

SECTION I- INSTRUCTION

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

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IJ Instructional Resources and Materials
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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 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.

Current practice codified 1983

Adopted: Date of manual adoption

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/Instruction Time

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 hours/days of planned teacher-student instruction and of teacher-student contact shall be consistent with the Board's definition of "actively engaged in the educational process," shall meet or exceed the requirements of state law and shall include a sufficient number of days to allow the superintendent flexibility in preparing a calendar that supports the district's educational objectives.

The Board defines "actively engaged in the educational process" as time when students are working toward achieving educational objectives under the supervision of a licensed teacher, including:

- classroom instruction time
- individual student work time while at school, including study hall and library research
- school-related field trips
- independent study insofar as such study is allowed under district policy
- assemblies

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

- lunch
- time students spend before school waiting for classes to begin and time after the last class of the day, including waiting for the bus
- recess time
- teacher preparation time
- passing periods between classes.

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

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

The Board authorizes the administration in each school building to issue a school calendar based on the district calendar and in accordance with this policy. Administrators are encouraged to examine instruction time and calendar issues in the context of supporting the district's educational objectives.

Calendars shall include the dates for all staff in-service programs scheduled for the upcoming school year. The administration will allow public input from parents and teachers prior to scheduling the dates for staff in-service 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.

Adopted: November 16, 1988
Amended: August 19, 1993
Amended: July 18, 2001
Amended: March 8, 2011
Amended: October 19, 2017

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
1 CCR 301-39, Rules 2254-R-2.06

CROSS REFS.: EBCE, School Closings and Cancellations

Organization of Instruction

The Board of Education shall provide a system of education extending from kindergarten through grade 12. It also is responsible for alternative education and for special education for handicapped children.

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 of schools.

The grouping and housing of instructional levels in school facilities shall be in accordance with what is commonly called K5-3-4 plan. Under this plan the kindergarten and first five grades will be the elementary school; the middle school will contain grades 6, 7, and 8; and the senior high school will contain grades 9, 10, 11, and 12.

Current practice codified 1983

Adopted: Date of manual adoption

Revised: March 23, 1993

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

Curriculum Development

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 district's curriculum shall be aligned with the district's academic standards to ensure that each student will have the educational experiences needed to achieve the standards or complete the requirements and goals as listed on a student's Individualized Education Program (IEP), which may include modified standards.

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

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

The district's curriculum shall be reviewed at regular intervals to ensure that the curriculum and educational programs are effective and aligned with the district's academic standards and educational objectives.

Adopted: February 18, 2015 (*Replaced and condensed policies IGA, IGD and IGF*)
Amended: May 18, 2016

LEGAL REFS.: Colo. Const. Art. IX, Sect. 15
 C.R.S. 22-7-1013 (2)
 C.R.S. 22-20-101 et seq.
 C.R.S. 22-20-201 et seq.
 C.R.S. 22-32-109(1)(t)
 C.R.S. 22-32-110(1)(r)

CROSS REF.: AEA, Standards Based Education

Basic Instructional Program

The educational program shall provide both formal studies to meet the general academic needs of all students to enable them to meet or exceed state and district content standards. To the extent possible, opportunities for individual students to develop specific talents and interests in more specialized fields shall also be provided.

An atmosphere shall prevail in which healthy growth is fostered, in which ability is recognized and excellence encouraged, and in which a productive life is held before students as a model to emulate.

The various instructional programs shall be developed with the view toward maintaining balanced, integrated and sequentially articulated curricula which will serve the educational needs of all students in the district.

Elementary Program

At the elementary level, schools will provide yearly instruction and assessment in content standards in English language arts, mathematics, science, history, economics, geography, civics, music, visual arts, and physical education. Schools will provide interventions to prepare students for middle level education. In addition, as part of building citizenship skills, the elementary schools will instruct students about, and expect students to adhere to, the student code of conduct.

Junior High or Middle School Program

At the middle level, schools will continue to provide instruction and assessment in content standards. This instruction shall include a minimum of two years of English language arts, two years of mathematics, two years of science, and two years of social studies, including instruction in civics, geography, history, and economics. Middle schools with grades six through eight will provide three years of instruction in English language arts, mathematics, science and social studies. Students will also have the opportunity to expand their talents and interests through an exploratory/electives program that provides instruction in content standards. As determined by each middle school, this exploratory/electives program may include any combination of the following courses: visual arts, music, technical education, world languages, physical education, health, consumer and family studies, computer/keyboarding/business, and other appropriate middle level course offerings. Schools will provide interventions to prepare students for high school. In addition, the middle schools will instruct students about, and expect student to adhere to, the student code of conduct.

Senior High School Program

The high school has been designed to serve the needs of students in grades nine through twelve. High school will balance core academic expectations for all students in the achievement of content standards while serving the diverse talents and interests of our students. It is the joint responsibility of staff, students, and parents/guardians to ensure that students meet the core academic expectations and develop those talents and interests over the four years of high school.

High school will provide students with the academic skills to pursue further education and to be a competent member of the workforce. In addition, students will be instructed about, and be expected to

be, participating citizens. Students will adhere to the student code of conduct up to and including the day of graduation. Graduation shall be the culminating event for students after they have met the requirement for a high school diploma.

Preparation for Postsecondary Opportunities

Students are encouraged to plan for postsecondary opportunities so they will be adequately prepared upon graduation from high school. Each student who enrolls in the sixth grade, on the day of enrollment, will be encouraged to register with the state-provided, free online college planning and preparation resource, commonly referred to as “CollegeInColorado”.

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

Beginning in ninth grade, District personnel shall assist students to develop and maintain individual career and academic plans. The student’s career and academic plan will be designed to assist the student and the student’s parent/guardian in exploring the postsecondary career and educational opportunities available to the student, aligning course work and curriculum, applying to postsecondary education institutions, securing financial aid and ultimately entering the workforce.

Current practice codified 1983
Adopted: Date of manual adoption
Revised: August 18, 2010
Revised: October 20, 2010

LEGAL REFS.: C.R.S. 22-1-104
C.R.S. 22-1-108 through 22-1-110
C.R.S. 22-25-101 *et seq.*
C.R.S. 22-32-109 (1)(ff)
C.R.S. 22-32-109 (1)(nn)
C.R.S. 22-35-101 *et. seq.*
1 CCR 301-81

CROSS REFS.: IKF, Graduation Requirements
JIC, Student Conduct, and subcodes

Basic Instructional Program (Implementation Plan for Student Individual Career and Academic Plans)

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

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

1. How the district will ensure that all students, beginning in the 9th grade, have access to and assistance in the development of an ICAP.
2. The roles and responsibilities of the student, parents, and district staff in creating and updating an ICAP for the student.
3. The activities that will be addressed at each grade level of a student's ICAP.
4. How student's ICAPs will be stored.
5. If possible, the professional development that will be provided to appropriate district staff regarding ICAPs and the staff's role in implementing the district's ICAP plan.
6. The method that will be used to evaluate the implementation and effectiveness of the district's ICAP plan.

Adopted: October 20, 2010

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 program shall include instruction on the United States Constitution and the Declaration of Independence and may include instruction in:

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.

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.

Adopted: January 18, 1995

Revised: July 18, 2001

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

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

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Vocational-Technical Education

The purpose of this program is to provide quality occupational programs to serve all youth who can benefit from the knowledge, skills and attitudes necessary for initial employment in any occupational area needed to meet the needs of the individual, community and state. A student must be in the 11th or 12th grade to be eligible for this program. The course consists of a one-hour or two-hour related class plus a two-hour work experience in the student's chosen career.

Selection of students will be based on interest, aptitude, grades, attendance and conduct. Policies governing the multi-occupational program will be issued by the program supervisor.

The following goals have been established for the program:

1. To provide job entry skills in the student's chosen career.
2. To provide quality occupational education that is compatible with employment opportunities in the community and state.
3. To provide occupational opportunities for disadvantaged and handicapped persons.
4. To provide for the placement of occupational students.
5. To provide for the continual improvement in the quality of occupational education teaching methods.
6. To provide for occupational education for potential drop-out students.
7. To provide for job entry skills in occupational areas to meet the demands of the community and the needs of the students.
8. To provide for increased occupational guidance to help students make a meaningful occupational choice.
9. To collect, organize and interpret general information to students regarding abilities, aptitudes, interests, skill training and education necessary for vocational planning.
10. To provide occupational education to encourage a positive, non-sexist climate for vocational students.
11. To develop counseling methods and materials which will encourage young people to enter nontraditional vocational training.
12. To develop a career resource center at the high school level in connection with guidance counsel.

Adopted: Date of manual adoption

Health and Family Life/Sex Education

The Board believes a comprehensive health education program is an integral part of each student's education. The health education program should emphasize the functioning and proper care of the human body and encourage the development of lifelong, positive health habits. In addition, it should inform students about potential physical and mental health hazards they are likely to encounter in various life situations and help them make sound, intelligent decisions when they are confronted with choices that could affect their health or that of others.

The Board further believes that the district's comprehensive health education program should provide information about family life and sex education. While parents have the prime responsibility to assist their children in developing moral values, the district should support and supplement these efforts by offering students factual information and opportunities to discuss the moral and practical concerns, issues and attitudes inherent in family life and sexual behavior.

The district shall teach about family life and sex education in regular courses on anatomy, physiology, science, health, consumer and family studies. If a separate family life or sex education program is developed, it shall not be required. Any curriculum that includes instruction on human sexuality shall be in accordance with applicable law and the district's academic standards.

