

## Regular Meeting

Monday, July 14, 2025 7:00 PM

District Support Center, 715 W. Platte Avenue, Fort Morgan, CO 80701

### 1. OPENING ACTIVITIES

1.A. Call to Order

1.B. Roll Call

1.C. Pledge of Allegiance

1.D. Approval of Previous Minutes

1.E. Agenda Changes; Approval of Agenda

### 2. OPPORTUNITY FOR THE AUDIENCE

2.A. Public Comments

### 3. REPORTS

3.A. Board of Education

**Speaker (s)** : Mrs.  
Nancy Hopper, Board  
President

3.B. Superintendent

**Speaker (s)** : Mr. Rob  
Sanders

3.C. Assistant Superintendent of Curriculum and  
Assessment

**Speaker (s)** : Dr. Rena  
Frasco

3.D. Assistant Superintendent of Human Resources

**Speaker (s)** : Mr. Jason  
Frasco

3.E. Chief Financial Officer

**Speaker (s)** : Ms. Toni  
Miller

### 4. DISCUSSION ITEMS

4.A. 2025 Coordinated Election

4.B. 2025-2026 Course Description and Planning Guide  
for Lincoln High School

4.C. 2025-2026 Lincoln High School Handbook

4.D. Policies - District Revisions - First Reading

4.E. Policies - First Reading

### 5. CONSENT AGENDA

5.A. Personnel Action Report

5.B. Claims: Check Summary Report

5.C. Approval of Consent Agenda

### 6. ACTION ITEMS

6.A. Approve the Coordinated Election with Morgan County

6.B. Approve the Call for Nominations for School Board Directors

6.C. Rescind Approval of Addendum to Superintendent's Contract Approved on May 5, 2025

6.D. Differentiated Stipend Proposal for the Special Education Coordinator

6.E. 2025-2026 Course Description and Planning Guide for Lincoln High School

6.F. 2025-2026 Lincoln High School Handbook

6.G. Donation of \$700 from White Tigers Taekwondo to Morgan County School District Re-3

**7. ADVANCED PLANNING**

7.A. The 2025 CASE Conference is July 23-25, 2025. The conference is in Breckenridge, Colorado.

7.B. The 2025-2026 Beginning of the School Year Schedule is attached.

7.C. The upcoming CASB Regional Meeting will be held at the District Support Center on Tuesday, August 13, 2025. The meeting is from 4:30 - 7:30 p.m.

7.D. The next Board of Education Meeting is August 18, 2025.

7.E. The first day of the 2025-2026 school year is Tuesday, August 12, 2025.

**8. CLOSING ACTIVITIES**

8.A. Adjournment

**BOARD OF EDUCATION  
JUNE 16, 2025  
MINUTES**

**OPENING ACTIVITIES**

A. Call to Order

The Board of Education of Morgan County School District Re-3 met in regular session at 7:00 p.m. on June 16, 2025, in the Board Room at the District Support Center with the following members present: Mrs. Chris Brown, Mrs. Amy Grantham, Mrs. Nancy Hopper, Mrs. Kati Jess, Mr. John Prouty, Mrs. Mindy Smith, and Mrs. Sarah Whitney. Also in attendance were Mr. Rob Sanders, Superintendent; Dr. Rena Frasco, Assistant Superintendent; and Ms. Toni Miller, Chief Financial Officer. Mr. Jason Frasco was absent.

B. Approval of Previous Minutes

Mrs. Kati Jess made a motion to approve the minutes from the regular meetings on May 5, 2025, and May 19, 2025, as presented. Mrs. Mindy Smith seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

C. Agenda Changes; Approval of Agenda

Mrs. Mindy Smith made a motion to approve the agenda as presented. Mrs. Kati Jess seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

**SPECIAL PRESENTATION**

A. 2025-2026 Budget – Ms. Toni Miller

Ms. Toni Miller, Chief Financial Officer, presented the 2025–2026 Proposed Budget to the Board. The initial budget reflects a planned deficit of \$197,603. However, Ms. Toni Miller noted that the actual deficit is likely to be smaller, as the District typically experiences a number of unfilled positions each year. The budget includes an assumed enrollment increase of 15 students for the 2025–2026 school year, while all other revenue projections are based on 2024–2025 figures.

The Capital Reserve Fund includes anticipated lease payments to the Bank of Colorado for the estimated \$2,200,000 cost for the Pioneer Elementary secured entrance project and the playground upgrades at various elementary schools. The Insurance Reserve Fund begins with a balance of \$82,557, accumulated through overfunding in previous years. This amount will be applied toward the 2025–2026 expenditures. Lastly, the Building Fund accounts for expenses related to the HVAC (Heating, Ventilation, and Air Conditioning) upgrades and Legion Field construction projects, both of which are expected to be completed during the 2024–2025 school year. Ms. Toni Miller stressed that if either project is not completed by the end of the fiscal year, budget adjustments will be made in January 2026 to reflect the updated timeline.

## **OPPORTUNITY FOR AUDIENCE**

None

## **REPORTS**

### **A. Board – Mrs. Nancy Hopper**

The Colorado State Board of Education held its meeting in our boardroom on June 11–12, 2025. On June 10, Mrs. Nancy Hopper hosted a traveling roadshow with the members of the State Board, providing them with a guided tour of our District and its facilities.

As part of the visit, Mrs. Hopper prepared and delivered a presentation highlighting the rich history of Fort Morgan and the Morgan County School District Re-3. Her presentation began with an overview of the area’s earliest inhabitants, including Native Americans and pioneers, and their influence on the development of the region. She also featured notable individuals from Fort Morgan, such as Glenn Miller, as well as three Fort Morgan High School graduates who went on to play in the National Football League. The presentation included a historical account of Rainbow Bridge and traced the evolution of our schools from their beginnings to the present day.

### **B. Superintendent – Mr. Rob Sanders**

Mr. Rob Sanders commented on Mrs. Nancy Hopper’s PowerPoint presentation, remarking that it was very well done. He was unable to attend the State Board meeting and heard that the visit went very well.

Mr. Rob Sanders continued with an update on facilities and funding, stating that while the District had previously discussed allocating some additional funds toward playground improvements, it has recently come to his attention that the Fort Morgan High School (FMHS) Stan Lampe Gymnasium floor is in critical condition. Typically, these floors are periodically sanded and refinished. Unfortunately, we have exceeded the limit on the number of times this can be done. Mr. Rob Sanders added that the FMHS has been experiencing roof leaks, but those issues are expected to be resolved soon. He recommended that the Board consider in addition to using the available funds to prioritize playground upgrades where possible, to also address the FMHS gym floor replacement. A full roof replacement will begin at the FMHS as part of a previously approved insurance claim. Once the roof is complete, the FMHS gym floor will be protected from future water damage.

### **C. Assistant Superintendent Curriculum/Assessment – Dr. Rena Frasco**

Dr. Rena Frasco informed the Board that later in the meeting, they would be asked to approve the Actual and Planned Measures for Lincoln High School in its role as an Alternative Education Campus. These documents must be submitted to the Colorado Department of Education by the end of June.

Dr. Frasco presented the student assessment data for the 2024–2025 school year from DIBELS and NWEA testing to the Board. She anticipates receiving the Growth Premium Report in July and plans to share that information at that time. Although CMAS (Colorado

Measures of Academic Success) scores remain under embargo, schools are continuing their work on their Unified Improvement Plans. The District remains engaged in this process in partnership with Ms. Cindy Ward, founder and lead consultant of ONWARD Education Consulting.

Looking ahead, Dr. Rena Frasco shared that English Language Arts is scheduled for curriculum adoption in the upcoming year, and due to the scope of this work, preparations are already underway. The District has been piloting Core Knowledge Language Arts (CKLA) in most buildings, with the exception of the Dual Immersion program at Columbine Elementary. One observation Dr. Rena Frasco made is the need for students to spend more time with books and reading materials. In addition, McGraw Hill Wonders has come highly recommended to Mrs. Shelly Ocanas, Director of Culturally and Linguistically Diverse Education. Many larger districts with multilingual learners have adopted the Wonders K–6 literacy curriculum, which offers a research-based blend of print and digital resources designed to build a strong literacy foundation. Dr. Rena Frasco emphasized the importance of ensuring that educators are fully equipped to deliver this content effectively and to help all students reach their fullest potential.

The District is entering the second year of its MTSS (Multi-Tiered System of Supports) Grant. As part of this work, a comprehensive Response to Intervention (RTI) referral form has been developed to ensure that students are receiving strong Tier 1 universal instruction and scaffolded support before being referred to more intensive interventions. It is essential that we do not move students into Tier 2 or Tier 3 services without first confirming that high-quality, rigorous instruction is in place at the Tier 1 level. The data clearly highlights this need. This is not just about English Language Arts but reviewing the broader academic data. It is evident that we must strengthen our core instructional practices across all content areas.

#### D. Assistant Superintendent Human Resources – Mr. Jason Frasco

Mr. Jason Frasco was unable to attend the board meeting but provided his report electronically to the Board. Our latest job postings include nine (9) certified positions, thirteen (13) classified positions, and four (4) coaching and substitute positions.

Mr. Jason Frasco included an annual report on the status of each sick bank per Policy GCCBA-R, Administrative Staff Sick Leave, and page 16 in both the FMEA (Fort Morgan Education Association) and the ACP (Association of Classified Personnel) Agreements). Each group has a committee that determines when sick bank days are approved.

Below is a summary of each Sick Bank’s balance as of June 19, 2025, the use for the 2024-2025 school year, and a list of each sick bank committee members.

