provided by field trips, which are a part of the established learning goals, are a most effective and worthwhile means of learning. It is the desire of the Charter Board to encourage field trips that are a part of and are directly related to the total charter school program. Field trips are defined as being one day or less in length and not requiring an overnight stay. (From Aurora see what Fremont says later.)

The administrator shall develop and implement specific regulations and appropriate administrative procedures to screen, approve, and evaluate field trips, and to ensure that reasonable steps are taken for the safety of the participants.

The regulations shall ensure that the request for a field trip has been filed on designated forms and is approved by the administrator or designee. All overnight trips and trips exceeding 250 miles round trip must have the prior approval of the Charter Board.

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

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

First Reading: 5-14-19

Adoption Date: 5-14-19

Lake George Charter School

Field Trips and School Related Trips

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

1. The sponsor shall review the educational value of the trip with the administrator and receive the administrator's approval prior to making arrangements for the trip.
2. A parental permission slip is required for each student participating in the trip, including walking or bicycling excursions. Slips will be available from a student's teacher. Permission slips will contain a statement that the Student Code of Conduct applies to students traveling to and from trips, as well as at the location of the activity.
3. The sponsor will provide the parents with information concerning the purpose and destination of the trip, transportation and eating arrangements, date and time of departure, estimated time of return, and a detailed itinerary when a trip will extend beyond a single day or on non-school days.
4. Participating students will pay a pro rata share of costs for any special transportation, admission fees, etc. Alternative sources of funds will be explored through the administrator for students needing assistance with such expenses.
5. One or more adult chaperones, at least 21 years or older, in addition to the sponsor will accompany each class on trips unless otherwise approved by the administrator. The administrator may specify more chaperones based on the age of students. Sponsors are responsible for informing accompanying adults of their duties and responsibilities:
 - a. Students must remain with chaperones at all times and must be supervised at all times while at charter school-sponsored events unless supervision is provided by the event organization.
 - b. Transitions between the events and/or venues must be supervised.
 - c. Students must use the buddy system with at least 2 people at all times. At any time the buddy system is not adhered to, it must be immediately reported to a chaperone.
 - d. All school rules apply on charter school-sponsored events. Smoking or drinking alcohol is not permitted by students or chaperones on the trip.
 - e. Chaperones must account for all students in their charge regularly (at least every hour) and before changing activities (count, count, count!).
 - f. For the protection of both the student and the chaperone, chaperones should not be alone with a single student.
 - g. For overnight trips, all students in the charge of a particular chaperone should be housed together or in adjacent rooms, and a chaperone of the same gender must stay in the room or adjacent room with door open between the rooms if at all available. At the very least, chaperones will perform visual room checks at curfew, and students will not be permitted to visit other rooms after hours or to leave his/her room without permission from a chaperone. Chaperones will not retire until all students are checked in for the night. Hotels are bedrooms, and under no circumstances should students of opposite gender visit, play cards, or entertain guests in their hotel rooms. Chaperones or sponsors should have a key card for all student rooms.
6. The sponsor should review acceptable standards of conduct with the students in advance of the trip. The sponsor has primary responsibility for the conduct of the students. Other arrangements may be necessary for students who cannot follow the standards of conduct or who have demonstrated consistent lack of appropriate behavior.

7. Students who do not participate in the trip will not come to school that day.
8. Students' safety will be a primary consideration, with first aid kits required on all trips.
9. Teachers shall be required to carry a cell phone or radio on field trips to be used in cases of emergency. Should an emergency occur, the sponsor is responsible for notifying the administrator by telephone as soon as possible.
10. School vehicles (from other schools) ordinarily will be used for transportation. Commercial carriers may be used for certain trips with prior administrative approval.
11. The use of private vehicles by staff members and parents for transporting small groups of students may be authorized in certain instances. The driver must provide a copy of the required liability insurance and a copy of their driver's license to be on file with the front office, and have permission from the administrator prior to travel. (Policy EEAG-E)
12. Requests for school bus transportation will be channeled through the administrator to the Business Manager.
13. Students will not be permitted to leave the field trip during or after the trip unless they have prior written permission on file in the office per the permission slip, signed by the parent/guardian. Students cannot be released to a person other than a parent or guardian. Parents should fill out a form ahead of time to take their student at any time during the course of a field trip. These forms are available in the office.
14. If students return to the school from a trip after school hours, the sponsors and the administrator will make provisions for their safe departure home, taking into account the hour and the age of the students.
15. Because of liability concerns, siblings may not accompany parent chaperones on field trips.
16. Adult chaperones supervising small groups of students need to complete a Colorado Bureau of Investigation background check, including fingerprinting, and receive clearance before accompanying students on a trip.