In addition to the requirements listed below, the Board's policies and regulations concerning the approval of new curriculum and instructional materials shall apply to any comprehensive health education courses offered by the district:

1. The basic curriculum and instructional materials to be used in the district's comprehensive health education program shall be available for inspection by the public during school hours. A forum to receive comments from the public concerning the basic curriculum and instructional materials used in the district's health education program shall be scheduled prior to Board adoption.
2. In accordance with applicable state law, students' parents/guardians shall be notified in writing prior to the student's involvement in the health education course. The notice to parents/guardians shall include a detailed, substantive outline of the topics and materials to be presented.
3. The notice shall also inform students' parents/guardians that they may exempt their child, upon written request, from any portion of the district's comprehensive health education curriculum
4. Students shall be provided with alternate educational assignments or activities for credit corresponding to that portion of the planned curriculum from which they are exempt.

Adopted: April 18, 2001
Revised: February 18, 2015

(Replaced policies IHAMB and IHAMC)

LEGAL REFS.: 20 U.S.C. 7906
C.R.S. 22-25-106 (4)
C.R.S. 22-25-110 (2)
C.R.S. 22-1-128
C.R.S. 22-25-105

CROSS REFS.: IG, Curriculum Development
JLC, Student Health Services and Requirements and subcodes

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 understand the personal, social and economic problems causing the misuse of drugs and alcohol
4. 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.

Adopted: September 19, 1990
Revised: July 20, 1994

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

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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

Career/Transition-to-Work Education

Work-experience programs shall be developed as part of the total vocational education program.

Students must be involved in the multi-occupational program for one previous year to qualify for the work-experience program.

The in-school schedule shall include, for most students, subjects which are required for high school graduation as well as those related to the area of employment.

Each program will be planned cooperatively by work-study coordinators and employers (or employer groups), shall be in accordance with state and federal laws and regulations governing employment of students under age 18, and shall be subject to approval by the Board.

The particular program designed for each student shall be set forth in a written agreement approved by the student, his parents/guardians, the work-study coordinator, and the employer. This shall stipulate the terms of employment and the provision for academic credit.

Students enrolled in work-study programs may receive both pay and school credit for work experience. Pay is not necessarily required.

The work-study coordinator shall make such arrangements as necessary with employers for evaluating the student's on-the-job performance and for keeping records of job attendance.

Adopted: Date of manual adoption

Special Education Programs for Student With Disabilities

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

Any student identified as a child with disabilities pursuant to the Individuals with Disabilities Educational Improvement Act of 2004 (the IDEIA) who is between the ages of three and 21 and who has not been awarded a regular high school diploma and graduated from high school has the right to a free appropriate public education. These eligible students with disabilities shall be provided individualized programs appropriate to meet their educational needs, as determined by the students' individualized education program (IEP) or Individual Family Service Plan (IFSP) teams.

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

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

Adopted: April 18, 1990
Revised: December 15, 1998
Revised: August 18, 2010
Revised: March 8, 2011
Revised: May 18, 2016

LEGAL REFS.: 20 U.S.C. §1401 *et seq.*
29 U.S.C. §701 *et seq.*
C.R.S. 22-7-1006.3(3)(c)
C.R.S. 22-7-1006.3(3)(d)
C.R.S. 22-20-101 *et seq.*
1 CCR 301-8, Rules 2220-R-1.00 *et seq.*

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

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Programs for Handicapped Students

The school district has an informal and a formal process which parents, legal guardians, or students 18 years of age or older may follow in an effort to resolve differences with the special education system. Briefly, parent's rights and the procedures for problem-solving are:

1. Parents must give written permission before their child is individually evaluated to determine the presence of a handicap.
2. Even if a handicap is present, parents must approve in writing the special service or placement to be provided.
3. Parents have full access to the student's records, but access for others is restricted.
4. Parents are expected to participate in planning the program the student will receive.
5. Parents are entitled to a full explanation of evaluation findings and reasons for activities proposed for their child.

If parents object to the evaluation findings, the recommendation, or the program provided for their child, they may seek resolution through the office of the school superintendent.

Parents also may request an impartial hearing, seek independent evaluation, and follow a formal process to overturn the decisions to which they object.

Adopted: April 18, 1990

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.

Adopted: December 15, 1998

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

CROSS REF.: JK, Student Discipline

Remedial Instruction

The ability to read adequately and well is essential for all students. Teachers, principals, reading specialists, and others are aware that reading deficiencies are present among our students.

The Board therefore will require that students whose reading tests, as established below, indicate that they are reading below standard, take remedial and corrective reading.

A nationally standardized achievement test series reading section will be given. Pupils who score below the 50th percentile may be recommended to take remedial and corrective reading, continuing in the regular program when skills improve sufficiently.

All pupils referred or recommended for remedial and corrective reading programs will receive vision and hearing tests if they have not had such tests recently.

That the remedial and corrective reading program, and the regular reading program, will serve children properly, no child will be excused or removed from his reading class to participate in other activities.

Current practice codified 1983

Adopted: Date of manual adoption

Remedial Instruction (Title I Complaint Procedure)

An aggrieved person may file a written complaint with the complaint officer charging the district or any school employee with a violation of Title I. Such complaint will be in writing on forms provided by the complaint officer and shall describe with reasonable specificity the nature of the complaint and identify the exact section of Title I and/or the regulations claimed to be violated. No complaint shall be received more than 30 calendar days after the alleged violation.

Upon receiving the written complaint the complaint officer shall conduct an investigation and shall furnish a written report containing findings and recommendations as appropriate to the superintendent not later than seven days following the filing of the complaint. A copy of the report shall also be given to the complainant and the chairman of the Plateau Valley School parent advisory council.

If the complainant is not satisfied with the findings of the report of investigation or with the recommendations, he may file a written request for a hearing within three days after receiving the report. The request for hearing should be filed on forms supplied by the complaint officer.

The hearing shall be held within seven days after the filing of the request for a hearing. The hearing will be informal. Formal rules of evidence shall not apply to the hearing. The complaint officer shall represent the district at the hearing and shall be entitled to present testimony and other evidence and have an opportunity to question the parties involved. The complainant shall be entitled to present testimony and other evidence and have an opportunity to question the parties involved. The hearing shall be closed to the public.

The hearing panel shall be composed of two members of the Plateau Valley School Parent Advisory Council appointed by the council chairman and one school district administrator appointed by the superintendent. The superintendent shall act as the panel's chairman.

The panel shall deliver a written decision consisting of findings and recommendations within three days after the commencement of the hearing. The decision shall be conveyed to the complainant, the complaint officer, the superintendent and to the chairman of the Plateau Valley School Parent Advisory Council.

Either the complainant or the complaint officer may appeal the decision of the hearing panel to the superintendent within three calendar days after receiving the hearing panel's decision by filing a written request for appeal on forms provided by the complaint officer.

The superintendent shall review the documents tendered to the hearing panel together with the findings and recommendations or cause another hearing to be held using the procedures outlined above. The superintendent shall render an independent decision in writing. The

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decision of the superintendent or his findings and recommendations determined from the new hearing shall be final.

Copies of all pertinent documents shall be given to the State Department of Education upon successful and/or unsuccessful resolution after utilizing all appropriate administrative procedures.

Involvement of the State Department of Education in the complaint procedure shall take place after all local procedures for resolution have been utilized and shall follow procedures adopted by the Colorado State Department of Education.

Complainant has the right to appeal the final resolution of the issue to the Colorado State Department of Education within 30 days after receiving the written decision. Information relative to the state's procedures for resolving complaints may be obtained by contacting:

Colorado Department of Education
Office of Program Development Services
Compensatory Education Unit
201 East Colfax
Denver, Colorado 80203

English Language Learners

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

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

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

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

Current practice codified 1983

Adopted: Date of manual adoption

Revised: March 8, 2011

Revised: May 20, 2015

LEGAL REFS.: 20 U.S.C. 1703 (f)
 20 U.S.C. 6801 et seq.
 42 U.S.C.2000d
 C.R.S. 22-24-101 *et seq.*
 1 CCR 301-10

Home Bound Instruction

Purpose:

Home Bound Instruction allows for the continued education of a student who, for medical reasons, cannot attend classes on campus. Situations which qualify for a request for Home Bound Instruction may be a physical or mental condition, long term illness, or injury in which the anticipated length of student absence would be in excess of one calendar month.

Procedure for Requesting Home Bound Instruction:

The parent/guardian should contact the school and request an application from the Coordinator (File IGE-E-1).

The parent/guardian should complete the appropriate portion of the application and have the medical portion completed by the student's physician. The physician must certify that the student cannot attend school or to what extent the student can attend (half days, every other day, etc.) and the anticipated length of the condition. Additional documentation may be requested from the physician.

Program:

When the application is accepted, Plateau Valley School will determine the means of presenting the instructional program based on the needs of the student being served.

The application process and program design will be the responsibility of the Homebound Coordinator. Final approval for the program design will be the responsibility of the principal.

Plateau Valley School reserves the right to deny, review, modify, or terminate the Home Bound Instruction program based on the situation or subsequent changes in the condition.

Parents/guardians who wish to appeal a decision concerning Home Bound Instruction or program design should follow the established appeals process for Plateau Valley Schools.

Adopted: July 16, 1997

Home Schooling

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

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

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

5. If the student's composite score on the test is above the 13th percentile, the student shall continue to be eligible for the home-based educational program and exempt from compulsory attendance. If the score is at or below the 13th percentile, the parent/guardian shall be given the opportunity to have the student 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.

Extracurricular and Interscholastic Activities

Students participating in home-based educational programs have the same rights as district students to participate in district extracurricular and interscholastic activities. Such participation is subject to the same rules of any interscholastic organization or association of which the district is a member, applicable law and the district's eligibility requirements.