- Fort Morgan Education Association (FMEA)
  - Beginning Balance – 533.5 days
  - Days Donated – 26 days

- Employees Used – 146.39 days (9 employees)
- Ending Balance – 413.11 days
- Minimum Balance Per Agreement – 300 days
- Committee
  - Mr. Jason Frasco, Mrs. Chris Brown, Mrs. Pam Watson, Mrs. Teresa Farley, and Ms. Frances Bragg
- Association of Classified Personnel (ACP)
  - Beginning Balance – 271.55 days
  - Days Donated – 63 days
  - Employees Used – 97.86 days (7 employees)
  - Ending Balance – 236.69 days
  - Minimum Balance Per Agreement – 200 days
  - Committee
    - Mr. Jason Frasco, Mrs. Chris Brown, Mrs. Mandy Yearous, Mrs. Diane Contreras, Mr. Robert Blackstun, and Ms. Frances Bragg
- Morgan Association of Supervisory and Administrative Personnel (MASAP)
  - Beginning Balance – 91 days
  - Days Donated – 1 days
  - Employees Used – 8.06 days (1 employee)
  - Ending Balance – 83.94 days
  - Minimum Balance Per Agreement – 90 days
  - Committee
    - Mr. Jason Frasco, Mr. Daniel Cooper, Mr. Clint Anderson, Ms. Simone Carruth

Mr. Rob Sanders announced that our District has been awarded the SAFER (School Access for Emergency Response) Grant in the amount of \$1,286,915. These funds will be used to enhance communication systems with emergency services and to improve safety measures across all District buildings and grounds. He extended special thanks to Mr. Jason Frasco and Ms. Vicki Davis for their contributions in providing critical information that was instrumental in the successful submission of the grant application.

E. Chief Financial Officer - Ms. Toni Miller

Ms. Toni Miller did not have an additional report after presenting the 2025-2026 Proposed Budget.

**DISCUSSIONS ITEMS**

A. Audit Firm - DMC Auditing and Consulting, LLC

Ms. Toni Miller expressed her satisfaction with DMC Auditing and Consulting, LLC, and would like to engage the firm to conduct our 2024–2025 audit. We had a successful audit with DMC Auditing and Consulting, LLC, for the 2023-2024 school year and she

appreciated the professionalism, efficiency, and collaborative approach of Mr. Dmitriv Chernyak, CPA.

**B. Lincoln High School Actual and Planned Measures as an Alternative Education Campus**

The Colorado Department of Education requires annual approval of the following for alternative education campuses:

- Alternative Education Campus Assessment Measures - 2025 Actual Measures
- Alternative Education Campus Planned Measures - Sheet 1
- Alternative Education Campus Assessment Measures - Trends
- Colorado Department of Education Alternative Education Campus ACT 2024-2025
- Colorado Department of Education Alternative Education Campus Preparation for 2025-2026

There was no discussion on the actual and planned measures for Lincoln High School.

**C. Salud Dental Project 2024-2025**

The dental department at our local Salud Family Health provides ongoing dental care for our students throughout the school year. They shared school-specific statistics for the 2024–2025 school year with Dr. Rena Frasco and expressed their appreciation for the District’s continued support of their program.

**D. Fort Morgan High School Girls Softball Program**

Mr. Greg Edson, District Athletic and Activities Director, and Mr. Clint Anderson, Principal at FMHS, presented to the Board what is needed to begin a Girls Softball program at FMHS. Girls Softball is a fall sport. Mr. Greg Edson presented a cost analysis showing a projected initial expense of \$37,966.27. He designed two different uniforms for home and away games. There was a healthy discussion with many valid pros and cons points. This is an action item later in the meeting.

**E. 2025-2026 School Handbooks**

There was no discussion on the following 2025-2026 School Handbooks:

- Sherman Early Childhood Center - Kindergarten
- Sherman Early Childhood Center - Sherman Preschool
- Baker Elementary School
- Columbine Elementary School
- Green Acres Elementary School
- Pioneer Elementary School
- Gifted and Talented Program
- The Children's Center

F. Third Reading - District Policy Revision Policy GDKA - Length of Support Staff Work Day

There was no discussion for final reading of policy GDKA, Length of Support Staff Work Day.

**CONSENT AGENDA**

- A. Personnel Action Report
- B. Claims and Accounts
- C. Approval of Consent Agenda

Mrs. Kati Jess made a motion to approve the consent agenda as presented. Mrs. Amy Grantham seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

**ACTION ITEMS**

- A. Consideration to Approve the Appropriating Resolution to Adopt the 2025-2026 Budget

Mrs. Mindy Smith made a motion to approve the Appropriating Resolution to Adopt the 2025-2026 Budget. Mrs. Amy Grantham seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

- B. Consideration to Approve the Resolution to Approve Spending the Funds from the Beginning Fund Balance

Mrs. Amy Grantham made a motion to approve the Resolution to Approve Spending the Funds from the Beginning Fund Balance. Mr. John Prouty seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

- C. Consideration to Approve the Audit Firm of DMC Auditing and Consulting, LLC

Mr. John Prouty made a motion to approve DMC Auditing and Consulting, LLC, as our auditing firm for the upcoming audit. Mrs. Kati Jess seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

- D. Consideration to Approve the Lincoln High School Actual and Planned Measures as an Alternative Education

Mrs. Amy Grantham made a motion to approve the Lincoln High School Actual and Planned Measures as an Alternative Education for the Colorado Department of Education. Mrs. Mindy Smith seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

- E. Consideration to Approve the Fort Morgan High School Girls Softball Program

Mrs. Mindy Smith made the following a motion to continue to consider offering Girls Softball for the Fall of 2026. The Board will study and gather information in order to make a decision in November of this year (2025). Mrs. Kati Jess seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

To clarify on this motion, the Board has not approved adding Girls Softball as a sport as of this meeting, and will revisit this in November 2025.

F. Consideration to Approve 2025-2026 School Handbooks

Mrs. Kati Jess made a motion to approve the following 2025-2026 School Handbooks:

- Sherman Early Childhood Center - Kindergarten
- Sherman Early Childhood Center - Sherman Preschool
- Baker Elementary School
- Columbine Elementary School
- Green Acres Elementary School
- Pioneer Elementary School
- Gifted and Talented Program
- The Children's Center

Mrs. Chris Brown seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

G. Consideration to Approve the Third Reading of District Policy GDKA - Length of Support Staff Work Day

Mr. John Prouty made a motion to approve the District revision of Policy GDKA - Length of Support Staff Work Day on the third reading. Mrs. Amy Grantham seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

H. Consideration to Approve the Donation from the Bloedorn Foundation to the Children's Center

Mrs. Kati Jess made a motion to approve the \$5,000 donation from the Bloedorn Foundation to the Children's Center. Mrs. Mindy Smith seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

I. Consideration to Approve the Fort Morgan High School Future Farmers of America (FFA) Officers' Overnight Retreat in Estes Parks on August 9-10, 2025

Mrs. Mindy Smith made a motion to approve Fort Morgan High School (FFA) Officers' Overnight Retreat in Estes Parks on August 9-10, 2025. Mrs. Amy Grantham seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

**ADVANCED PLANNING**

A. The next Board of Education Meetings is July 14, 2025.

**ADJOURNMENT**

The regular meeting adjourned at 7:59 p.m.

Respectfully submitted,

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Kati Jess, Board Secretary

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Nancy Hopper, Board President

/bbm

# Morgan County School District Re-3

District Support Center

715 West Platte Avenue

Fort Morgan, Colorado 80701



*From the Human Resources Department*

TO: BOE  
FROM: Jason Frasco  
DATE: July 8, 2025  
RE: July 14, 2025 – BOE Report

1. Personnel Action Report – Action Item
2. Active Job Postings
  - a. Administrative:
  - b. Certified:
  - c. Classified:
  - d. Coaching:
  - e. Alternative: 1 standing posting to collect applications
  - f. Apprenticeship: 1 standing posting to collect applications
  - g. Resume: 1 standing posting to collect applications
  - h. Substitute: 4 standing postings for cook, custodian, classified, and certified
3. Differentiated Salary Request
  - a. Request to add the SPED Coordinator position to the \$5,500 Differentiated Salary list

**RESOLUTION**  
**Official Notice of Intent for the**  
**Morgan County School District Re-3**  
**to Participate in the Coordinated Election**  
**On November 4, 2025**

The Board of Education of Morgan County School District Re-3 in the County of Morgan, State of Colorado, (Board of Education) shall conduct its regular biennial school election on November 4, 2025, as provided by state law, and participate in the election coordinated by the County Clerk and Recorder of Morgan County. The Morgan County School District Re-3 shall contract with the County Clerk and Recorder of Morgan County for the administration of the regular biennial school election and enter into an intergovernmental agreement with Morgan County for this purpose. The County Clerk and Recorder shall serve as the coordinated election official for the November 4, 2025, coordinated election.

The Board of Education designates Bev Morford, Clerk to the Board of Education, to serve as the school-designated election official for the 2025 regular biennial school election. The school-designated election official shall perform election duties on behalf of the Board of Education, including but not limited to accepting and verifying candidate packets as well as rendering all interpretations and making all initial decisions as to controversies or other matters arising in the conduct of the regular biennial school election to the extent that each of these responsibilities is consistent with the intergovernmental agreement.

A call for nominations for school directors to be elected at the regular biennial school election shall be published by the Morgan County School District Re-3 between August 6, 2025, and August 21, 2025.

The Board of Education directs the school designated election official to forward this notice of intent to participate in the November 4, 2025, to the coordinated election official by July 25, 2025, the deadline established in state law.

Approved this 14th day of July, 2025, by a vote of "AYE" \_\_\_\_; "NAY" \_\_\_\_; "ABSENT" \_\_\_\_.

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Mrs. Nancy Hopper, President, Board of Education

Attest: \_\_\_\_\_  
Mrs. Kati Jess, Secretary, Board of Education

**CALL FOR NOMINATIONS FOR SCHOOL BOARD DIRECTORS  
MORGAN COUNTY SCHOOL DISTRICT RE-3  
FORT MORGAN, COLORADO**

The Board of Education of Morgan County School District Re-3 in the County of Morgan, State of Colorado, calls for nomination of candidates for school directors to be placed on the ballot for the regular biennial school election to be held on Tuesday, November 4, 2025.

At this election, three (3) directors will be elected At Large, for a term of office of four years. To be qualified, a candidate must have been a registered elector of the school district for at least 12 consecutive months before the election and a resident of the School District of Morgan County. A person is ineligible to run for school director if he or she has been convicted of committing a sexual offense against a child.

A person who desires to be a candidate for school director shall file a written notice of intention to be a candidate and a nomination petition signed by at least 50 eligible electors who are registered to vote in the regular biennial school election.