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

First Reading: 5-14-19

Adoption Date: 5-14-19

Lake George Charter School

Community Resource Persons/Speakers

The classroom use of resource persons from the community can be an invaluable educational instrument. Like field trips, resource speakers can help to eliminate artificial barriers which may exist between school and community. A resource person should not be indiscriminately selected but rather should be invited to participate in the class or school program when there exists an actual need for his special contribution.

The Board wishes the professional staff to be concerned with locating and contacting people in various areas of interest and expertise who might serve as resource persons in particular units of study. All requests to use such resource persons should be cleared with the superintendent or as directed.

Staff members utilizing the services of resource persons shall insure that they are properly thanked for their contributions.

Adopted March 13, 1978

Revised to conform with practice: date of manual revision

Community Resource Persons/Speakers

Whenever a teacher wishes to arrange for a resource person to address or in any way participate in the class program, the teacher shall confer with the principal in advance. Information provided to the principal should include the name of the visitor and the date of the visit, as well as the topic which will be discussed with students.

It is important that all such resource persons be officially invited only after the principal's approval is secured in order to avoid any risk of embarrassment.

If controversial topics will be discussed by the resource person, the principal will seek the superintendent's advice before granting approval.

Approved March 13, 1978

Revised to conform with practice: date of manual revision

Grading/Assessment Systems

It is the philosophy of the Board that students will respond more positively to the opportunity for success than to the threat of failure. The charter school shall seek, therefore, in its instructional program to make achievement in its processes of evaluating students' performance.

The administration and professional staff shall devise a grading or assessment system for evaluating and recording student progress and to measure student performance in conjunction with Board-adopted content standards. The records and reports of individual students shall be kept in a form which will be meaningful to parents as well as teachers. The grading/assessment system shall be uniform school wide at comparable grade levels.

The Board shall approve the grading, reporting and assessment systems as developed by the faculty, upon recommendation of the administrator.

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

LEGAL REF: C.R.S. 22-7-407

CROSS REFS: AEA, Standards Based Education
IA, Instructional Goals and Learning Objectives
IL, Evaluation of Instructional Programs, and subcodes

First Reading Date: 8-5-2003

Adoption Date: 9-2-2003

(Revised: 9-3-2003)

Report Cards/Progress Reports

The Board feels that it is essential for parents to be kept fully informed of their student's progress in school.

The type of progress reports sent to parents shall be devised by the professional staff, shall be uniform throughout the district at comparable grade levels and shall be approved by the Board.

A written report shall be provided all parents four times a year with supplementary reports as needed. Supplementary reports shall be required for students in danger of failure. It also is highly recommended that notes of praise or letters noting outstanding achievement be sent whenever a teacher feels a student deserves recognition. Conferences also shall be used as an integral part of the reporting system.

Adopted March 13, 1978

Revised to conform with practice: date of manual revision

Promotion, Retention and Acceleration of Students

A fixed set of criteria shall not be used to determine promotion from one grade or level to another except at the senior high level. In general, the well-being of the individual student and the well-being of the group shall be the determining factors.

Retention shall be used sparingly. When considering retention of a student, the teacher shall confer with the student's parents well before the end of the school year. The teacher may recommend retention when it is clear that the student will profit.

The principal shall review each individual case before approving retention.

Adopted March 13, 1978

Revised to conform with practice: date of manual revision

GRADUATION REQUIREMENTS

Graduation requirements are based on the units of credit earned in grades 9-12. A unit of credit is defined as the amount of credits given for the successful completion of a course which meets four days a week for a minimum of 72 minutes daily for approximately 36 weeks.

For a six-period day, a minimum of 22 units of credit shall be required for graduation for the 99year 2005 and beyond (please refer to Graduation timetable).

Credit requirements in various areas shall be as follows:

| <u>Subject</u> | <u>Requirements</u> |
|--------------------|---------------------|
| English | 4 Units |
| Social Studies | 3 Units |
| Physical Education | 2 Units |
| Science | 3 Units |
| Math | 3 Units |
| Health | ½ Units |
| | 15 ½ Units |
| Electives | 6 ½ Units |

Total required subjects + electives = 22 Units

The following modifications may be made to graduation requirements:

1. Completion of a sport will waive 1/3 of a P.E. credit.
2. Completion of 7 semesters will be required for early graduation.