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

Habitually Truant Students

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

Re-entering District Schools

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

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

Adopted: August 19, 1993
Amended: January 18, 1995
Amended: July 22, 1998
Amended: July 21, 1999
Amended: October 16, 2013
Amended: May 18, 2016

Plateau Valley School District 50, Collbran, Colorado

LEGAL REFS.: C.R.S. 22-7-1006.3(3)(b)
C.R.S. 22-32-116.5
C.R.S. 22-33-104.5
C.R.S. 22-33-104.5(3)(f)
C.R.S. 22-33-107

CROSS REFS.: JHB, Truancy
JJJ, Extracurricular Activity Eligibility

Primary/Preprimary Education

Kindergarten Programs

The district shall establish and maintain a kindergarten program or programs. A kindergarten program may be a half-day or full-day program, and the district shall receive state funding for students enrolled in these programs on a half-day or full-day basis, in accordance with state law.

Preschool Programs

All district preschool programs shall comply with the rules established by the Department of Education and with the rules for child care centers established by the Department of Human Services.

Children with Disabilities

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 students who have been identified as children with disabilities pursuant to applicable law.

Colorado Preschool Program

In addition, when the district receives funding from the state to do so, the district shall provide a preschool program as part of the Colorado Preschool Program for three-, 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 Department of Human Services as neglected or dependent children. All enrolling three-year-olds must lack overall learning readiness that is attributable to at least three of the significant family risk factors.

Parents/guardians 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.

Other Children Who Wish to Enroll on Tuition Basis

In an effort to offer a well-rounded learning experience, the preschool program may be open on a tuition basis to students who have not been identified as children with disabilities pursuant to applicable law or who are not eligible for the program because of the factors listed above. The administration shall develop admission procedures that take into consideration space and staffing requirements.

Adopted: October 15, 2001

Revised: July 17, 2013

LEGAL REF.: C.R.S. 22-20-101 *et seq*
C.R.S. 22-28-101 *et seq*.
C.R.S. 22-32-119(1)

Plateau Valley School District 50, Collbran, Colorado

C.R.S. 22-43.7-201 et seq.
C.R.S. 22-44-118
C.R.S. 22-54-103 (9.5)
C.R.S. 22-54-103 (10)
C.R.S.22-54-108.5
C.R.S. 22-54-130, 131
C.R.S. 26-6-102 (1.5)
1 CCR 301-8, Rules 2220-R-1.00 et seq.

CROSS REFS.: BDFC*, Preschool Council
IHBA, Special Education Programs for Student with Disabilities

Note: Pursuant to C.R.S. 22-28-106, the term “significant family risk factors” is defined to mean any of the following:

- The child is eligible to receive free or reduced-cost lunch pursuant to the National School Lunch Act
- Homelessness of the child’s family
- An abusive adult residing in the home of the child
- Drug or alcohol abuse in the child’s family
- Either parent of the child was less than eighteen years of age and unmarried at the time of the birth of the child
- The child’s parent or guardian has not successfully completed a high school education or its equivalent
- Frequent relocation by the child’s family to new residences
- Poor social skills of the child

Note: School districts participating in the Colorado PreSchool Program (CPP) may only use CPP funds to pay the district’s costs of providing preschool services directly to enrolled children (for example teacher and paraprofessional salaries and benefits, supplies, home visits, and the like). Any moneys remaining in the preschool program budget at the end of any fiscal year must remain in the preschool program budget for use in subsequent budget years. C.R.S. 22-28-108 (5.5)

Note: Pursuant to C.R.S. 22-54-103, school districts participating in the Colorado Preschool Program may choose to determine the number of students enrolled in such preschool program(s), including those students with disabilities enrolled in such program(s), on November 1 within the applicable budget year or the school date nearest to November 1, instead of on the pupil enrollment count day. These preschool students shall be counted as half-day pupils.

Note: If a school district establishes a preschool program pursuant to the Colorado Preschool Program Act (“Act”), state law specifies that a district may count and receive funding only for students enrolled in a preschool program who are three or four years old on or before October 1 of the applicable budget year. C.R.S. 22-28-104(3).

Pursuant to C.R.S. 22-54-103(10), a district may receive funding for highly advanced gifted children enrolled in kindergarten who are four years old on or before October 1 of the applicable budget year. The determination of whether a child qualifies as a highly advanced gifted child shall be in accordance with Colorado Department of Education rules. C.R.S. 22-20-204(2)(b).

Procedure for Extended School Year

School District 50 Special Education Department will make available extended school year services for handicapped children. In keeping with state adopted guidelines “Extended year services should be provided when it is determined from historical data, documented clinical or classroom observation, or other objective evidence that the regression of already-learned skills will reach a point that the time spent in recoupment of these learned skills detracts substantially from the teaching of new skills.” The purpose of extended school year services, then, is not to learn new skills, but to prevent excessive regression of previously learned skills.

If it is the feeling of a child’s parents and his/her primary service providers that a need exists for extended school year services, (i.e. there is evidence that he/she will suffer extreme regression during the summer break period), additional questions must be addressed:

1. What specific elements of the child’s functioning are expected to regress?
2. What specific characteristics of services will be required in order to minimize regression?

Extended school year services are in no way intended to replicate regular school term programming. Within the context of the intent described here, it is necessary that targeted needs and services be identified for each child referred. Appropriate maintenance will be addressed within the realms of:

1. Physical needs
2. Communication needs
3. Behavioral needs

Examples of needs that fall appropriately under these headings are:

1. Physical Needs
 - a. Strength
 - b. Manipulation of objects
 - c. Range of motion
 - d. Eye/hand coordination
 - e. Movement
 - f. Responding to environment
 - g. Feeding program
2. Communication Needs
 - a. Augmentative communication
 - b. (Basic Needs) Expression - interaction with environment
 - c. Speech conservation
 - d. Expressive/receptive language
3. Behavioral Needs
 - a. Getting ready to learn
 - b. Attending behavior – eye contact, following directions
 - c. Maintenance of appropriate behavior
 - d. Preventing increasing of self-abusive and self-stimulating behavior

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Extended school year services will be provided during a seven (7) week period during the summer (with a two-week break at the end of the regular term and a three-week break before school begins again in the fall). Services will occur no more than four (4) days per week, and for no more than three (3) hours per day. Most children will require fewer than the maximum number of hours/days. Services will be provided at a centralized location or on a homebound basis, depending on the child's need and the most cost-effective approach. When a child requires transportation in order to be served, it will be the parents' responsibility.

To determine which children may require extended school year services and determine what may constitute "appropriate maintenance" needs for each child identified, some guidelines are in order:

1. If a child's I.E.P. recommends consideration of extended school year services or
2. In the absence of such an I.E.P., the child's parents AND primary service providers feel strongly that a child has a pressing need for extended school year services.

In either case, a referral must be developed for each child who meets either of the conditions outlined above. This referral must articulate the precise needs and services required by the child. It is critical that parents be involved in the process of formulating these referrals. Referrals need to be submitted to the Superintendent's Office no later than April 15 of the school year.

Adopted: April 18, 1990

Advanced College Placement

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

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

Post-Secondary Program

Any 11th or 12th grade student who is under the age of 21 and who has given two months written notice to the school district is eligible to apply to an institution of higher education for either part-time or full-time enrollment through the post-secondary options program. The program is not available for summer school.

The school district and the participating institution of higher education shall enter into a written cooperative agreement which shall include but not be limited to academic credit and payment of tuition.

Academic credit granted for course work successfully completed by a student under this program may qualify as high school credit or credit at the institution of higher education or both. 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.

Payment of tuition shall depend on the formula set out in state law, State Board of Education rules, and the cooperative agreement. Students shall not be required to pay tuition for courses accepted for high school credit. The school district shall not provide or pay for transportation to the institution of higher education.

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.

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 his senior year. He shall remain eligible for sanctioned high school activities if he meets the academic and residency qualifications.

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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.

Adopted: November 16, 1988
Revised: September 19, 1990

LEGAL REFS.: C.R.S. 22-34-101
C.R.S. 22-35-101 *et seq.*
1 CCR 301-33, Rules 2234-R-1.0 *et seq.*

Concurrent Enrollment

The Board believes that students who wish to pursue postsecondary level work while in high school should be permitted to do so. In accordance with this policy and accompanying regulation, high school students may receive course credit toward the fulfillment of high school graduation requirements for successful completion of approved postsecondary courses offered by institutions of higher education.

This policy and accompanying regulation do not apply to students seeking to enroll in postsecondary courses pursuant to the Accelerating Students through Concurrent Enrollment (ASCENT) program or a “dropout recovery program” pursuant to the Concurrent Enrollment Programs Act (the Act). Students seeking to enroll in the ASCENT program or a dropout recovery program shall work with district administrators and meet the Act’s applicable requirements.

Definitions

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

“Concurrent enrollment” means the simultaneous enrollment of a qualified student in a district high school and in one or more postsecondary courses at an institution of higher education.

“Qualified student” means a person who is less than 21 years of age and is enrolled in the 9th grade or higher grade level.

“Postsecondary course” means a course offered by an institution of higher education and includes coursework resulting in the acquisition of a certificate; an associate degree of applied sciences, general studies, arts, or science; and all baccalaureate degree programs.

“Institution of higher education” means:

- a. A state university or college, community college, junior college, or area vocational school as described in title 23, C.R.S.;
- b. A postsecondary career and technical education program that offers postsecondary courses and is approved by the state board for community colleges and occupational education pursuant to applicable state law; and
- c. An educational institution operating in Colorado that meets the Act’s specified criteria.

Eligibility

Qualified students seeking to enroll in postsecondary courses at the district's expense and receive high school credit for such courses shall follow the procedure accompanying this policy.

Academic Credit

Academic credit granted for postsecondary courses successfully completed by a qualified student shall count as high school credit toward the Board's graduation requirements, unless such credit is denied.

High school credit shall be denied for postsecondary courses that do not meet or exceed the district's academic standards. High school credit shall also be denied for a postsecondary course substantially similar to a course offered by the district, unless the qualified student's enrollment in the postsecondary course is approved due to a scheduling conflict or other reason deemed legitimate by the district. Concurrent enrollment is not available for summer school.