Nomination petitions may be obtained at 715 West Platte Avenue, Fort Morgan. Office hours are 7:30 a.m. – 4:30 p.m., Monday through Friday. Completed petitions shall be submitted to Bev Morford, Designated Election Official for Morgan County School District Re-3, no later than 4:00 p.m. on August 29, 2025.

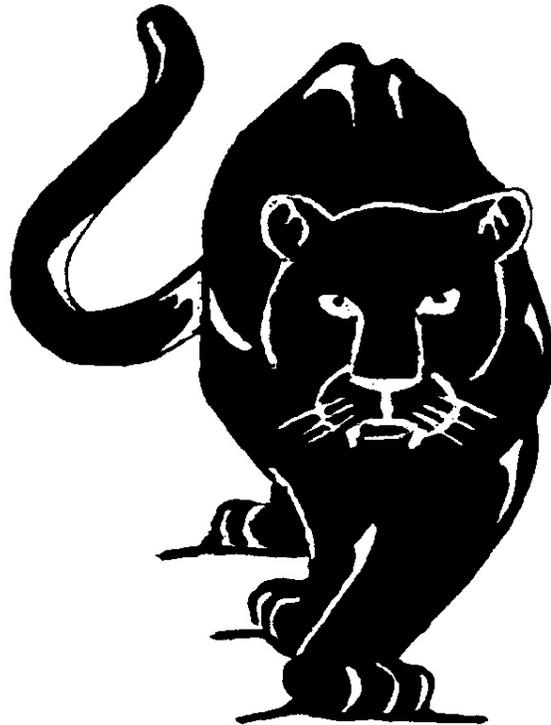
IN WITNESS WHEREOF, the Board of Education of Morgan County School District Re-3, County of Morgan, State of Colorado, has caused this call for nominations to be given on this 14th day of July, 2025.

By: \_\_\_\_\_  
Mrs. Nancy Hopper, Board President

ATTEST: \_\_\_\_\_  
Mrs. Kati Jess, Board Secretary

# Lincoln High School

Course Descriptions & Planning Guide



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*Panthers*

## REGISTRATION INFORMATION

### PLANNING YOUR PROGRAM

The Lincoln High School Student Registration Guide contains the information you need to select your program of study. Your course selections should be a result of careful consideration of your educational and personal goals; as well as discussions with your parents, teachers, administrators, and school counselor; and support your Individual Career and Academic Plan (ICAP).

Graduation requirements are designed to give you a well-balanced high school education. Included in the requirements for graduation is the opportunity to select a minimum of 15 elective credits. These will help you explore your own career interests and pursue a pre-college or pre-vocational plan of study. All plans are subject to availability of classes.

In planning your course of study, you should consider the following:

1. Know the number of credits earned in each academic area and compare to the graduation requirements. Know and understand PREREQUISITES AND REQUIREMENTS for courses you wish to take, including whether special approval is required.
2. Because Lincoln High School operates on a seven period block schedule, full-time students are required to take seven academic classes per semester.
3. Any student who is enrolled in less than five periods is considered a part-time student. A student must be enrolled in five academic courses to be considered a full-time student. A student needs to pass six credits each semester to make adequate progress toward graduation.

Students will not be allowed to enroll in less than 5 classes during first semester unless reviewed and approved by administration based upon extenuating circumstances.

4. College entrance requirements and/or future vocational plans should be considered when selecting courses. Make an appointment to see a counselor if necessary.

## POLICIES AND GENERAL INFORMATION THAT RELATES TO THE REGISTRATION PROCESS

### SCHEDULE

Student schedules are created based on what each individual student needs to fulfill graduation requirements. Any schedule change request must be made to the Principal. **Schedule changes will be made if:**

- The student is placed in the wrong level of the course or wrong course.
- There is a conflict with another student in the class that is not resolvable.
- There are too many students in a class.

**NO SCHEDULE CHANGES WILL BE MADE TO PUT STUDENTS IN CLASSES WITH THEIR FRIENDS.**

### GRADE CLASSIFICATION

The number of credits earned will not determine grade classification. A student's grade classification will correspond with the number of years in high school. If a student has not accumulated the credits required to graduate at the end of his/her senior year, the student will remain classified a senior until the required credits are earned. **Normal** progress toward graduation is as follows:

Freshman year:	12 credits
Sophomore year:	24 credits
Junior year:	36 credits
Senior year:	48 credits

## INDEPENDENT STUDY

A student who wishes to take a course, which they are unable to schedule, may take the course through Contracted Independent Study, depending on available faculty. The Independent Study must be approved by the teacher, student, parent, and administrator. Students accepting an Independent Study will be assigned to the independent study teacher during 8<sup>th</sup> period and meet with that teacher once a week to review progress. Students are expected to earn his/her required number of points per week. Full credit is given for completing the course. The course expectations will be similar to regularly scheduled courses. **ALL INDEPENDENT STUDY CONTRACTS MUST BE APPROVED BY ADMINISTRATION.**

## COLLEGE COURSES

Students may receive high school credit and/or college credit for college level courses offered by accredited colleges or universities. Approval must be received from the counseling center and the administration in the previous semester to assure the courses meet FMHS standards and graduation requirements. In addition, juniors and seniors may enroll in college courses through the Post Secondary Enrollment Options Program.

## DEFINITIONS

**GRADE POINTS** - Points assigned to each credit in accordance with the grade earned in the course.

A = 4 grade points (100% - 95%)

B = 3 grade points (94% - 88%)

C = 2 grade points (87% - 80%)

A grade of "P" or pass does not carry grade points. Grades transferred from your previous school will be assigned the following grade points: A = 4 grade points, B = 3 grade points, C = 2 grade points, D = 1 grade point, F = 0 grade points.

Vocational courses offered by Morgan Community College will NOT be weighted.

**CURRENT GRADE POINT AVERAGE** - The average obtained by dividing the total of the grade points earned during the current grading period by the total number of credits attempted during the current grading period. Courses graded with a "P" or passes are not counted in the formula.

**CUMULATIVE GRADE POINT AVERAGE** - The average obtained by dividing the total of the grade points earned in high school by the total number of credits attempted. Courses graded with a "P" or pass are not counted in the formula. This will be calculated by the registrar and added to your formal transcript.

## COLLEGE ENTRANCE REQUIREMENTS

If your plans after graduation from high school include college, you should keep in mind five major factors upon which college entrance is most often based:

1. The courses you choose in high school.  
Successful completion of a challenging academic program is the best preparation and is an important factor to colleges in determining the admissibility of the applicants. **Take the most challenging curriculum you can successfully handle, and then achieve the best grades of which you are capable.** The college entrance requirements chart in this guide provides general information on college prep course work. Algebra II and Chemistry are minimum requirements for most four year colleges.
2. The grades you earned in these courses and the resulting grade point.
3. Your test scores on college entrance examinations (ACT and/or SAT) and/or Accuplacer are always considered. The entrance examination required is dependent upon the college or university that a student plans to attend.
4. The personal recommendations of your counselor, teachers and/or administrators.

Your personal recommendation, as submitted by your counselor, teachers and/or administrators, is the fourth critical factor taken into consideration for college admission. Aspects such as insight, creativity, depth and intensity of study, academic consistency, grade trends, indication of positive progress, behavior, communication skills, dependability, and reliability are key factors to be covered in these recommendation letters.

5. Student activities both in and out of school.

Participation in activities such as student government, clubs and athletics is the fifth factor of importance to college admissions officers. The critical point is not how many activities you have joined, but rather how meaningfully you have participated and carried out your responsibilities with those selected activities. Many organizations who offer scholarships look at what community involvement activities a student has accomplished during high school. The amount of time and the diverse nature of the community involvement can be the difference in getting these scholarships.

## CAREER PREPARATION

Many high school students prepare to enter a career or the military upon graduation from high school. Your high school counselor can guide you on career exploration and course selection.

The **Four Work Skill Clusters** are:

1. **Digital-age literacy**, which includes the various competencies expected in a 21<sup>st</sup> century workplace.

Basic literacy: This is defined as the ability to read, write, listen and speak as well as to compute numbers and solve problems.

Scientific literacy: This is defined as a general knowledge and understanding of scientific concepts and processes.

Economic literacy: This includes an understanding of basic economic concepts, personal finance, the roles of small and large businesses, and how economic issues affect them as consumers and citizens.

Technological literacy: This includes an understanding about technology and how it can be used to achieve a specific purpose or goal.

Visual literacy: This includes good visualization skills and the ability to understand, use, and create images and video using both conventional and new media.

Information literacy: This includes the ability to find, access, and use information as well as the ability to evaluate the credibility of the information.

Cultural literacy: This includes the ability to value diversity, to exhibit sensitivity to cultural issues, and to interact and communicate with diverse cultural groups.

Global awareness: This is an understanding of how nations, individuals, groups, and economies are interconnected and how they relate to each other.

2. **Inventive thinking**, which includes the ability to think outside the box. (enGauge, 2003, p. 35)

Adaptability and managing complexity: This is the ability to recognize and understand that change is a constant, and to deal with change positively by "modifying one's thinking, attitude or behavior" to accommodate and handle this new environment.

Self-direction: This is the ability to work independently, whether developing goals or plans, managing one's time and work, or evaluating one's knowledge or learning process.

Curiosity: This is the desire to learn more about something and is an essential component of lifelong learning.

Creativity: This is the means of producing something new or original that is either personally or culturally significant

Risk taking: This is a willingness to think about a problem or challenge, to share that thinking with others, and to listen to feedback. It is a willingness to go beyond a safety zone, to make mistakes, to creatively tackle challenges or problems with the ultimate goal of enhancing personal accomplishment and growth.

Higher-order thinking and sound reasoning: The higher-level thinking processes include the ability to analyze, compare, infer, interpret, evaluate, and synthesize. Sound reasoning applies common sense and acquired knowledge and skills to ensure good problem solving and decision making.

3. **Effective communication**, which is the ability to clearly communicate with a wide range of audiences. (enGauge, 2003, p. 47)

Teaming and collaboration: Teaming is a situation in which individuals share a common goal, bring unique capabilities to the job of achieving, work in a structured environment, and exhibit trust and respect towards one another. Collaboration is the cooperative interaction between the members of the team as they work together to achieve their goal.