3. All seniors, including transfer students, must be enrolled in a minimum of 5 classes.
4. Only juniors and seniors may be a teacher assistant for a maximum of 1 period per day per semester. Credit given is ½ the amount given for a regular class.
5. The maximum number of high school correspondence credits accepted for graduation is 2.
6. CCP (Comprehensive Competency Program) classes may be used for required core classes only after a student has failed a regular course. Students may use classes only with an IEP may use CP core classes only with the approval of the IEP Committee. Other students with special circumstances may use CCP core classes only after they receive approval of a teacher and the principal.
7. Drama and/or journalism will not count toward an English credit.

Graduation Timetable

| | | |
|--------------------------|---|--------------------|
| Class of 2002 | - | 25 units of credit |
| Class of 2003 | - | 24 Units of Credit |
| Class of 2004 | - | 23 Units of Credit |
| Class of 2005 and beyond | - | 22 Units of Credit |

August 13, 2001

Adoption Date

Graduation Requirements

Attendance requirements

In order to graduate from high school, a student must attend eight semesters during the regular school year in grades nine through twelve or meet the requirements for graduation in less than eight semesters.

Seven semester graduation

The requirements that a student must attend eight semesters may be reduced to seven semesters if such a reduction is requested by the legal guardian and student and if the reason for the request is approved by the building principal and the superintendent. Valid reasons for reducing the eight semesters attendance requirement are:

1. Marital status of student
2. Economic status of student's family
3. Recommended by local welfare agency
4. Recommended by local court official
5. Students enrolled in a continuous progress program have met their educational objectives
6. To begin post high school educational opportunities
7. Any other just cause

Guidelines for seven semester graduation

1. The student must request seven semester graduation in writing to the building principal stating reasons for such request by the end of the sixth semester. If the student is not 18 years of age, the request must also include the approval of the parents or legal guardian. In case of emergency, the deadline for requesting a seven-semester graduation may be waived by the building principal.
2. The building principal must verify that the student has met all graduation requirements of the state of Colorado and the Park County Re-2 School District.
3. The building principal must submit the student's request to the superintendent along with the recommendation for approval.

4. The superintendent will make a determination on the request and notify the building principal of the decision.
5. The student and parents or legal guardian may appeals the superintendent's decision to the Board if it is in conflict with their request.
6. The building principal will be responsible for setting up procedures and guidelines for the graduation of students approved for seven semester graduation.

The normal class load for high school students (9-12) usually includes six classes per day. Students are encouraged to enroll on a full-time basis the first semester of their senior year and request a seven semester graduation rather than enroll on a part-time basis for the entire school year.

The normal class load may be reduced if such is requested by the legal guardian and student. Requests for reduction in class load must be made in writing by the close of the second week of each semester. In case of an emergency, this deadline may be waived by the building principal. Such request must be recommended by the guidance counselor and approved by the building principal.

A list of all students who are allowed to enroll for less than a full class load is to be forwarded to the superintendent by the close of the third week of each semester. The reason for the reduced class load must be stated.

The following guidelines will be observed in determining the legitimacy of such requests:

1. Student (9-12) - expressed financial need
2. Student (9-12) - experiencing mental or physical illness
 - a. Recommended by licensed medical doctor
 - b. Recommended by BOCES psychological services
3. Student (grade 12) - will use released time for post high school educational programs
4. Student (grade 12) - begin on-the-job training
 - a. In a recognized apprenticeship program
 - b. In a management training program
 - c. In a job which provides for post high school employment

5. Student (grade 12) - completing the last courses on a continuous progress program
6. Student (grade 12) - needs less than a full local to complete graduation requirements after attending eight semesters
7. Student (9-12) - any other just cause as determined by the building principal

Night school and summer school courses approved by the high school counselor and the principal may be taken for the high school credit.

Independent study, work experience, and experience-based programs, approved by the counselor and the principal, may be taken for high school credit upon presentation of an instructional outline and objectives to be monitored by a faculty member.

On-the-job training

The following criteria must be met for early dismissal for on-the-job training:

1. The employee provides a statement regarding on-the-job training
2. The job provides for post high school vocational opportunity
3. The student meets the minimum requirement for part-time enrollment as defined by the building principal

Approved May 8, 1995

Revised to conform with practice: date of manual revision

Graduation Exercises

Because the Board of Education believes that completion of the requirements for a diploma is an achievement that deserves recognition, the Board wishes to recognize each graduating senior's accomplishment in a publicly-celebrated graduation exercise.

High schools shall plan their own graduation exercises with the faculty and senior class working together. Although senior class members may be asked to pay fees to defray graduation expenses, no student shall be barred from participating in the exercises because of inability to pay the fees.