Agreement with Institution of Higher Education

When a qualified student seeks to enroll in postsecondary courses at an institution of higher education and receive high school credit for such courses, the district and the participating institution shall enter in a written cooperative agreement in accordance with the Act.

Payment of Tuition

The district shall pay the tuition for up to six credit hours of postsecondary courses successfully completed by a qualified student and for which the qualified student receives high school credit. A qualified student may enroll in up to six credit hours of postsecondary courses per academic term.

The tuition paid by the district for the qualified student's successful completion of an approved postsecondary course shall be in accordance with the Act and the district's cooperative agreement with the institution of higher education. The institution of higher education may charge additional tuition and/or associated fees to the qualified student or the student's parent/guardian in addition to the tuition paid by the district.

Prior to paying the tuition for any qualified student, the district shall require the student and student's parent/guardian to sign an agreement stating if the student fails or otherwise does not complete the postsecondary course for any reason without consent of the principal of the high school in which the student is enrolled, the student and/or the student's parent/guardian shall repay the amount of tuition paid by the district on the student's behalf.

Transportation

The district shall not provide or pay for the qualified student's transportation to the institution of higher education.

Notice

Information about concurrent enrollment options shall be made available to high school students and their parents/guardians on an annual basis.

Adopted: November 16, 1988
Revised: September 19, 1990
Revised: August 19, 1993
Revised: August 19, 1998
Revised: March 8, 2011
Revised: February 18, 2015

LEGAL REFS.: C.R.S. 22-32-109(1)(nn)
C.R.S. 22-35-101 *et seq*
1 CCR 301-86

CROSS REFS.: IKF, Graduation Requirements
JFC, Student Withdrawal from School/Dropouts

Concurrent Enrollment

(Procedure for students seeking to enroll in postsecondary courses)

I. Academic Plan of Study

The qualified student shall establish, in consultation with the principal or counselor, an academic plan of study that describes all of the courses (including postsecondary courses) the student intends to complete to satisfy the Board's high school graduation requirements. Prior to the qualified student's enrollment in a postsecondary course, the principal or counselor shall review and approve the student's academic plan of study in accordance with applicable State Board of Education rules.

2. Application

The qualified student shall complete the district's concurrent enrollment application form and submit it to the principal or counselor at least 60 days prior to the end of the academic term immediately preceding the term of the student's proposed enrollment in a postsecondary course. The requested postsecondary course(s) on the student's application shall be consistent with the student's approved academic plan of study. The principal or counselor may waive the 60 day requirement at his or her discretion.

The principal shall approve or disapprove the student's application in accordance with this regulation's accompanying policy and the priority requirements of the Concurrent Enrollment Programs Act. The principal shall notify the student of the decision which shall be final.

Adopted: September 19, 1990
Amended: August 19, 1993
Amended: November 18, 1998
Amended: March 8, 2011
Amended: February 18, 2015

CROSS REF: IKF, Graduation Requirements

Correspondence Courses

High school correspondence credit shall be recognized by Plateau Valley High School when:

1. The credit is from an accredited and approved correspondence school.
2. The credit is necessary for graduation because the student:
 - a. Is deficient in the number of accumulated credits, or
 - b. Has failed a required class or classes which must be made up before graduation,
or
 - c. Cannot take a required class due to scheduling conflicts and elects to take that class by correspondence.

Correspondence credit shall be allowed only as a solution for the student who has a credit or requirement problem with graduation and shall not be allowed to replace the normal curriculum and requirements for Plateau Valley High School.

Correspondence credit should be scheduled during the summer months so as not to increase the student's regular study load. Exceptions shall be made for seniors who must complete credits before graduating.

Correspondence courses will be paid for by the student except in rare instances when the Board may waive this requirement due to unusual circumstances.

All correspondence work and credit must have the prior approval of the counselor.

Current practice codified 1983

Adopted: Date of manual adoption

CROSS REFS.: IKF, Graduation Requirements

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 his 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.

Adopted: November 16, 1988

CROSS REF.: GCM, Professional Staff Work Load

Instructional Resources and Materials

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

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

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

Adopted: February 18, 2015 (Condensed and replaced policies IJJ and IJL)

LEGAL REFS.: C.R.S. 22-32-109(1)(t)
C.R.S. 22-32-110(1)
C.R.S. 22-54-105(1)

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

Resource Centers/Media Centers/School Library

The Instructional Materials Center (IMC) or library is an integral part of the school's instructional program. Here the student learns the techniques necessary for effective and continuous acquisition of knowledge through various books and learns to consider issues and ideas, to develop the power of critical thinking, to find pleasure and satisfaction in reading and to develop attitudes and skills which will enable him to become an effective and productive member of society.

The IMC provides students and teachers with information for curricular work and the enrichment of their scholastic, cultural and aesthetic experience. Emphasis is placed on the individual student. The general objectives of the IMC are:

1. Effective participation in all aspects of the school program to meet the needs of students and teachers.
2. Opportunity for the growth of appreciation and critical judgment by students through the provision of varied materials.
3. Provide students with the opportunity to become skillful IMC users.
4. Complement and supplement classroom activities.
5. Function as an integral part of the school's curriculum.
6. Provide enrichment and resource materials for students and faculty.
7. Attempt to foster reading as a life-long activity through pleasurable exposure to print materials.

The Board subscribes in principle to the statements of policy as expressed in the American Library Association's Library Bill of Rights, Freedom to Read and the School Library Bill of Rights for School Library Media Center Programs.

Current practice codified 1983

Adopted: Date of manual adoption

CROSS REFS.: IJL, Library Materials Selection and Adoption

Instructional Materials Center

All students have free use of the media center. It is open each school day and is to be used for study, research and recreational reading. It contains books, both fiction and nonfiction, magazines, newspapers, pamphlets and numerous audio-visual or nonprint materials. The library houses the school's audio-visual equipment which is available for student use. There is to be no food or drink brought into or consumed in the library by anyone.

The following circulation regulations shall be observed:

1. Any materials which leave the library must be checked out by the library staff prior to removal from the library.
2. All books in the library can circulate except for rare, out-of-print books and reference tools. Reference books are to be used in the library or in classrooms with the librarian's permission.
3. Books not available from the library may be requested from Pathfinder Library System and other libraries under accepted rules of interlibrary loans.
4. Books may be checked out for a two to four week period in high school and elementary school. There is a one week grace period after due date. Once something is overdue, the student loses his "grace period."
5. Materials may be renewed if there are no call slips for that particular title.
6. Fines:
 - a. A fine of five cents per day per title shall be charged on overdue books.
 - b. Fines apply to any materials which circulate and cannot be accepted until the item is returned or renewed.
 - c. Fines are calculated from the day after the due date until and including the date the item is returned or renewed.
 - d. Fines will be charged at all times except for school vacation periods.
 - e. If a book is not returned within 30 days of the due date, it is considered lost and the student will be required to pay for it.
 - f. Additional items cannot be checked out or past items renewed until the student has taken care of his responsibilities and has cleared his name from the fine list.
7. Students are expected to pay for lost or damaged materials.
8. Faculty have semester privileges and therefore no due dates. If a call slip is placed on materials checked out by a teacher, he will be notified and have three days to return the requested material. Teachers are expected to check out any materials or equipment removed from the library.
9. Materials placed on reserve by the librarian may be checked out for overnight use only.

10. Records and talking books may be checked out overnight.
11. Learning kits, filmstrip sets, back periodicals and reserve materials are available to students on a limited circulation basis.
12. Current magazines and reference materials do not circulate.
13. Audio-visual equipment is available for checkout to students in grades 7-12 on an overnight basis. To check out equipment, the student must obtain a note from his teacher stating his need to check out equipment. The student must then complete an overnight checkout equipment form which is available from the librarian.
14. Faculty must check out audio-visual equipment if they wish to remove it from the school building. Overnight checkout forms must be completed.
15. 16mm film projectors, overhead projectors, etc., may be loaned to community organizations on an overnight basis. They must be returned the following day.

Approved: Date of manual adoption

Resource Centers/Media Centers/School Library (Procedures)

The following procedures shall be observed in the Library:

1. Books and other materials shall be checked out at the desk.
2. Reserve videos on calendar in library.
3. Obtain order blanks for films and catalogue in the library.
4. No food or drink is allowed in the library.
5. Because the library can only accommodate one class at a time, classes must be scheduled to use the library.
6. Teachers must remain with their classes in the library except library skills classes.
7. Students/classes who cannot conduct themselves properly will be sent back to class.
8. Teachers may send up to five students into the library at any time without teacher supervision. It is expected that these students will have assignments or need to use the library.
9. Use of the computer must be approved by the librarian.

Approved: Date of manual adoption



Technology

Students and teachers are increasingly finding new ways to enhance the learning environment by relying on technology to open an electronic window to information and interactive exchanges around the world. Educators are introducing use of the Internet, “the world’s largest library”, and other new technology resources like CD-ROM and electronic mail, to supplement existing instructional materials in the district’s schools.

The Board believes there are numerous effective ways in which technology can support learning and achievement. New technologies allow students to connect with people and resources anywhere at any time. Technology, when used effectively, promotes acquisition of knowledge and understanding of ideas. Advanced skills, including the ability to organize complex information and draw inferences regarding trends and patterns, and personal development are also a direct result of access to these versatile resources.

The rapid development of new technologies has outpaced the development of related law and policy, leaving multiple concerns about how to manage school-related issues of privacy, security and liability, as well as freedom of expression, censorship and equitable access. Making technology services available in schools requires careful planning, strong professional development programs and sufficient notice to students, parents and staff as to the expectations and potential hazards that accompany technology privileges.

The key challenge in creating a healthy environment for effective technology use is to balance the potential learning benefits against the potential concerns and then develop the best approach for the district and the community. The superintendent is directed to develop a comprehensive set of technology policies and regulations consistent with this policy.