Interpersonal skills: This is the ability to manage one's behavior, emotions, and motivations to foster positive interactions with other individuals and groups. The ability to effectively manage conflict is also an important interpersonal skill necessary for success in the 21st Century workplace. These skills are exhibited both in one-on-one situations and in emails, conference calls, and videoconferences.

Personal responsibility: Personal responsibility in the 21st Century workplace requires one to understand the legal and ethical issues related to technology and to manage and use technology in a responsible manner.

Social and civic responsibility: This requires that individuals use and manage technology to promote the public good and to protect society and the environment.

Interactive communication: This requires that individuals learn to communicate using a wide range of media and technology. They must select the most effective method of communication for the intended audience and use it responsibly and effectively to enhance the dissemination of information.

4. **High productivity**, which will be a requirement of success in the 21st Century workplace. (enGauge, 2003, p.13).

Prioritizing, planning, and managing for results: These organizational skills help an individual achieve the goals that have been set through efficient management of time and resources, effective problem solving, and strong leadership skills.

Effective use of real-world tools: This requires that individuals master current and new technology to communicate and collaborate with others, to effectively problem solve, and to accomplish tasks. They must learn how to select the appropriate tools for the task at hand and to apply these tools efficiently and effectively to achieve results.

Ability to produce relevant, high-quality products: This is the "ability to produce intellectual, informational, or material products that serve authentic purposes and occur as a result of students using real-world tools to solve or communicate about real-world problems" (enGauge, 2003, p. 59).

Career exploration activities and aptitude testing are integrated into the LHS curriculum grades 9-12.

## **INDIVIDUAL CAREER AND ACADEMIC PLAN (ICAP)**

***\*\*ALL STUDENTS ARE REQUIRED TO COMPLETE THEIR ICAP BEFORE GRADUATING.***

During the 2009 Colorado Legislative Session, SENATE BILL 09-256 was enacted into law with a requirement that by September, 2011, ALL students' in grades 9-12 would have access to a system within their high school to create and manage an Individual Career and Academic Plan (ICAP). Final rules defining the requirements for ICAP were adopted by the State Board of Education in January, 2010.

The ICAP portfolio system, plan template, and process for development have been designed and adopted by MCS D Re-3 and LHS to meet requirements outlined in the State Board Rules. The ICAP portfolio must be transferable in print or electronic form for internal and external district use so that when a student transfers from one school or district to another, his/her career and academic plans will follow.

The legislation specifies that, at a minimum, **each ICAP shall include**: the student's efforts in exploring careers, including a written postsecondary and workforce goal, yearly benchmarks, interest surveys, anticipated postsecondary studies; the student's academic progress including courses taken, any remediation and any concurrent enrollment credits earned; the student's experiences in contextual and service learning; a record of the student's college applications or alternative applications (DVR, CCB, Job Corps, etc.) and, other data reflecting student's progress toward postsecondary and workforce readiness.

Career exploration activities and aptitude testing are integrated into the LHS curriculum, grades 9-12, and the ICAP curriculum. Students have an opportunity to learn more about their unique abilities and talents while they are at LHS

**The ICAP is reviewed by the student and parent, at least annually,** to include, but not be limited to: goal revision, new postsecondary career and education plans, financial aid opportunities, and changes in academic courses.

Students identified with a disability and determined to be eligible for special education services will also have an Individualized Education Program (IEP) in place that includes very similar information. Beginning with the IEP developed when the student is 15, but no later than 9<sup>th</sup> grade, the IEP must include: measurable postsecondary goals in education/training, career/employment, and independent living skills; annual goals that align with the postsecondary goals/transition services; transition assessment that informs the development of the entire IEP; transition services including a course of study that is specific, individualized, and linked to the postsecondary goals; and, linkages to the appropriate postsecondary agencies that are likely to support the student in reaching identified adult outcomes.

**The link to the Colorado Department’s webpage where ICAP information can be found is <http://www.cde.state.co.us/postsecondary/icap-implementation>**

## **POSTSECONDARY AND WORKFORCE READINESS (PWR)**

Adopted June 30, 2009 by the Colorado Department of Education

### **Colorado Department of Education and Department of Higher Education Postsecondary and Workforce Readiness Definition**

**Description of PWR:**

**“Colorado high school graduates demonstrate the knowledge and skills (competencies) needed to succeed in postsecondary settings and to advance in career pathways as lifelong learners and contributing citizens.”** Adopted by the Colorado State Board of Education and Colorado Commission on Higher Education (Winter 2016)

**Competencies:** Skills needed for opportunities beyond high school

Ensuring students are prepared and have the in-demand skills to enter the workforce is an essential strategy to meeting economic and business needs in Colorado. At the secondary level, the goal is for all students to understand and articulate their individual skill set, how they relate to potential careers and jobs, and graduate with these in-demand skills from high school. Colorado industry representatives are clear that students who graduate from high school and seek to work in Colorado need in-demand skills that meet business, industry and higher education standards. Aligned high school graduation expectations are intended to be a roadmap to help students and their families plan for success after high school by demonstrating their knowledge, skills and abilities to enter the workforce, military or higher education without significant training or remediation.

<b>Entrepreneurial</b>	<b>Personal</b>	<b>Civic</b>	<b>Professional</b>	<b>Academic</b>
Critical thinking and problem solving	Initiative and self-direction	Core academic foundation	Time and work management	Apply skills and knowledge
Creativity and innovation	Personal responsibility and self-management	Collaboration and teamwork	Career literacy	Critical thinking and problem solving
Inquiry and analysis	Adaptability and flexibility	Communication	Grit and resilience	Inquiry, analysis, and evaluation
Informed risk taking	Self-awareness of learning preferences, strengths, and areas for growth	Global and cultural awareness	Work ethic; dependable and reliable	Discernment

<http://coloradostateplan.com/career-guidance/postsecondary-and-workforce-readiness-pwr>

**COLORADO COMMISSION ON HIGHER EDUCATION**  
 Revised Admissions Standards Policies – September 1, 2016  
 Updated 2018

In 2003, the Colorado Commission on Higher Education adopted the Higher Education Admission Requirements which are entry requirements for students planning to attend any of Colorado’s public four-year colleges or universities. Private colleges and universities set their own admission standards, so students should contact those institutions directly for information regarding their enrollment policies. Additionally, public two-year colleges have open enrollment policies, meaning that students applying to these schools do not need to meet the following admissions requirements.

Students planning to attend a four-year college or university in Colorado will need to complete the following classes in order to fulfill the Higher Education Admission Requirements. In addition to the Higher Education Admission Requirements, students must also meet the [Admission Eligibility Index](#). Students who have not fulfilled these requirements should plan on a private school, community college, vocational training or military.

Meeting the Higher Education Admissions Requirements does not guarantee admission to a four-year public institution. Colleges and universities may have additional requirements.

<b>Academic Area*</b>	<b>2019+ Graduates</b>
English	4 Units
Mathematics (Must include Algebra I, Geometry, Algebra II or equivalents)	4 Units
Natural/Physical Sciences (two units must be lab-based)	3 Units
Social Sciences (at least one unit of U.S. or World History)	3 Units
Foreign Language	1 Units
Academic Electives***	2 Units

\* CCHE, CDE, School Districts and its advisors are developing standards for acceptable demonstrations of proficiency to be accepted in lieu of course completion. For course guidelines see paragraph 4.01 of the [Admissions Standards Policy](#).

\*\*\* Acceptable Academic Electives include additional courses in English, mathematics, natural/physical sciences and social sciences, foreign languages, art, music, journalism, drama, computer science, honors, Advanced Placement, and International Baccalaureate courses.

The Colorado Commission on Higher Education does not review individual high school courses to determine whether or not they meet Colorado’s Higher Education Admissions Requirements. Because local school districts in Colorado oversee their high school curricula and colleges and universities establish their own entrance requirements, it is their discretion to determine what coursework meets the Higher Education Admission Requirements.

## Menu of College and Career Ready Demonstrations

**Students** must demonstrate college or career readiness in English **and** math. In addition to the various test options, some of which are required, all students must complete a Capstone Project, as per district policy.

**MENU OF OPTIONS.** *This menu lists the minimum scores required.*

<b>ACCUPLACER (grades 10 – 12)</b>	
English	Math
62 on Reading Comprehension	61 on Elementary Algebra
<p>ACCUPLACER is a computerized test that assesses reading, writing, math and computer skills. The results of the assessment, in conjunction with a student's academic background, goals and interests, are used by academic advisors and counselors to place students in college courses that match their skill level. The ACCUPLACER is administered through the district.</p>	
<b>ASVAB (grades 10 - 12)</b>	
English	Math
31	31
<p>The Armed Services Vocational Aptitude Battery (ASVAB) is a comprehensive test that helps determine student's eligibility and suitability for careers in the military. Students who score at least 31 are eligible for service (along with other standards that include physical condition and personal conduct). Students who take the ASVAB are not required to enlist in the military.</p>	
<b>SAT (grade 11 - 12)</b>	
English	Math
430	460
<p>The SAT is a college entrance exam that is accepted or required at nearly all four-year colleges and universities in the U.S. The current SAT includes sections on reading, writing and math. The highest possible score for each section is 800. <i>This test is offered through the school district in 11<sup>th</sup> grade.</i></p>	
<b>Concurrent Enrollment (grades 11 – 12)</b>	
English	Math
Passing grade per district and high education policy.	Passing grade per district and high education policy.
<p>Concurrent enrollment provides students the opportunity to enroll in postsecondary courses, simultaneously earning high school and college credit. The school district and Morgan Community College (MCC) will each determine passing grades for credit. A passing grade is determined by district and MCC policy for concurrent enrollment. An eligible concurrent enrollment course is 1) the pre-requisite directly prior to a credit-bearing course or 2) a credit bearing course. <i>Students must meet eligibility requirements and be pre-approved by administration for this option.</i></p>	
<b>District Capstone (grades 11 or 12) REQUIRED</b>	
English	Math
Individualized	Individualized
<p>A capstone is the culminating exhibition of a student's project or experience that demonstrates academic and intellectual learning. Capstone projects often include a portfolio of a student's best work. Details regarding Capstone completion are further outlined in the <b><i>Lincoln High School's Capstone Project Guide.</i></b></p>	

Other options can meet the College and Career Ready Demonstration but are not offered through Lincoln High School. Students may elect to pay for the test and/or class themselves or may transfer into the district already having completed one of these options.