The program for graduation exercises shall be secular in nature and neutral with respect to religious expressions by students. The program shall not include any school-sponsored prayers or other religious activities.

Baccalaureate services

Groups composed of interested students and their families may plan and organize baccalaureate services that are religious in nature. However the school district shall not be identified, explicitly or implicitly, as sponsoring or endorsing such services. Attendance at such services shall be entirely voluntary with students and school personnel acting as private individuals.

School district funds including paid staff time shall not be used for baccalaureate services. Groups planning baccalaureate services may rent and use school facilities under the same terms, conditions and rates prescribed by the district for other comparable student activities.

Adopted July 11, 1994

Revised to conform with practice: date of manual revision

CROSS REF.: KF, Community Use of School Facilities

Evaluation of Instructional Programs

Appropriate means for the evaluation of instructional programs shall be established and maintained in Park County School District Re-2.

These shall include an overall and continuing evaluation program to be conducted under a cyclical plan in conjunction with the Colorado Department of Education.*

Adopted March 13, 1978

Revised to conform with practice: date of manual revision

LEGAL REFS.: C.R.S. 22-2-117
C.R.S. 22-7-101 through 22-7-105
C.R.S. 22-7-205 (3), (5)
1 CCR 301-1, Rules 2202-R-.01 *et seq.*

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity, and subcodes
ADA, School District Goals and Objectives
AE, Accountability/Commitment to Accomplishment
IA, Instructional Goals and Learning Objectives

**Note: The Board of Education of Park County School District Re-2 and the State Board of Education have cooperatively developed an Enterprise Accreditation Contract. Once the EAC is adopted, the district will be accredited based on its ability to meet the elements of its contract. Accreditation of school districts is based on policy, management processes and criteria designed to further the development of excellent schools based on quality student academic performance. The contract term is three years but may be extended up to six years for schools which exceed all state and district accreditation requirements and performance expectations.*

District Program Assessments

A district program of assessment shall be developed in accordance with state law that adequately measures each student's progress toward and achievement of the Board-adopted content standards, including specification of an acceptable performance level, for the subject areas that are not tested by the state. The district's program of student assessment shall:

1. Challenge students to think critically, apply what they have learned and give them the opportunity to demonstrate their skills and knowledge various ways.
2. Include "early warning" features that allow problems to be diagnosed promptly to let students, teachers and parents know that extra effort is necessary.
3. Provide reliable information on student and school performance to educators, parents and employers.

As part of the school improvement planning process, schools shall develop an academic performance profile which indicates how well all students are performing relative to the district's educational standards measured against baseline achievement data. The analysis of student performance should indicate the number and percentage of all students attaining and exceeding the district's performance standards at designated levels, as well as an analysis indicating any consistent patterns of low achievement or achievement discrepancies.

The district will use a variety of assessment tools to determine student achievement. The superintendent or designee shall be responsible for scheduling, disseminating and collecting assessments so that the district is in compliance with any state assessment requirements. The superintendent or designee also shall be responsible for reporting and interpreting all group assessment results.

Measurements of educational achievement shall be prepared so that data is consistent for comparison purposes within the school district from year to year and with other school districts to the extent required by rules of the State Board of Education.

(Adoption date)

LEGAL REFS.: C.R.S. 22-7-102 (2)(b)
C.R.S. 22-7-203
C.R.S. 22-7-205 (3),(5)
C.R.S. 22-5-406, 407

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
AEA, Standards-Based Education
GCS, Professional Research and Publishing
IL, Evaluation of Instructional Programs
ILBB, State Program Assessments
JLDAC, Screening/Testing of Students
LC, Relations with Education Research Agencies

State Program Assessments

The district shall participate in statewide performance assessment programs and in the Colorado Student Assessment Program if schools, classes or students from the district are selected for a statewide sample and when students within a grade or grades are being assessed.

Pursuant to state law, statewide assessments will be administered to the following students:

| | | Begins: |
|-------------|---------------------|---------------|
| 3rd graders | reading | [spring 1998] |
| 4th graders | reading and writing | [spring 1997] |
| 5th graders | mathematics | [spring 1999] |
| 8th graders | mathematics | [spring 2000] |
| 8th graders | science | [spring 2001] |

(Adoption date)

LEGAL REFS.: C.R.S. 22-7-102 (2)(b)
C.R.S. 22-7-203
C.R.S. 22-7-205 (3),(5)
C.R.S. 22-7-406

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
AEA, Standards-Based Education
ILBA, District Program Assessments
JLDAC, Screening/Testing of Students
LC, Relations with Education Research Agencies

Teaching Methods

It is the desire of the Board that the best available strategies and methods for bringing about learning be utilized in the district's schools. The instructional staff shall be expected to keep abreast of new and more promising instructional ideas and practices developed in schools throughout the nation and to apply those which have potential for improving the learning program in the district's schools.