Adopted: February 16, 2000

CROSS REFS.: GBEE, Staff Use of District Technology
JS, Student Use of the Internet
JSA, Student Use of Electronic Mail

Field Trips and Activity Trips

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

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

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

Adopted: November 17, 1993
Revised: January 17, 2007
Revised: February 18, 2015

LEGAL REF.: C.R.S. 13-22-107

CROSS REF.: JJH, Student Travel

Community Resource Persons/Speakers

The Board holds that freedom to learn is as desirable a freedom as freedom of speech, press, and assembly. One goal of education is to prepare our students to participate constructively in a democratic, pluralistic society, a society in which many differing opinions are held and differing causes are espoused. It is important that students develop an understanding of ideas and of people who may seem alien to them. It is also important that they develop judgment, a capacity to discern the difference between fact and opinion, and to weigh arguments, slogans, and appeals. Books, films, and other media are valuable for giving students exposure to many differing ideas; but for effective learning, it is also useful to invite appropriate persons not on the district educational staff to speak to or to meet with groups of students as part of the educational process.

No overall standard can be established which will automatically separate and exclude as a resource the person whose views or manner of presenting them may actually obstruct the educational process or endanger the health and safety of students or staff. The Board established the following guidelines, however, in an effort to uphold the students' freedom to learn while also recognizing obligations which the exercise of freedom entails.

1. The teacher/sponsor and school administration are expected to exercise judgment and to investigate fully those proposed resource persons about whom questions may arise.
2. Teachers/sponsors should encourage the use of resource persons representing various approaches or points of view on a given topic in order to afford the students a more comprehensive understanding of it.
3. An appropriate record shall be made of each resource person utilized and of his/her presentation.
4. The ideas presented and the resource person invited to present them shall have a demonstrable relation to the curricular or cocurricular activity in which the participating students are involved.
5. Prior to his/her appearance or participation, the resource person shall agree to abide by the following Board regulations:
 - a. Profanity, vulgarity, and lewd comment are prohibited.
 - b. Smoking is not permitted while speaking or consulting with students.
 - c. The teacher/sponsor responsible for inviting the resource person, or any member of the school administration, has the right and duty to interrupt or suspend any proceedings if the conduct of the resource person is judged to be in poor taste or endangering the health and safety of students and staff.

Adopted: Date of manual adoption

Plateau Valley School District 50, Collbran, Colorado

Grading/Assessment Systems

The Board believes that students will respond more positively to the opportunity for success than to the threat of failure. The district shall seek, therefore, in its instructional program to make achievement both recognizable and possible for students. It shall emphasize achievement in its processes of evaluating student performance.

State Assessment System

State and federal law require district students to take standardized assessments in the instructional areas of English language arts, math and science. State law also requires students to take standardized assessments in the instructional area of social studies. Accordingly, the district shall administer standardized assessments pursuant to these state and federal legal requirements.

State law also requires the district to adopt policies and/or procedures concerning the use of pencil and paper on the computerized portion of state assessments; parent requests to excuse their children from taking state assessments; and the district's assessment calendar. This policy and its accompanying regulation represent the district's processes to address these requirements.

1. Pencil and paper testing option

The district may determine that a specific classroom or school within the district will use pencil and paper to complete the computerized portions of a state assessment. Factors that will be considered in making this determination include:

- the technological capacity and resources of the particular school/classroom;
- students' previous experience with computerized and written assessments;
- whether the instructional methodology of the particular school/classroom is consistent with the use of computerized assessments or written assessments; and
- the logistics of administering the state assessment in different formats at a particular school or schools.

Prior to making this determination, the superintendent or designee shall consult with the school principal(s) affected by this determination as well as parents/guardians of students enrolled in the district.

For students with disabilities, the use of pencil and paper instead of a computer to complete a state assessment shall be determined by the student's Individualized Education Program (IEP) team or Section 504 team, in accordance with applicable law.

2. Parent/Guardian Request for Exemption

A parent/guardian who wishes to exempt his or her child from a particular state assessment or assessments shall make this request in accordance with this policy's accompanying regulation.

In accordance with state law, the district shall not impose a negative consequence upon a student whose parent/guardian has requested an exemption from a state assessment or assessments.

This policy's exemption process shall apply only to state assessments administered pursuant to C.R.S. 22-7-1006.3 and shall not apply to district or classroom assessments.

3. Sharing of Student State Assessment Results with Parents/Guardians

The Colorado Department of Education is required to provide diagnostic academic growth information for each student enrolled in the district and for each public school in the district based on the state assessment results for the preceding school years. Appropriate school personnel, including those who work directly with the student, shall have access to the student's state assessment results and longitudinal academic growth information and shall share with and explain that information to the student's parent/guardian.

Note: State law requires districts to include a student's state assessment results in each student's permanent academic record. C.R.S. 22-7-1006.3(7)(d). State assessment results must also be included on each student's final report card for the applicable school year, if the district has sufficient time to process the results after they are released. Id. Districts must also describe each student's "level of postsecondary and workforce readiness" on the student's final high school transcript by "indicating the student's level of performance on the readiness assessments administered to the student pursuant to C.R.S. 22-7-1006.3 in high school." 2-7-1016(2)(b).

District Assessment System

In addition to the state assessment system, the district has developed a comprehensive assessment system that:

- Challenges students to think critically apply what they have learned and gives them the opportunity to demonstrate their skills and knowledge;
- Includes "early warning" features that allow problems to be diagnosed promptly to let students, teachers and parents/guardians know that extra effort is necessary.
- Provides reliable and valid information on student and school performance to educators, parents/guardians and employers; and
- Provides timely and useful data for instructional improvement and improved student learning, including feedback useful in determining whether the curriculum is aligned with the district's academic standards.

In accordance with applicable law, the district's assessment system shall accommodate students with disabilities and English language learners.

The district's assessment results, in combination with state assessment results, will be used as the measurement of student achievement. It is believed these results will provide reliable and valid information about student progress on the district's academic standards.

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Additional Assessment Information for Parents/Guardians

In accordance with state law and this policy's accompanying regulation, the district shall distribute an assessment calendar and related information to parents/guardians on an annual basis to inform them about the state and district assessments that the district plans to administer during the school year.

Classroom Assessment System

Classroom assessment practices shall be aligned with the district's academic standards and assessment program. Assessment is an integral part of the teaching and learning process that should occur continuously in the classroom. The primary purpose of classroom assessment shall be to enable teachers to make instructional decisions for students on a continual basis.

Students are encouraged to engage in informal self-assessments as they study and attempt to solve problems, monitor their own progress and improve their learning.

Grading System

The administration and professional staff shall devise a grading system for evaluating and recording student progress and to measure student performance in conjunction with the district's academic standards. The records and reports of individual students shall be kept in a form meaningful to parents/guardians as well as teachers. The grading system shall be uniform district-wide at comparable grade levels. Peer grading of student assignments and classroom assessments is permissible. The intent of this practice is to teach material again in a new context and to show students how to assist and respect fellow students.

The Board shall approve the grading, reporting and assessment systems as developed by the professional staff, upon recommendation of the superintendent.

The Board recognizes that classroom grading and/or assessment systems, however effective, are subjective in nature but urges all professional staff members to conduct student evaluations as objectively as possible.

Adopted: February 18, 2015 (*Replaced and condensed policies IKAB and ILBB*)
Revised: May 20, 2015
Revised: November 18, 2015
Revised: May 18, 2016

LEGAL REFS.: C.R.S. 22-7-1006.3 (1)
 C.R.S. 22-7-1006.3 (1)(d)
 C.R.S. 22-7-1006.3 (7)(d)
 C.R.S. 22-7-1006.3 (8)(a)
 C.R.S. 22-7-1013 (1)
 C.R.S. 22-7-1013 (6)
 C.R.S. 22-7-1013 (7)
 C.R.S. 22-7-1013 (8)

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C.R.S. 22-7-1016(2)(b)
C.R.S. 22-11-101 et seq.
C.R.S. 22-11-203(2)(a)
C.R.S. 22-11-504(3)

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

Grading Systems

Secondary Grading Systems

The following grading system will be in place:

- A – Exceeded standards, demonstrating exceptional quality of effort, skills, knowledge, and products.
- B – Exceeded standards, demonstrating superior quality of effort, skills, knowledge and products.
- C – Met standards, demonstrating satisfactory quality of effort, skills, knowledge and products.
- D – Met standards, demonstrating unsatisfactory quality of effort, skills, knowledge or products.
- F – Did not meet standards.
- NG – Not graded. No credit or GPA points awarded.
- WP – Withdrew from school with a grade of A, B, C, or D. (Credit may be granted if attended six or more weeks)
- WF – Withdrew from school with a failing grade of F. No credit awarded.

No plus or minus symbols will be reported.

1. All grades must be recorded at the end of each quarter. No incomplete or in progress grades will be issued. With permission from the principal, extensions may be granted for extenuating circumstances. The grade earned at the end of the quarter will be recorded, then changed when work is completed.
2. Time extension may be approved and granted by the principal in accordance with PVSD Policy JH to make up work not completed due to excused absence. Credit will be awarded for an A,B, C, or D grade. Points will be earned and will be averaged into the GPA.
3. Failing any portion of a class would require the retaking of the entire course to receive credit.
4. In extenuating circumstances, the principal may grant approval to accept credits from other sources toward graduation credit.
5. Teacher aides, etc., will receive a letter grade of pass/fail. Credit will be awarded, but will not be averaged into the GPA.
6. Prior to issuing an F grade, a documented parent conference should be held.

7. The following grade points will be issued:

- A 4 points
- B 3 points
- C 2 points
- D 1 point
- P 0 points
- F 0 points

Classes approved for a weighted grade will be based upon the following scale:

- A 5 points
- B 4 points
- C 3 points
- D 2 points
- P 0 points
- F 0 points

“WP” or “WF” grades will not be averaged into the GPA. The following grades will be included in the GPA.