Those options are as follows:

<b>ACT (grade 11 - 12)</b>	
English	Math
18 on ACT English	19 on ACT Math
ACT is a national college admissions exam. It measures four subjects – English, reading, math, and science. The highest possible score for each subject is 36.	
<b>ACT Compass (grade 10)</b>	
English	Math
79	63
The ACT COMPASS is a computerized test that helps colleges evaluate students' skills and place them in appropriate courses. It offers tests in reading, writing, math and English as a second language.	
<b>Industry Certificate (grades 11 – 12)</b>	
English	Math
Individualized	Individualized
An industry certificate is a credential recognized by business and industry. An industry certificate measures a student's competency in an occupation and validates a knowledge base and skill set that shows mastery in a particular industry. <i>Students must meet eligibility requirements and be pre-approved by administration for this option.</i>	
<b>ACT WorkKeys – National Career Readiness Certificate</b>	
English	Math
3/Bronze or higher	3/Bronze or higher
ACT WorkKeys is an assessment that tests students' job skills in applied reading, writing, mathematics and 21 <sup>st</sup> century skills. Scores are based on job profiles that help employers select, hire, train, develop and retain a high-performance work force. Students who score at the bronze level (at least 3) in applied mathematics, mapping and reading earn the ACT's National Career Readiness Certificate.	
<b>Advanced Placement</b>	
English	Math
2	2
AP exams test students' ability to perform at a college level. Districts choose which AP exams will fulfill this menu option. Scores range from 1 to 5 (highest).	
<b>International Baccalaureate</b>	
English	Math
4	4
IB exams assess students enrolled in the official IB Diploma Programme. Courses are offered only at authorized IB World Schools. Scores range from 1 to 7 (highest).	

## FOUR YEAR PLANNING SHEET

Use this sheet to assist you with planning the courses to take each year to meet graduation requirements and future college or career plans.

<b>SUBJECT</b>	<b>GRADE 9</b>	<b>GRADE 10</b>	<b>GRADE 11</b>	<b>GRADE 12</b>
<b>Language Arts</b> 8 Credits	Language Arts IA & IB 2 Credits	Language Arts IIA & IIB 2 Credits	Language Arts IIIA & IIIB 2 Credits	Language Arts IVA & IVB 2 Credits
<b>SOCIAL STUDIES</b> 6 Credits	World Geography 2 Credits	United States History I & World History I 2 Credits	Macro Economics & Civics 2 Credits	**
<b>*MATH</b> 4 or 6 Credits	Pre- Algebra/Geom etry or Algebra IA 2 Credits	Algebra IB and/or Geometry IA/B 2 credits	Choice – 1 to 2 credits	**
<b>*SCIENCE</b> 4 or 6 Credits	Physical Science & Earth Science 2 Credits	Biology I & Environmental Science 2 Credits	Choice – 1 to 2 credits	**
<b>PARENTING I</b> 1 Credit	Parenting I 1 Credit			
<b>HEALTH</b> 1 Credit	Health 1 Credit			
<b>PERSONAL FINANCE</b> 1 Credit	Personal Finance 1 Credit			
<b>CAPSTONE</b> 1 Credit	Capstone 1 Credit			
<b>BUSINESS &amp; COMPUTER</b> 2 Credits	Computer Literacy & Business 2 credits			
<b>ELECTIVES, ADVISORY** and/or FOUNDATIONS</b> 18 Credits***				
<b>TOTAL</b> 48 Credits	9th Total	10th Total	11th Total	12th Total

\*A student must earn 10 credits in Math and Science, 6 in one and 4 in the other, or 5 and 5.

\*\*Advisory and Foundations are required for all Lincoln High School students. Number of credits will be determined upon enrollment.

\*\*\*18 credits of electives for students with a starting high school enrollment of 2017-2018.

Graduation requirements are based on units of credit earned in grades 9-12. A student is eligible for a high school diploma when a minimum of 48 semester units of credit in the following areas have been earned (each course = 1 credit per semester, 2 credits per year).

English	8 Credits
Math	4-6 Credits
Science	4-6 Credits
Social Studies	6 Credits
	Must include: 1 credit of World Geography, 1 credit of U.S. History, 1 credit of World History, 1 credit of Macro Economics, 1 credit of Civics, and 1 additional credit of Social Studies.
Health	1 Credit
Personal Finance	1 Credit
Capstone	1 Credit
Parenting I	1 Credit
Computer/Business	2 Credits
	Must include: 1 credit will be in Computer Literacy I and 1 credit of Business
Total Required Credits	30***
Total Advisory, Foundations** and/or Elective Credits	<u>18</u> ***
<b>TOTAL CREDITS FOR GRADUATION</b>	<b>48</b>

\* A student must earn 10 credits in math and science, with a minimum of 4 in each subject area.

\*\*Advisory and Foundations are required for all Lincoln High School students. Number of credits will be determined upon enrollment.

\*\*\*30 required credits, which includes Capstone, and 18 credits of electives for students with a starting high school enrollment of 2017-2018.

# ART

9th grade and above

**Drawing &  
Painting**

**Textiles**

**Mixed Media**

**Photography**

**Art  
Foundations I**

**Art  
Foundations  
II**

# ART

## **DRAWING & PAINTING**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: None**

Students will be introduced to the fundamentals of art and design. They will practice identifying and critiquing these elements in existing artwork and using the elements to create original artwork. Students will explore a variety of themes, principles and elements associated with different types of art and examine the components that go into creating a piece of art. Students will create at least four major pieces of art in this class.

## **TEXTILES**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: None**

Students will learn various fiber crafts such as sewing, knitting, and crocheting. They will also learn about fashion history and design.

## **MIXED MEDIA**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: None**

Students will make art from various materials, explore what styles and methods of art are in existence and experiment with generating new types of art.

## **PHOTOGRAPHY**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: None**

Students will learn the art of taking photographs, the effects of lighting, perspective, subject, and filters, as well as the basics of photo shop.

## **ART FOUNDATIONS I & II**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: None**

Students will explore the fundamentals of visual art—how art is defined, the core elements and principles of artistic creation, and why it's so deeply tied to the human experience. No prior art experience is required. We'll analyze works from diverse cultures and time periods, moving beyond museum walls to critically consider art's broader meanings, its connections to other subjects, and its impact on our daily lives. Students will engage with art through critical analysis, creative writing, discussions, and hands-on studio projects using various materials and techniques.

# BUSINESS

**9<sup>th</sup> grade and above (REQUIRED)**

**Personal  
Finance I**

**10<sup>th</sup> grade and above**

**Macro  
Economics  
(required)**

**Intro to  
Business I**

**Intro to  
Business II**

**Various  
Edgenuity  
Courses**

# **BUSINESS**

## **INTRODUCTION TO BUSINESS I**

**Credit: 1**

**Grade Level: 9,10,11,12**

This course will introduce students to a variety of business and economic concepts. Some the topics include: The Economy and You, Owning and Operating a Business, Influences on Business, Marketing, and Human Resources.

## **INTRODUCTION TO BUSINESS II**

**Credit: 1**

**Prerequisite: Introduction to Business I**

**Grade Level: 9, 10, 11, 12**

This course is a continuation of Introduction to Business I. It covers the remaining chapters of the text. Some the topics include: Financial and Technological Resources, Career Planning in a Global Economy, Buying Goods and Services, Credit, Money Management, and Risk Management.

## **MACRO ECONOMICS**

**Credit: 1**

**Grade level(s): 10, 11, 12**

**Prerequisite: None**

Macroeconomics focuses on understating basic economic concepts and the role of government in the economy. Some of the topics included are: economics of choice; the economic way of thinking; economic systems and the American free enterprise system; money and banking, financial markets, measuring and monitoring economic performance; economic indicators and measurements; economic challenges; government revenue and spending; fiscal policy; and the Federal Reserve and monetary policy. This course integrates a variety of resources and skills into the content activities.

## **PERSONAL FINANCE I**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

This class is focused on skills needed to manage individual finances. Topics which may be included are managing careers and money (careers exploration, budgeting, payroll, and taxes), personal decision making and managing resources (cars, homes, and other possessions), financial security and investments, risk management and insurance, and consumer rights and responsibilities. This class will utilize a blended learning format with online and face-to-face activities. The class will be graded on completion of course assignments, individual and group projects, and discussions using small groups and discussion boards.

## **VARIOUS EDGENUITY COURSES**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Pre-approval required**

Edgenuity is an online learning system which offers expanded course offerings for students, such as foreign languages, higher level math and sciences, and CTE electives.

# COMPUTERS

**9<sup>th</sup> grade and above (REQUIRED)**

**Computer  
Literacy**

**9<sup>th</sup> grade and above**

**Digital Literacy  
Communication  
I – Podcast**

**Digital Literacy  
Communication  
II – Media  
Studio**

**Digital Literacy  
Communication  
III – Journalism  
I & II**

# COMPUTERS

## **COMPUTER LITERACY**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: None**

This class is focused on computers and technology. Topics included may include computer/technology trends, careers, history of computers, computer software and hardware, an introduction to programming, an introduction to common software, the use of computers for education, careers, and entertainment. Also included will be the appropriate use of social media and working in an online format and Internet safety and security. This class will utilize a blended learning format with online and face-to-face activities. The class will be graded on completion of course assignments, individual and group projects, and discussions using small groups and discussion boards.

## **DIGITAL LITERACY COMMUNICATION I - PODCASTS**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: None**

This course is a project-based course in which students will explore the history of podcasts as a medium and a storytelling device. Students will examine genres, artists, and methods of production. The students will then demonstrate their learning through the writing, recording, editing, producing, and uploading of a series of podcasts for publishing.

## **DIGITAL LITERACY COMMUNICATION II – MEDIA STUDIO**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: None**

This course is a project-based course in which Students will create a biweekly published podcast centered around a main topic. Students will create 10 episodes. Five episodes will be audio-based, and five episodes will be video-based. Topics will be centered around relevant topics connected to students' lives, local community, and state and/or national issues.