An educational climate shall be established which shall be conducive to rational thought, free inquiry and respect for the dignity of the individual. Students shall be taught how to think rather than what to think and shall be provided the opportunity to identify, express and defend their opinions without penalty or fear of reprisal or ridicule.

Strategies and methods shall focus on the personalization of learning including appraisal of individual learning styles, abilities and disabilities; assessment of individual learning needs, and development, implementation and evaluation of individual learning programs.

The Board recognizes that on occasion a teaching method or strategy may be utilized which some parents may find objectionable. Parents are encouraged to discuss their concerns with the classroom teacher at the beginning of the school year or any other appropriate time.

Learning alternatives may be provided when a student's parent/guardian determines that the student should not be exposed to the assigned methods, activities or presentations.

Nothing in this policy shall limit a parent/guardian's right to file a complaint to challenge the use of a teaching method, activity or presentation.

Current practice codified October 1996

Revised to conform with practice: date of manual revision

LEGAL REF.: C.R.S. 22-32-109.2

CROSS REFS.: IMBB, Exemptions from Required Instruction
KEF*, Public Concerns/Complaints about Teaching Methods, Activities or Presentations

Teaching about Controversial/Sensitive Issues

Controversial issues are defined as those problems, subjects or questions about which there are significant differences of opinion, for which there are no easy resolutions, and discussion of which generally create strong feelings among people. Although there may be disagreement over what the facts are and what they mean, subjects usually become controversial issues because of differences in the values people use in applying the facts.

Controversy is inherent in the democratic way of life. It is essential, therefore, that the study and discussion of controversial issues have an important place in education for citizenship in a free society. Students can develop into free citizens with informed loyalty to democracy only through the process of examining evidence, facts and differing viewpoints; through the exercise of freedom of thought and moral choice, and through the making of responsible decisions. These procedures are as characteristic of and essential to a free society as authoritarian indoctrination is to totalitarianism.

Each student has the right and need, under competent guidance and instruction, to study issues appropriate to interest, experience, ability and age. The student must have access to relevant information, and has the obligation to examine carefully all sides of an issue. The student has the right to form and express personal points of view and opinions without jeopardizing the position in the classroom or in the school.

Each teacher has the right and the obligation to teach about controversial issues. It is the teacher's responsibility to select issues for study and discussion which contribute to the attainment of course objectives and the educational program established by the Board and to make available to students materials concerning the various aspects of the issues. The teacher also has the obligation to be as objective as possible and to present fairly the several sides of an issue. Although the teacher has the right to express personal viewpoints and opinions, the teacher does not have the right to indoctrinate students to those views. Controversial issues are to be presented with good judgment, keeping in mind the maturity and background of the students. The influence on values, attitudes and responsibility of the individual students must be considered in conjunction with the actual subject content.

Adopted March 13, 1978

Revised to conform with practice: date of manual revision

CROSS REFS.: IB, Academic Freedom
IJ, Instructional Resources and Materials

Park County School District Re-2, Fairplay, Colorado

Exemptions from Required Instruction

If the religious belief and teachings of a student or parents or legal guardian are contrary to the content of a school subject or to any part of a school activity, the student may be exempt from participation. To receive such an exemption, the parent or legal guardian must present a written request for exemption to the school principal, stating the conflict involved.

If a student is unable to participate in a physical education class, the student must present to the school principal a statement from a parent stating the reason for the inability to participate.

Exemptions from required instruction do not excuse a student from the total semester hours required for graduation.

Adotped March 13, 1978

Revised to conform with practice: date of manual revision

LEGAL REFS.: C.R.S. 22-25-106 (4)
C.R.S. 22-25-110

CROSS REFS.: IHAM, Health Education
IHAMB, Family Life/Sex Education

Flag Displays

The superintendent or building principal shall see that the United States flag is prominently and permanently displayed in each academic classroom when classes are in session.

The United States and Colorado flags shall be displayed on a flagpole on the administration building or on the administration building grounds at all times during days while school is in session except during inclement weather.

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

Current practice codified October 1996

Revised to conform with practice: date of manual revision

LEGAL REFS.: C.R.S. 22-32-109 (1)(s)
C.R.S. 27-2-108 (2)