1. Courses taken at Plateau Valley High School.
2. Transfer grades from previously attended high schools.
3. Concurrent enrollment classes through accredited colleges.
4. United Technical Education Campus classes.
5. Concurrent Job Corps vocational program classes or Grand Mesa High School classes. Job Corps grades will be based on the Job Corps color system.
6. Distance learning classes.

Grades from any other academic setting must be received from an accredited institution under the direct supervision of a designated district employee with pre-approval for GPA inclusion by the principal.

Any specific situation not covered by this regulation shall be referred to the administration with right of appeal to the Board of Education.

These changes will be effective fall semester 2003.

Elementary Grading Systems

The elementary report card is standards based. From kindergarten through fifth grade, the state identifies essential skills that every child must master in order to be successful in school.

Evidence of mastery of these essential skills is based on a variety of assessments.

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Based on the child's performance, one of the following scores will be given:

- A score of 1 indicates the child needs more time, practice, and support to begin working at grade level for the skill.
- A score of 2 indicates the child is developing in the grade-level expectations for the skill.
- A score of 3 indicates the child consistently demonstrates proficiency of grade-level expectations for the skill.
- A score of 4 indicates the child consistently demonstrates above grade-level performance expectations for the skill.

Academic achievement percentage and letter grades may be given in second through fifth grades. These indicators may be used to distinguish honor roll students in fourth and fifth grades.

Adopted: September 21, 1994
Revised: July 22, 1998
Revised: November 18, 1998
Revised: June 27, 2003
Revised: February 18, 2004
Revised: June 15, 2004

Grade Classifications

Grade classification for middle school: to be classified a certain grade level, the following criteria must be met:

6 th Grade	Passed all 5 th grade cores
7 th Grade	Passed 6 th grade English - 1 credit Passed 6 th grade Science - 1 credit Passed 6 th grade Math - 1 credit Passed 6 th grade Social Studies - 1 credit Passed 6 th grade Applied Studies - 1 credit Passed 4/5 of 6 th Grade Exploratory Classes - 4 credits Passed 3/4 of 6 th Grade Exploratory Classes - 3 credits
8 th Grade	Passed all the above - 12 credits Passed 7 th grade English - 1 credit Passed 7 th grade Science - 1 credit Passed 7 th grade Math - 1 credit Passed 7 th grade Social Studies - 1 credit Passed 7 th grade Applied Studies - 1 credit Passed 4/5 of 7 th Grade Exploratory Classes - 4 credits Passed 3/4 of 7 th Grade Exploratory Classes - 3 credits
9 th Grade	Passed all the above - 24 credits Passed 8 th grade English - 1 credit Passed 8 th grade Science - 1 credit Passed 8 th grade Math - 1 credit Passed 8 th grade Social Studies - 1 credit Passed 8 th grade Applied Studies - 1 credit Passed 4/5 of 8 th Grade Exploratory Classes - 4 credits Passed 3/4 of 8 th Grade Exploratory Classes - 3 credits

Students must make up any missing core credit (English, Math, Science, Social Studies, Applied Studies) and will remain at current grade level in that core subject until work is completed in summer as arranged by summer school or other individualized methods. Students missing more than 5 credits at the end of 6th, 7th or 8th grade will repeat 6th, 7th or 8th grade the following year.

Adopted: September 21, 1994

Grade Classifications

Grade Classification for high school: to be classified a certain grade level the following criteria must be met:

9th Grade Passed required 36 credits for middle school.

10th Grade Passed 9th grade English – 1 credit
Passed 9th grade Science – 1 credit
Passed Keyboarding – ½ credit
Passed 3 electives – 3 credits

11th Grade: Passed all the above – 5 ½ credits
Passed Computer Applications - ½ credit
Passed 10th Science – 1 credit
Passed a HS Math Class – 1 credit
Passed a Social Studies Class – 1 credit
Passed 10th English & Speech – 1 ½ credits
Passed 10th Life Skills – ½ credit
Passed 1 elective – 1 credit

12th Grade Passed all above – 12 credits
Passed 11th English – 1 credit
Passed a HS Math Class – 1 credit
Passed U.S. Studies – 1 credit
Passed 4 electives – 4 credits

Graduate Passed all above – 19 credits
Passed 12th English & Writing – 1 ½ credits
Passed Political Studies – 1 credit
Passed 3rd HS Math – 1 credit
Passed 3rd HS Science – 1 credit
Passed 12th Life Skills – ½ credit
Passed 1 full credit of PE – 1 credit

Adopted: September 21, 1994

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Parent Conferences

Parent/teacher conferences shall be held at the end of the first quarter for elementary school students. All parents are scheduled for 10-minute sessions. Report cards are given out at this time.

High school conferences are held at the end of the first quarter. Report cards are given out at this time.

Each teacher is assigned a conference period as part of his/her teaching assignment. One of the purposes of this period is that the teacher will have a scheduled time to confer with parents. Parents should feel free to call for an appointment for a personal conference relative to any phase of the student's progress in the class.

Current practice codified 1983

Scholastic Lettering

Students will be first eligible for a letter at the end of their sophomore year. The student's grade point average for his entire high school career must be at least 90%. The student must not have received any semester grade below a 70% throughout his/her high school career and during the last two years, have not received any semester grade below an 80%.

Recipients of the letter will be awarded in the same manner as outlined in athletic awards procedure.

Adopted: July 17, 1985

Grading/Assessment Systems
(Exemption Procedure and Information to Parents/Guardians)

Parent/Guardian Request for Exemption

In accordance with the accompanying policy, the parent/guardian of a student enrolled in the district may request that his or her child be exempt from participating in one or more state assessments.

1. The request for exemption must be submitted in writing to the school principal.
2. The parent/guardian will not be required to state the reason for asking for the exemption.
3. The request for exemption may apply to all or specific state assessments administered to the student during the school year.
4. A request for exemption will be valid for one school year. Requests for exemption from state assessments in subsequent school years to require a new written request.
5. Parents/guardians are encouraged to submit their requests for exemption at the earliest possible date each school year so that the district may plan accordingly.

Information to Parents/Guardians

Each school year at the earliest possible time, the district shall distribute information to students' parents/guardians regarding the state and district assessments that the district will administer that year. This information shall also be posted on the district's website.

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

At a minimum, the district assessment calendar shall include:

- an estimate of the testing hours required on each testing day; and
- whether the assessment is required by federal and/or state law or was selected by the district.

Adopted: November 18, 2015

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NOTE 1: The information distributed to parents/guardians must include: (1) the state and local assessments that the district will administer during the school year; (2) whether the assessment is required by federal law and/or state law or is required by the district; (3) the "anticipated" calendar for administering state and district assessments; (4) the "purposes" of the state and district assessments; and (5) the "manner" in which the results will be used by the district and the Colorado Department of Education. C.R.S. 22-7-1013(7)(a).

Honor Awards

SECONDARY SCHOOL

In order to qualify for honor awards, students must receive no grades other than A, B, P, or S in each class and/or subject. This applies to grades 6, 7, 8, 9, 10, 11, and 12.

ELEMENTARY SCHOOL

In order to qualify for honor awards, students must receive no grades other than A, B, P, or S in all classes and subjects. This applies to grades 4 and 5.

SUPERINTENDENT'S HONOR ROLL

In order to qualify for honor awards, students must receive no grades other than A, P, or S in all classes and subjects. This applies to grades 4, 5, 6, 7, 8, 9, 10, 11 and 12.

SENIORS GRADUATING WITH HONORS

A student must attend Plateau Valley High School his/her entire junior and senior years as a full-time student (full-time students take a full schedule of courses at Plateau Valley High School each quarter, if not involved in vocational education or concurrent enrollment classes) to qualify for valedictorian or salutatorian.

Grade point averages shall be figured with courses completed at the end of the eighth semester. Student aide grades shall not be included.

For selection of valedictorian and salutatorian, grades shall be averaged using a four-point weighted scale and rounded off to two decimal places. The following combinations may be awarded: one Valedictorian, one Salutatorian (no ties); Co- (or Tri or Quad) Valedictorian, no Salutatorian (tie for 1st); one Valedictorian, Co-(or Tri or Quad) Salutatorian (tie for 2nd).

For class rank (to be placed on transcripts and applications for college entrance), grades shall be averaged and rounded off to the nearest two decimal places. Ties at any place rank shall eliminate succeeding rank numbers accordingly (i.e.: a tie for first with two students would mean that the third student would be ranked third.)

WEIGHTED CLASS:

Classes which may be approved for a weighted grade include 100 level and above college courses of three or more credit hours at an approved institution of higher learning and advanced placement classes which follow a nationally approved AP curriculum.

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These changes will be effective fall semester 2003.

Adoption date: September 21, 1988
Revised: September 21, 1994
Revised: June 27, 2003
Revised: March 23, 2004

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

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

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

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

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

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

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

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

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

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

The district administration shall develop regulations to implement this policy, which shall include an appeals process concerning a decision to promote, retain or accelerate a student.

Current practice codified 1983

Adopted: Date of manual adoption

Revised: February 18, 2015

LEGAL REFS.: C.R.S. 22-7-1013 (2.5)
 C.R.S. 22-32-109 (1)(hh)

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
 AEA, Standards Based Education
 IKA, Grading/Assessment Systems

Plateau Valley High School Graduation Requirements (For Students of the Classes of 2018, 2019 and 2020)

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

District Academic Standards

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

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

Units of Credits Needed

ENGLISH	4.5Credits
SOCIAL STUDIES.....	3.5 Credits
SCIENCE.....	3.5 Credits
MATH.....	3 Credits
CAREER & LIFE MANAGEMENT..	.5 Credit
COMPUTER APPLICATIONS.....	.5 Credit
P.E.	1 Credit

Total credits to graduate: 26 credits (16.5 required credits, 9.5 elective credits).

Specific guidelines:

English: To include English I, English II, English III, English IV, and 1/2 credit language arts elective.