## **DIGITAL LITERACY COMMUNICATION III – JOURNALISM I & II**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: None**

This course is a project-based course in which students will create a community news magazine that features weekly audio podcasts. They will work on learning and expanding their interview skills, community engagement, writing, research, oral presentation, and using technology to create research projects. Students will also make a monthly video podcast to practice skills similar to an audio podcast. Students will write, produce, and broadcast live news broadcasts from the class studio, once a month. Skills will include writing, research, and oral presentation. Students will work with high-quality photo and video equipment and use Adobe products to edit the audio and video portions. Students will learn and experience photography and video production with lessons on composition and design. Students will also be introduced to rhetoric, discourse, and understanding complex issues.

# FAMILY AND CONSUMER SCIENCES

**9<sup>th</sup> grade and above (REQUIRED)**

**Parenting I**

**10<sup>th</sup> grade and above**

**Parenting II**

## **FAMILY AND CONSUMER SCIENCES**

### **PARENTING**

**Credit: 1**

**Grade level(s): 9**

Parenting I is a required class aimed at instructing the essential elements of parenthood. This course is designed to educate students in preparing them for possibility of parenthood in the future. In the course we introduce the dynamic nature of health, parenthood, and their challenges. The topics focused on in this course will include: Importance of Health, Understanding Parenting, Becoming a Parent, Making Plans and Finding Support.

### **PARENTING II**

**Credit: 1**

**Grade level(s): 10, 11, 12**

Parenting II is designed to educate students in maintaining good health habits throughout their life as well as prepare them for possible parenthood in the future. In the course we introduce the dynamic nature of health, parenthood and their challenges. The topics focused on in this course will include: Importance of Health, Understanding Parenting, Becoming a Parent, Caring for Children, Nurturing Children, Guiding Children, Parenting Concerns and Making Plans and Finding Support.

# LANGUAGE ARTS

## 9th grade and above

Language  
Arts IA

Language  
Arts IB

## 10th grade and above

Language  
Arts IIA

Language  
Arts IIB

Creative  
Writing  
I & II

Drama

Shakespeare  
I, II & III

Digital Literacy  
Communication  
I, II & III\*

## 11th grade and above

Language  
Arts IIIA

Language  
Arts IIIB

## 12th grade

Language  
Arts IVA

Language  
Arts IVB

## LANGUAGE ARTS

Recommendations – Because Language Arts classes emphasize the development of both reading and writing skills along with literary interpretation, students are recommended for classes based on prior academic performance. This placement is designed to challenge students and their independent level to improve not only their reading comprehension, but their critical thinking and writing skills as well.

Language Arts I, II, III and IV courses emphasize the development of reading comprehension skills for both second language and below grade level readers. Materials may include novels, short fiction, nonfiction, and excerpts. Various literacy approaches are employed including establishing background, interacting with the text, visualizing, predicting, and summarizing. Some decoding skills may be taught. Writing often includes more personal narrative and practical writing, stressing paragraphing and sentence conventions. Individualized instruction at this level is desirable when class sizes allow.

### **LANGUAGE ARTS IA**

**Credit: 1**

**Grade level(s): 9**

**Prerequisite: None**

This course places an emphasis on the theme of identity, using “Warm Bodies” by Isaac Marion. Students are introduced to writing through digital word processing platforms in addition to learning academic essay writing as they work through the sections of the class. Students complete character studies, examine plot elements, and work with the teacher to compose a thesis statement around various literary concepts in order to compose, step by step, a literary analysis essay using “Warm Bodies” as the source, along with their interpretation and ideas.

### **LANGUAGE ARTS IB**

**Credit: 1**

**Grade level(s): 9**

**Prerequisite: Language Arts IA or equivalent**

The course emphasizes reading skills through the study of “I Am Not Your Perfect Mexican Daughter”. Students examine character motivation, perception, and experiences while drawing comparisons to their own experiences. Students will identify characters, plot elements, and plot development, and analyze how actions impact the plot of the story. The concept of being perfect for others will also be examined through the lens of identity as the students will complete a personal essay in the format of “I Am Not Your Perfect \_\_\_\_\_,” where, through three specific events, they will synthesize their experiences, journey, and the direction of what they want and need for their future. The final project is an “All About Me” presentation where they will examine their past likes and dislikes through the lens of music, food, and fashion.

### **LANGUAGE ARTS IIA**

**Credit: 1**

**Grade level(s): 10**

**Prerequisite: Language Arts IA & B or equivalent**

This course focuses on two units: creative writing and a research project. Students will, through step-by-step instruction, examine and understand the concepts of character, conflict, plot, theme, symbolism, and dialogue. They will then workshop their ideas for these elements with the instructor, who will then guide them into the starting process of writing a short story. Students will have several check-ins throughout the writing process, as well as a draft workshop, and then a final draft of the story. For the research project, students will, through step-by-step instruction, comprehend types of research, academic writing, identifying trustworthy sources, and strong research topics. Students will work with the instructor to brainstorm topics to research that are relevant to the student and fit within the standards of a research project. Using organizers, outlines, and assorted tools, the students will research their topic, identify source material that will aid in their thesis argument. Students will learn how to take their research and explanations from the outlines and synthesize them into a comprehensive research essay with correct

citations, detailed explanations, and proper academic writing formatting. Workshops around each of these will help lead students to improve their writing skills and research acumen.

### **LANGUAGE ARTS IIB**

**Credit: 1**

**Grade level(s): 10**

**Prerequisite: Language Arts IA & B, IIA or equivalent**

This course focuses on literary and dramatic elements using “Macbeth” as the source material. Students will examine characters, motivations, dialogue, meaning, symbolism, dramatic effect, and how staging impacts these concepts through dramatic presentation. The final project will be a complete staging, casting, and costuming of the show according to the student. They will use their understanding of the play and its themes to cast the show using actors, real people, or characters from a school-appropriate program - cartoon, movie, anime, video games, and YouTube.

### **LANGUAGE ARTS IIIA**

**Credit: 1**

**Grade level(s): 11**

**Prerequisite: Language Arts IA & B, IIA & B or equivalent**

This course is an exploration of American Literature from before the Colonial Period to just before the Civil War. Poetry and Pieces by Edgar Allen Poe and others will be examined, read, and discussed through class conversation and written responses. Students will explore this with the theme of “The American Dream”. Students will complete a research essay based on the thesis of the three movements and/or authors of the student’s choice.

### **LANGUAGE ARTS IIIB**

**Credit: 1**

**Grade level(s): 11**

**Prerequisite: Language Arts IA & B, IIA & B, IIIA or equivalent**

This course is an exploration of American Literature from The Civil War (1850) to the present day. Various literature movements, groups, and authors are explored through the lens of the historical causes and effects while looking forward to the ongoing revolution within modern literature. Students will explore this with the theme of “The American Dream” while also examining their own view of the theme, and what, if anything, has changed.

### **LANGUAGE ARTS IVA**

**Credit: 1**

**Grade level(s): 12**

**Prerequisite: Language Arts IA & B, IIA & B, IIIA & B or equivalent**

This course returns to the theme of “Identity” with the reading of the non-fiction book, “This I Believe: The Personal Philosophies of Remarkable Men and Women” By Jay Allison. Students will examine the beliefs and philosophies of the essay writers within the book and determine the various values believed. Students will reflect on their own values, and the events in their life in order to craft a strong “This I Believe” Essay of their own. They will complete a workshop style drafting process and upon completion of their essay will record a podcast or video blog of their essay.

### **LANGUAGE ARTS IVB**

**Credit: 1**

**Grade level(s): 12**

**Prerequisite: Language Arts IA & B, IIA & B, IIIA & B and IVA or equivalent**

Students will read, study, and examine Romeo and Juliet through various lenses of history, culture, and storytelling. Through the original text, modern-day translation, and in-depth explication, students will understand the staying power of the story, characters, writing, and symbolism. Students will use the original text, modern-day translation, and the graphic novel to extend understanding and comprehension.

## **CREATIVE WRITING I**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

Creative Writing courses offer students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the courses is on writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft. Although most creative writing classes cover several expressive forms, others concentrate exclusively on one particular form (such as poetry or playwriting).

## **CREATIVE WRITING II**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

Students will continue their creative writing journey by completing one of the following items: writing a novel, writing a poetry book, or creating a hybrid short story/poetry literary magazine.

## **DIGITAL LITERACY COMMUNICATION I, II & III\***

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

Course descriptions for these classes are located in the "Computer" section and can be utilized for either a computer or language arts credit.

## **DRAMA**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: Instructor approval**

Students will study drama history and read several plays. "Death of a Salesman" will be required. Students will have a choice in reading, "A Raisin in the Sun", "Fences", or "The Piano Lesson". Additional choices include "A Doll's House" or "The Emperor Jones". Students will study characterization, symbolism, and dramatic writing and performance elements. The final project will have students research and choose a one-act play to perform.

## **SHAKESPEARE I**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

This course concentrates on the study of William Shakespeare as a historical figure, along with his work in the following areas: the sonnets, Hamlet, and Twelfth Night. Students will also perform three sonnets of their choice based on their research, explication, and interpretation of the sonnets. Students will choose a scene from each play. They will then create a scene plan, including casting, blocking, lighting, and scenery details, which will be presented in a portfolio setting. Students will also complete a one-page reflection paper for the two plays they have read.

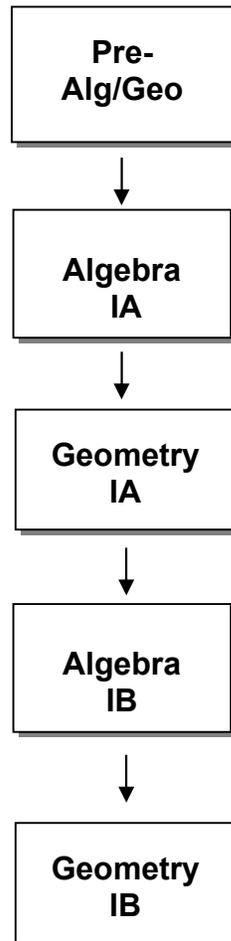
## **SHAKESPEARE II**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

Students will read and engage with several Shakespeare plays, including Much Ado About Nothing, King Lear, and Othello. As the students read the plays, they will complete journal entries, which will be included in a final portfolio project. Questions will be oriented around characterization, dramatic elements, language, use of symbolism, and metaphor, along with guided understanding of theatrical elements and mechanisms. Students will choose one of the plays to watch and record a podcast where they discuss the play. In addition, students will perform a scene of their choice from the play of their choice. As a part of the final portfolio, students will write an essay discussing the various elements of Shakespeare and what they think are the most important parts of Shakespeare that they have learned about.

# MATHEMATICS



## Math Electives

Algebra II

Trigono-  
metry

Pre-  
Calculus  
I & II

Basic  
Math I & II

# MATH

## **ALGEBRA IA**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: Algebra Pre-Test/Teacher or Principal Recommendations**

This college requirement course introduces Algebra vocabulary and concepts of variables and integers in algebraic expressions and equations. This course is designed to create skills in arithmetic using positive/negative integers and variables. It will promote the understanding of order of operations, arithmetic properties of operations, and how to use and work with roots and powers. The course also concentrates on solving linear equations with one variable, using the Pythagorean Theorem and its applications, using formulas, and solving for ratios and proportions. The second half of this course concentrates on simplifying exponents and polynomials using arithmetic operations, factoring polynomials, and understanding and using data, statistics, and probability strategies.

## **ALGEBRA IB**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: Algebra IA & Geometry IA**

This college requirement course introduces rational numbers in the form of fractions and rational expressions and the coordinate system for graphing linear equations and Inequalities. The concept of slope of a line is introduced and used to create parallel and perpendicular lines as well as how graphing is used in applications. Students will understand the difference between rational and irrational numbers and will be introduced to Geometry topics and the quadratic equation.

## **ALGEBRA II**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: Algebra IA / Algebra IB/Geometry IA**

This college requirement course explores algebra topics at a deeper level regarding equations and inequalities. Student's skills are expanded on from the topics such as: first degree equations and inequalities, quadratic equations, polynomials, radical equations, discrete mathematics, and introduction to trigonometry. Students can go on to Trigonometry after successful completion of the skills and concept objectives of this course.

## **PRE-ALGEBRA**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: None**

This course is designed for secondary students who have a basic grasp of mathematical computation, but require additional instruction in basic algebra skills. This course provides step-by-step instruction in the fundamentals of algebra. Students can go on to Algebra IA after successful completion of skills and concept objectives of this course.

## **BASIC MATH I & II**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: With Principal or Teacher Approval Only**

This course is designed for students who are still in need of a basic understanding of mathematic concepts and arithmetic operations. Instruction is carefully sequenced, starting with place value and numeration skills moving on to fractions, decimals, and percentages. These basic computations are

learned through repetition and everyday life situations. Students are also introduced to basic concepts of algebra and geometry to support future math courses at the secondary level.

## **GEOMETRY IA**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: Algebra IA / Teacher or Principal Recommendations**

This college requirement course introduces basic Geometry vocabulary and skill sets such as creating and measuring angles, parallel lines, transverse lines, transformations, symmetries, and triangles. This course revisits graphing algebraic equations and slope, using proofs, and introduces geometry found in art. An understanding of these topics is necessary in many occupations involving construction, art and engineering.

## **GEOMETRY IB**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: Algebra IA / Geometry IA**

This college requirement course introduces basic Geometry vocabulary and skill sets such as using formulas to create and measure proportions, 2D polygons, perimeters, areas, circles, and spheres. This course also introduces basic formulas to calculate the volume and surface area of common solid 3D geometric figures such as cubes, cones, cylinders, and prisms. Applications in statistics, art, and origami are explored in relation to geometric patterns. An understanding of these topics is necessary in many occupations involving construction, art and engineering.

## **PRE-CALCULUS I & II**

**Credit: 1**

**Grade level(s): 11, 12**

**Prerequisite: Algebra IA / Geometry IA/Algebra IB/Algebra II/Trigonometry**

This college readiness course follows the concepts of functions and their graphs in depth. Skills and topics that are expanded on include polynomial and rational functions, exponential and logarithmic functions, trigonometry and analytic trigonometry. This course includes the introduction of systems of equations and inequalities, matrices and determinants, probability, sequences, series, analytic geometry and algebra review.

## **TRIGONOMETRY**

**Credit: 1**

**Grade level(s): 11, 12**

**Prerequisite: Algebra IA / Geometry IA/Algebra IB/Algebra II**

This college readiness course explores the concepts regarding the lengths and angle of triangles. Skills and topics that are expanded on include the use of sine, cosine, tangent, the Pythagorean Theorem, trigonometry applications, identities, arc length, simple harmonic motion, graphing and solving trigonometric functions, and double and half angles. Students can go on to Pre-Calculus after successful completion of skills and concept objectives of this course.

# WELLNESS

**10<sup>th</sup> grade and above (REQUIRED)**

**Health**  
(required)

## **HEALTH**

**Semester Credit: 1**

**Grade level(s): 10 (recommended), 11, 12**

**Prerequisite: None**

Health is designed to educate our young adult students in maintaining good health habits throughout their life. In the course we introduce the dynamic nature of health and its challenges. The topics will include: Types of Health, Goal Setting, Human Body Systems, Nutrition, Healthy Activities, Personal Hygiene, Disease Prevention, Injury Prevention, Misuse of Drugs, Environmental Health, Mental Health, Social/Emotional Health, Healthy Relationships, and Sexuality.

## **Wellness Electives**

**Teen  
Matters**

## **TEEN MATTERS**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

Teen Matters is designed to educate our young adult students in maintaining good health habits throughout their life. In the course we introduce the dynamic nature of health and its challenges. The topics will include: Types of Health, Goal Setting, Human Body Systems, Nutrition, Healthy Activities, Personal Hygiene, Disease Prevention, Injury Prevention, Misuse of Drugs, Environmental Health, Mental Health, Social/Emotional Health, Healthy Relationships, and Sexuality.

# SCIENCE

**9<sup>th</sup> grade and above**

**Physical  
Science  
I**

**Earth Science  
I**

**10<sup>th</sup> grade and above (Pass Earth OR Physical Science)**

**Biology I**

**Environmental  
Science I**

**Science Electives**

**Physical  
Science  
II**

**Earth Science  
II**

**Biology  
II**

**Chemistry I &  
II**

**Environmental  
Science II**

**Astronomy**

# SCIENCE

## **ASTRONOMY**

**Credit: 1**

**Grade Level(s): 9, 10, 11, 12**

**Prerequisite: Highly Recommend Concurrent or Pass Algebra I, but not required.**

**Fees/supplies: None**

This is an introductory course to high school science. It looks at how the scientific method can be used to explore natural phenomena and the interactions of those phenomena in the patterns we see in planets, stars, solar systems, galaxies, and the universe as a whole. Topics covered include: The Nature of Science and the Scientific Method, Solar System Tour, Structure of Universe, Newtonian Physics, Extraterrestrial Interactions, Telescopes, and History of Space Exploration.

## **BIOLOGY I**

**Credit: 1**

**Grade Level(s): 9, 10, 11 12**

**Prerequisite: Earth Science or Physical Science or Teacher/Principal Recommendation**

**Fees/supplies: None**

This is an introductory course to high school science. It looks at how the scientific method can be used to explore natural phenomena within and amongst living things. Topics covered include: The Nature of Science and the Scientific Method, Characteristics of Life, Types of Cells, Cell Structure and Function, Cellular Metabolism (includes biomolecules, photosynthesis and cellular respiration), Reproduction, and Genetics.

## **BIOLOGY II**

**Credit: 1**

**Grade level(s): 10, 11, 12**

**Prerequisite: Biology I**

**Fees/supplies: None**

This is the second portion of Biology as it continues to be an introductory course to high school science. It looks at how the scientific method can be used to explore natural phenomena within and amongst living things. Topics covered include: Evolution, Ecology, Taxonomy, and Human Body Systems.

## **CHEMISTRY I**

**Credit: 1**

**Grade Level(s): 10, 11, 12**

**Prerequisite: Physical Science or Biology I or Earth Science I, and Algebra IA and Teacher/Principal Recommendation**

**Fees/supplies: None**

An in-depth course for high school science. It looks at how the scientific method can be used to explore natural phenomena and the cause/effect relationships of those phenomena in the physical world. Topics covered include: Structure of Matter, Properties of Matter, Interactions of Matter, Energy Transformations, and Introduction to Thermodynamics.

**(Note: this course is considered DRY meaning no chemicals will be used and labs will be watched on the internet.)**

## **CHEMISTRY II**

**Credit: 1**

**Grade Level(s): 10, 11, 12**

**Prerequisite: Passed Chemistry I**

**Fees/supplies: None**

An in-depth course for high school science. It looks at how the scientific method can be used to explore natural phenomena and the cause/effect relationships of those phenomena in the physical world. Topics covered include: Types of Chemical Bonds, Writing Chemical Formulas, Types of Chemical Reactions, The Kinetic-Molecular Theory of States of Matter, The Gas Laws, Concentration of Solutions, Acid-Base Reactions, Acid-Base Titrations, pH, and Thermochemistry. (Note: This course is a requirement for most colleges).

### **EARTH SCIENCE I**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: None**

**Fees/supplies: None**

This is an introductory course to high school science. It looks at how the scientific method can be used to explore natural phenomena and the interactions of those phenomena in the world around us, below us, and above us. Topics covered include: The Nature of Science and the Scientific Method, All about Water: Cycle and Sphere Evolution, Weather/Climate/Climate Change, and Resources/Resource Management.

### **EARTH SCIENCE II**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: None**

**Fees/supplies: None**

This is the second portion of Earth Science as it continues to be an introductory course to high school science. It looks at how the scientific method can be used to explore natural phenomena and the interactions of those phenomena in the world around us, below us, and above us. Topics covered include: Earth Systems/Plate Tectonics, Geologic Time and Astronomy.