Social Studies: Geography, U.S. History, Government and one elective.

Science: Earth science, biology, physical science, and one elective. College-bound students are strongly encouraged to take physics and chemistry. The physical science and elective may be met by the general class or a two-year sequence of chemistry and physics.

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Math: Algebra or equivalent or applied math 9th grade, geometry or equivalent or transition math 10th grade, and one elective. All students must complete algebra or equivalent. College-bound students are strongly encouraged to take at least advanced algebra and advanced math.

Career and life management.

Physical Education: No waivers for marching band and no credit granted for athletics or cheerleading. 1/2 credit for 9th or 10th grade physical education and 1/2 credit for 11th or 12th grade physical education or weight training.

Computer Applications: 1/2 credit required to include spreadsheet, database, keyboarding and presentation programs.

Foreign Language: It is strongly recommended that college bound students take two credits of the same foreign language.

Special Education Students: Students who have been staffed as special education students may or may not be required to meet above graduation requirements depending upon individual educational plans.

Credit From Other Institutions and Home-Based Programs

All students entering from outside the district must meet the district graduation requirements. The principal shall determine whether credit toward graduation shall be granted for courses taken outside the district. Students who are currently enrolled in the district and wish to obtain credit from outside institutions, or through “online” programs, must have prior approval from the principal.

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

Adopted: April 18, 1984
Amended: July 18, 2001
Amended: October 15, 2001
Amended: September 18, 2002
Amended: July 21, 2004
Amended: March 22, 2005

Amended: March 8, 2011
Amended: November 14, 2012
Amended: October 19, 2017

LEGAL REF: C.R.S. 22-1-104
C.R.S. 22-32-109(1)(kk)
C.R.S. 22-32-132
C.R.S. 22-33-104.5
C.R.S. 22-35-101 *et seq.*

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

Plateau Valley School District 50 High School Graduation Requirements
 Graduation Requirements (Beginning with the Class of 2021)

In pursuit of its mission to ensure that all students reach their learning potential and are prepared for postsecondary and career opportunities, the Board of Education has established the following graduation requirements for students entering the ninth grade in the 2017-18 school year and each ninth grade class thereafter.

To receive a high school diploma from the district, students must meet or exceed the district's academic standards and measures required by this policy. Students with disabilities shall be provided access to all graduation pathways provided by this policy and shall have the opportunity to earn a high school diploma from the district.

College and Career Readiness

The Colorado State Board of Education has adopted state graduation guidelines that identify college and career readiness measures in English and Math. The Board has selected its own measures from these state graduation guidelines.

English

Students must complete at least one of the following measures and meet or exceed the measure's corresponding cut score or criteria to demonstrate college and career readiness in English.

Measure	Cut Score/Criteria
Accuplacer Assessment	Score of at least 62 on Reading Comprehension.
ACT Assessment	Score of at least 18 on English.
Armed Services Vocational Aptitude Battery (ASVAB)	Score in at least the 31st percentile.
SAT assessment	Score of at least 430 in English.
Industry Certification	Completion of district-approved industry certification.
Concurrent enrollment courses that demonstrate English readiness, as approved by the district and included in the student's academic plan of study or Individualized Career and Academic Plan (ICAP). (English 101, English 102)	Grade of at least a C.
District capstone project that demonstrates academic and intellectual learning in the subject area of English.	Completion of the district capstone project and approval by the district-designated team.

Math

Students must complete at least one of the following measures and meet the measure's corresponding cut score or criteria to demonstrate college and career readiness in Math.

Measure	Cut Score/Criteria
Accuplacer Assessment	Score of at least 61 on Elementary Algebra.
ACT Assessment	Score of at least 19 on Math.
Armed Services Vocational Aptitude Battery (ASVAB)	Score in at least the 31st percentile.
SAT assessment	Score of at least 460 on Math.
Industry Certification	Completion of district-approved industry certification.
District capstone project that demonstrates academic and intellectual learning in the subject area of English.	Completion of the district capstone project and approval by the district-designated team.

Exceptions to the Board's Required Measures and Cut Scores/Criteria

If a student has demonstrated college and career readiness by completing an assessment or other measure that is not included in this policy but is included in the state graduation guidelines, the principal or principal's designee may determine that such assessment or other measure is acceptable and meets the district's graduation requirements.

Courses Required for Graduation

Subject	25 total credits required Required Credits for Graduation	Recommended for College-bound Students
English	4-four consecutive core English courses	4- including concurrent enrollment
Science	3-geophysical, biology, chemistry or physics	4- including at least 2 upper-level science courses
Math	3-including Algebra I, Algebra II and Geometry	4- including at least one upper-level math course
Social Studies	3-including one year of US History, and one semester each World Geography, Civics, and Economics	3.5-including at least one upper-level course
Other Required Courses	0.5-Technology 0.5-Career & Life 1-Physical Education 10 elective credits	2-foreign language

Credit from Other Institutions and Home-Based Programs

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

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

Early graduation

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

Adopted: April 18, 1984
Amended: July 18, 2001
Amended: October 15, 2001
Amended: September 18, 2002
Amended: July 21, 2004
Amended: March 22, 2005
Amended: March 8, 2011
Amended: November 14, 2012
Amended: July 14, 2017
Amended: October 19, 2017

LEGAL REFS.: C.R.S. 22-1-104
C.R.S. 22-32-109(1)(kk)
C.R.S. 22-32-132
C.R.S. 22-33-104.5
C.R.S. 22-35-101 et seq.

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

Graduation Requirements for Grand Mesa High School

The Grand Mesa High School Diploma is awarded upon the completion of curriculum based on Grand Mesa High School academic standards, vocational training program, service learning, citizenship, and all required assessments.

GRAND MESA HIGH SCHOOL ACADEMIC STANDARDS

Completion of academic course work based on state content standards as required by the Colorado Department of Education.

English	3.0 units
Social Studies	2.75 units
Economics	0.5 units
Math	2.0 units
Science	2.0 units
Information Technology	0.5 units
Research Project	0.25 units
Vocation/Trade	10.00 units

Total units to graduate – 21.0 units

Electives:

Language Arts Elective	1.0 units
Social Studies Elective	1.0 units
Math Elective	1.0 units
Science Elective	1.0 units
Newspaper	0.5 units
Drama	0.25 units
Foreign Language	1.0 units
Band/Chorus	0.25 units
Business 101	0.5 units
Driver's Education	0.25 units
Robotics/Applied Technology	0.25 units

Special Education Students: Students who have been staffed as special education may or may not be required to meet above graduation requirements depending upon individual educational plans.

Credit From Other Institutions and Home-Based Programs

All students entering from outside the district must meet the district graduation requirements. The principal shall determine whether credit toward graduation requirements shall be granted for courses taken outside the district. Students who are currently enrolled in the district and wish to obtain credit from outside institutions, or through “online” programs, must have prior approval from the principal.

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

VOCATIONAL TRAINING

Completion of vocational program based on training achievement record as required by the U.S. Forest Service.

SERVICE LEARNING

Written documentation showing students have completed approved service learning activities of no less than ten (10) hours.

CITIZENSHIP

Demonstration of a positive work ethic and of satisfactory behavior both in and out of the classroom including leadership, respect, and support of fellow students.

ASSESSMENT

Demonstrations of what students know and are able to do including the Colorado Student Assessment Program (CSAP) and the Northwest Educational Assessment test (NWEA). The body of evidence will include tests, projects, presentations, teacher evaluations, and student self-evaluation.

Adopted: August 21, 1991
Revised: March 23, 1994
Revised: April 21, 1999
Revised: February 27, 2008
Revised: September 24, 2010
Revised: August 14, 2013

LEGAL REF: C.R.S. 22-33-104.5

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Graduation Exercises

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

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

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

Baccalaureate Exercises

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 terms, conditions, and rates prescribed by the district.

Adopted: July 20, 1994
Revised: August 21, 1996
Revised: February 18, 2015

CROSS REF.: KF, Community Use of School Facilities

Early Graduation

Guidelines

1. Letter from the parents requesting early graduation for the student by the first regular Board meeting of the quarter.
2. Letter from the counselor stating that the student will meet graduation requirements from Plateau Valley before the end of the quarter the student plans on graduating.
3. Student has definite plans and a good reason to request early graduation.
4. Must be a full-time student at Plateau Valley for at least four quarters.
5. No student allowed to graduate earlier than the end of the second quarter of the senior year.
6. Approval from the Board of Education.
7. Upon completion of graduation requirements the person is no longer considered to be a student at Plateau Valley High School and is no longer eligible to attend or participate in extracurricular events. However, the student may request participation at graduation exercises for the year of his graduation for approval by the administration.

Current practice codified 1983

Adopted: Date of manual adoption



Testing Programs

All regular secondary students, grades nine through twelve, shall be tested at the end of first and second semester in each class the student has attended for that semester. Semester tests shall include questions pertaining to major information or concepts given to students during that semester at work. Tests should be designed to last no longer than one hour, and grade from the semester test will not count more than 1/10 of the semester grade. (The test should count as part of the semester grade).

Secondary teachers (grades 9-12) shall be responsible for designing the tests. Semester tests will be given the last week of each semester according to the time schedule established by the administration or counselor and should not include more than two tests scheduled per day.

Students shall be given study guides for the semester tests at least one week prior to test. Study guides may be given orally as a total review or in written form.

All subjects are required to be tested including areas such as physical education, band, auto mechanics, industrial arts and consumer and family studies. Testing may be practical in nature.

A copy of each semester test will be placed on file in the administration office. An explanation of the test if a practical test, assignment of total points for the test, and a breakdown of the scores may also be required.

A district program of testing for assessment/evaluation and intelligence shall be standardized and coordinated throughout the school district.

Under the supervision of the superintendent, the principals shall be responsible for scheduling, disseminating and collecting tests and for reporting and interpreting all group test results.

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

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.

Adopted: November 16, 1988

LEGAL REFS.: C.R.S. 22-7-102(2)(b)
C.R.S. 22-32-109.5
C.R.S. 22-53-205

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C.R.S. 22-53-207(3)(5)
1 C.C.R. 301-1, Rule 2202-R-3.10(4)

CROSS REFS.: JHDA, Psychological Testing of Students
LC, Relations with Education Research Agencies

Early Literacy and Reading Comprehension (Colorado READ Act)

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

Assessments and READ plans

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

NOTE: If the district administers a reading assessment to kindergarten students during the first 60 days of the school year, it is not required to administer the literacy component of the school readiness assessment required by C.R.S. 22-7-1014(1)(a). See, C.R.S. 22-7-1014(2)(a), 22-7-1205(1)(a.5).

Student Retention Due to Student's Significant Reading Deficiency

The decision to retain a student due to the student's significant reading deficiency shall be made by the building principal, in accordance with applicable law and in consultation with the student's parent/guardian, the student's teacher and other appropriate school personnel.

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

Beginning in the 2016-17 school year, if a decision is made to promote a student to fourth grade even though the student continues to be identified as a student with a significant reading deficiency, the superintendent or superintendent's designee shall make the final decision regarding whether the student is promoted or retained.

Reporting

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

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

Adopted: September 16, 1998
Revised: July 18, 2001
Revised: March 8, 2011
Revised: May 18, 2016

LEGAL REFS.: C.R.S. 22-7-1201 *et seq.*
C.R.S. 22-11-101 *et seq.*
1 CCR 301-1, Rules 2202-R-1.00 *et seq.*
1 CCR 301-92, Rules 2202-R-1.00 *et seq.*

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
AED*, Accreditation
IK, Academic Achievement
IKE, Ensuring All Students Meet Standards

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

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

A. Development of a READ Plan

A READ plan shall be developed for a student in kindergarten, first, second or third grade who is identified with a significant reading deficiency in accordance with the READ Act and applicable State Board of Education rules. If the student is in kindergarten, the READ plan shall be a component of the kindergartner's individualized readiness plan. Alternatively and in lieu of a READ plan, the district may address the student's identified significant reading deficiency in the student's Individualized Education Program (IEP), in accordance with applicable law.

Components of the READ Plan

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

1. The student's specific reading skill deficiencies.
2. The goals and benchmarks for the student's growth in attaining reading competency.
3. The instructional programming and interventions that will be provided.
4. The manner in which the student's progress will be monitored.
5. The strategies the student's parent/guardian is encouraged to use in assisting the student.
6. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading skills.

Communication with the Student's Parent/Guardian

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

1. The state's goal for all children in Colorado is to graduate from high school having attained skill levels that adequately prepare them for postsecondary studies or the workforce.
2. Research indicates achieving reading competency by the end of third grade is a critical milestone in achieving this goal.
3. If the student enters fourth grade without achieving reading competency, the student is significantly more likely to fall behind in all subject areas beginning in fourth grade and continuing in later grades.
4. If the student's reading skill deficiencies are not remediated, it is likely the student will not have the skills necessary to complete the coursework required to graduate from high school

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5. The nature of the student's reading skill deficiency, including an explanation of what the significant deficiency is and the basis upon which the teacher identified the deficiency.
6. Under state law, the student qualifies for and the district is required to provide targeted, scientifically based or evidence-based interventions to remediate the student's specific reading skill deficiencies, and the student's READ plan shall include these interventions.
7. The student's parent/guardian plays a central role in supporting the student's efforts to achieve reading competency and is strongly encouraged to work with the student's teacher in implementing the student's READ plan.
8. The student's READ plan includes strategies the parent/guardian is encouraged to use at home and is encouraged to supplement the intervention the student receives in school.
9. There are serious implications to a student entering fourth grade with a significant reading deficiency. If the student continues to have a significant reading deficiency at the end of the school year, state law requires the parent/guardian, student's teacher and other school personnel to meet and consider retention as an intervention strategy.

At the conclusion of the meeting, the student's teacher shall provide the student's parent/guardian with a written explanation of the information discussed in items 1-9 above, along with a copy of the student's READ plan.

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

B. Student Promotion or Retention

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

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

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

The written notification shall not be required if:

1. The student is a student with a disability who is eligible to take the alternative statewide assessment or whose disability substantially impacts the student's progress in developing reading skills, resulting in the student's significant reading deficiency;

2. The student is identified as an English language learner and the student's significant reading deficiency is due primarily to the student's language skills; or
3. The student is completing the second school year at the same grade level.

Meeting to Discuss Possible Retention

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

1. There are serious implications to a student entering fourth grade with a significant reading deficiency and, therefore, state law requires the student's parent/guardian, student's teacher and other school personnel to meet and consider retention as an intervention strategy and determine whether the student, despite having a significant reading deficiency, is able to maintain adequate academic progress at the next grade level.
2. The importance of achieving reading competency by third grade because students who do so are more likely to graduate from high school and attain a postsecondary credential.
3. The student's body of evidence and the likelihood that the student, despite having a significant reading deficiency, will be able to maintain adequate academic progress at the next grade level.
4. The increased level of intervention instruction the student will receive in the next school year regardless of whether the student advances to the next grade level.
5. The potential effects on the student if he or she does not advance to the next grade level.

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

Adopted: May 20, 2015

Teaching About Controversial Issues and Use of Controversial Materials

Controversial issues are defined as those problems, subjects or questions about which there are significant differences of opinion and 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 interpretation or the values people use in applying the facts.

Controversial materials are defined as learning resources which are not part of the district's approved learning resources and which are subject to disagreement as to appropriateness because they refer or relate to a controversial issue or present material in a manner which is itself controversial. Examples of such materials include, but are not limited to, those that depict explicit sexual conduct, graphic violence, profanity, drug use, or other socially undesirable behaviors, or materials that are likely to divide the community along racial, ethnic or religious lines.

Films and/or videos rated R, PG-13 or PG shall be considered controversial in accordance with this policy. X rated and NC-17 rated films and videos shall not be used in district schools. PG, PG-13 and R rated films and videos shall be considered controversial at the elementary school level. PG-13 and R rated films and videos shall be considered controversial at the middle school level. R rated films and videos shall be considered controversial at the high school level.

Teachers may use controversial learning materials and discuss controversial issues if they contribute to the attainment of course objectives directly related to Board-adopted academic standards. The educational purpose of teaching about controversial issues or using controversial materials must be student achievement in academic standards rather than reaching conclusions about the validity of a specific point of view.

In teaching about controversial issues, teachers shall work cooperatively with the building principal. Teachers shall obtain approval from the building principal prior to the use of any controversial materials. If a teacher has a question regarding whether an issue or resource is controversial within the meaning of this policy, the teacher shall contact the principal. The principal may instruct the teacher to notify students' parents/guardians and obtain parents/guardians' permission prior to discussing a controversial issue or using controversial materials. Teachers shall inform the principal of controversial issues that arise unexpectedly which cause or are likely to cause concern for students and/or their parents/guardians.

When teaching about controversial issues, teachers may express their personal viewpoints and opinions; however, they also have the obligation to be objective and impartially present the various sides of an issue. Controversial issues are to be presented with good judgment and coordination with the building principal, keeping in mind the maturity of the students.

When controversial issues or controversial materials are used as part of the instructional program, alternative learning activities shall be provided when feasible at the request of a student or the student's parents/guardians.

Adopted: September 17, 1986

Revised: February 18, 2015

CROSS REFS.: IJ, Instructional Resources and Materials

KEC, Public Concerns/Complaints about Instructional Resources

Flag Displays

The superintendent or building principal shall see that the United States flag and Colorado flag are 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 principal school building or on 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.

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

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

Adopted: January 18, 1995

Revised: July 19, 2006

LEGAL REFS.: Tinker vs. Des Moines Indep. Comm. Sch. Dist., 393 U.S. 503 (1968)
C.R.S. 22-32-109 (1)(s) (*flag displays at administration buildings*)
C.R.S. 22-32-109(1)(ii) (*duty to adopt policy regarding reasonable display of U.S. flag by students and school district employees*)
C.R.S. 27-2-108(2)(c)(3) and (4) (*duty to display U.S. flag in classrooms*)
C.R.S. 27-2-108.5 (*personal display of flag*)
4 U.S.C. Section 7 (*position and manner of display*)

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

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Religious Observances and Displays

Activities within our schools will conform to the First Amendment to the Constitution of the United States concerning the separation of church and state as interpreted by decisions of the United States Supreme Court.

In order to help staff members abide by the spirit and letter of the law and to avoid compromising any student's religious or conscientious beliefs or freedoms, the following guidelines have been established:

1. The students, faculty and administration are reminded of the pluralism of religious beliefs. Specifically, that which is important and meaningful to some may be offensive and repugnant to others. Each person is reminded to be conscious of and respect the sensitivities of others.
2. Factual and objective teaching about religion may occur in the Plateau Valley School District. Religious indoctrination is never appropriate in the public schools and is not permitted by the Board.
3. Discussion of morality, ethics and values is encouraged. The ultimate responsibility for the formation of these values rests with the home.
4. Neither instructional materials nor assembly programs will be used to promote or encourage any views concerning religion. Distribution of Bibles or religious literature on school property or at school-sponsored events is not permitted.
5. Music programs given at times close to religious holidays should not use the religious aspect of these holidays as the underlying motive or theme. Although religious music is appropriate in the schools to the extent that it is sung or presented for musical rather than religious content, its use should not violate the secular nature of the school.
6. Pageants, plays, recitals and other literary or dramatic activities should not be used to convey religious messages. Religious readings will be permitted for historical and literary instructions.

Adopted: Date of manual adoption

School Assemblies

Students shall be in attendance at all school assemblies unless they present a written permission for absence from their parent or guardian.

Adopted prior to 1976