### **ENVIRONMENTAL SCIENCE I**

**Credit: 1**

**Grade level(s): 10, 11, 12**

**Prerequisite: Earth Science or Physical Science and Biology I or Teacher/Principal Recommendation**

**Fees/supplies: None**

An in-depth course for high school science. It looks at how the scientific method can be used to explore natural phenomena and the cause/effect relationships of those phenomena in ecosystems and human impacts on those systems. Topics covered include: Environmental Challenges, Dynamic Earth, Energy Flow Within Ecosystems, Biodiversity and Protection of it, World Biomes, Human Impact on the Environment, Types of Energy: Solar, Fossil, and Nuclear; Water: Structure/Properties, Resources, Pollution and Treatment; Air: Pollution, Acid Rain, Climate Change; Waste Disposal: Solid and Hazardous; Agricultural Demands, Fisheries, Sustaining a Global Economy and Global Citizenship.

### **ENVIRONMENTAL SCIENCE II**

**Credit: 1**

**Grade level(s): 10, 11, 12**

**Prerequisite: Environmental Science I**

**Fees/supplies: None**

An in-depth course for high school science. This course is project-based designed to encourage students to think critically about the topics and issues from Environmental Science A and design their own investigation on a topic related to those issues. Projects must conform to the Scientific Method of investigation and follow guidelines set by the instructor and are similar to Science Fair projects. **MUST HAVE TEACHER APPROVAL AT ALL STEPS DURING INVESTIGATION/RESEARCH PROJECT.**

### **PHYSICAL SCIENCE I**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: Algebra I**

**Fees/supplies: None**

This is an introductory course to high school science. It looks at how the scientific method can be used to explore natural phenomena and the cause/effect relationships of those phenomena in the physical world. Topics covered include: The Nature of Science and the Scientific Method, Simple Machines, Introduction to Basic Newtonian Physics, Interactions of Forces on an Object, Forms of Energy, Force Fields (gravity, magnetism, and electricity), Electromagnetism, Waves, and Introduction to Thermodynamics.

## **PHYSICAL SCIENCE II**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: Physical Science I**

**Fees/supplies: None**

This is an introductory course to high school science. It looks at how the scientific method can be used to explore natural phenomena and the cause/effect relationships of those phenomena in the physical world. Topics covered include: Structure of Matter, Properties of Matter, Interactions of Matter, Energy Transformations, and Introduction to Thermodynamics.

# SOCIAL STUDIES

## 9<sup>th</sup> grade

**World  
Geography I**

## 10<sup>th</sup> grade

**United  
States  
History I**

**World  
History I**

## 11<sup>th</sup> grade

**Macro  
Economics**

**Civics**

## Social Studies Electives

**United  
States  
History II**

**Psychology**

**World  
History II**

**Current  
Events**

**Music  
History I**

**Intro to  
Philosophy  
(with monsters)**

# **SOCIAL STUDIES**

## **CIVICS**

**Credit: 1**

**Grade level(s): 11 or 12**

**Prerequisite: None**

Civics is the study of what it means to be an American citizen. The class is divided into 2 parts: government and citizenship. Learners will examine historical documents, study Supreme Court cases, read biographies of historical leaders, make global connections, and use technology to stay informed. Students will also learn ways to be active in their communities, obey the laws established by our government, and even volunteer their time and effort to strengthen our democracy. One of the biggest purposes of Civics is to create well educated citizens that give back to society.

## **CURRENT EVENTS**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: None**

In this class, we will discuss issues that are important to our everyday lives. These discussions include, but are not limited to, politics, economics, and world news and conflicts. Much of this course will be driven by student interest. We will use a variety of mediums to explore these issues, such as online news sources, documentaries, social media, and memes. Students will participate in discussions, projects and written assignments that will allow them to better understand the world around them.

## **INTRODUCTION TO PHILOSOPHY (with Monsters)**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: None**

This course dives into fundamental, philosophical questions about what defines reality and the meaning of life, but with a twist: we'll explore these questions through the lens of "monstrous" creatures in literature and film. This course asks students to consider how we define monsters and what role monsters play in society. We'll examine why monsters fascinate and terrify us and, delving more deeply, how they challenge our ideas about what it means to be "human" and to be "good". Students will explore an introduction to epistemology (the branch of philosophy that considers how we define "truth" and determine what knowledge is valuable) and ethics (how societies establish the differences between right/good and wrong/bad actions and beliefs). Students will critically and creatively apply their philosophical understanding to analyze monsters in various media, ultimately grappling with the complex question: What does it truly mean to be "monstrous"?

## **MACRO ECONOMICS**

**Credit: 1**

**Grade level(s): 10, 11, 12**

**Prerequisite: None**

Economics will show how scarcity, supply and demand, and competition affect the everyday decisions of people, businesses, and government. Students will learn the different economic decisions that can lead to individual economic health, but also economic systems on a national and international scale.

## **MUSIC HISTORY I**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: None**

This is a survey course focusing on the development of music in the Western world from the ancient world through the late modern era. (circa 50,000 B.C.E. - present). This music course, aligned with Colorado academic standards for music education, is designed to increase awareness, appreciation and skill in

listening to, responding to, and analyzing a variety of music. Students will trace the development of Western musical genres through an exploration of the lives of composers and the historical and social contexts of the times. Whether we are listening, performing, or creating, music is a constant force in our world crossing borders, cultures, and beliefs. As an ever-present part of our lives, music functions as a universal language to express human experiences and values. As such, a foundational grounding in the history of music expands our understanding of human culture globally. Students will learn that all music has value and meaning, even if it differs from an individual's personal preferences. Additionally, every musical era is influenced by and indebted to the period and innovations that preceded it. This is true even as aesthetics may change with culture, time, and milieu. Through each period covered, we will focus on the following questions: Who...was composing/performing/listening?; What...music were they composing/performing/listening to?; Where...were they composing/performing/listening?; When...was this music taking place?; Why...was music being composed/performed/listened to?; and, finally, How...was music being composed/performed/listened to?

## **PSYCHOLOGY**

**Credit: 1**

**Grade level(s): 11, 12**

**Prerequisite: Teacher or Principal Recommendation**

Psychology is designed to challenge those students who have mastered the typical social studies curriculum involving civics, history, and world geography. Students will learn the history of the science as well as the influential people that shaped its study. The class covers infancy, adolescence, adulthood, and old age. We will look at research, cognitive processes, personality, abnormalities, social, and educational subject headings. Nature verses nurture is a common theme running throughout the class.

## **US HISTORY I**

**Credit: 1**

**Grade levels(s): 10**

**Prerequisite: None**

United States History 1 is a class spanning the beginnings of life for the earliest Americans to the start of the Civil War. It is chronologically based, for organization. The class offers biographies of famous Americans, detailed events of historical significance, document-based readings, ties to civics, economics, technology, as well as other cross-curricular subjects. Geography and maps are also included, and students are encouraged to explore topics in more depth throughout the class using various methods of technology.

## **US HISTORY II**

**Credit: 1**

**Grade levels(s): 10**

**Prerequisite: US History I**

United States History II examines the major political, economic, military, and cultural events occurring in the United State from the Civil War/Reconstruction era to the present. An emphasis is placed on the understanding of the development of our nation, its characteristics, and the people and places that brought us to our current position in the world. The class utilizes a variety of resources including biographies, source reading, media in history, maps, interest, literature, and the AGS resource library.

## **WORLD GEOGRAPHY**

**Credit: 1**

**Grade level(s): 9**

**Prerequisite: None**

World Geography is a class that teaches both the physical and human elements of geography. It is organized utilizing both a global and regional approach to studying the world in its entirety. Students will become more competent at a variety of skills in this class including: graphs and charts, maps skills, reading strategies, and an assortment of cross-curricular activities associated with cultural elements, physical and political boundaries, economic activity, and environmental issues. The class culminates with a final exam that includes identifying the major landforms and political boundaries of earth as well as a summary of the semester.

## **WORLD HISTORY I**

**Credit: 1**

**Grade level(s): 11**

**Prerequisite: None**

World History 1 is a chronologically ordered class spanning prehistory to the 17<sup>th</sup> century. The class offers a number of educational opportunities among the historical frameworks. Additional offerings include timelines, maps, charts, graphs, political cartoons, in-depth research, and distinguishing fact from opinion. Students can expect to learn about the major historical events, civilizations, literature, religions, and cultures of the first half of written human history. Additional research is an option as students are also encouraged to explore events and people to their fullest and connect this information to our modern world.

## **WORLD HISTORY II**

**Credit: 1**

**Grade level(s): 11**

**Prerequisite: World History I**

World History II will takes a chronological approach (1450 to present) to studying the major people, places, and events that have shaped the world as we know it today. Students spend time examining the major political, economic, military, religious, philosophical, and cultural events and how they shaped our world. Students will use a variety of resources and learn how political institutions and societies have developed over time.

# ADVISORY & CAPSTONE

## **ADVISORY 1 - 4**

**Semester/Year:** In addition to class schedule/YEAR

**Credit:** 1 credit/year

**Grade level:** 9, 10, 11, 12

**Grading:** Pass/Fail

This class includes both individual, small and large group activities that incorporate but are not limited to: Goal Setting, Postsecondary Workforce Readiness, Additional Academic Assistance, and Social/Emotional well-being. Students will receive a grade based on completion for this course. This course helps fulfill the graduation requirement pertaining to ICAP and post-secondary work force readiness. All students are expected to participate in Advisory.

## **CAPSTONE**

**Credit:** 1 credit

**Grade level:** 9, 10, 11, 12

**Grading:** Pass/Fail

**Fees/supplies:** Project dependent

The Capstone Project is a multifaceted body of work that allows students to demonstrate their academic and intellectual experience. This process will allow you to showcase your ability to read, write, speak, think, plan, implement, be self-disciplined, problem solve, and organize your work. The Capstone Project is designed to be completed independently by students with the guidance of a staff mentor or expert in the field.

The Capstone Project can focus on English, math, or both depending upon which area of college and career ready demonstration is needed. This process cannot rely solely up on what information students already know, but must demonstrate new learning and growth. Students will learn many skills through the completion of a Capstone Project. Some skills include complex problem solving, evaluation and synthesis of research, writing, communication, organization, time management, knowledge of technology and how to use it in a presentation, and oral presentation skills.

The Capstone Project consists of four major components: a research paper, a product/performance/physical project, a portfolio, and an oral presentation. Students will maintain a portfolio containing their mentor information, learning log, reflective paper and works cited page. To be successful, each student must complete and pass each component.

# FOREIGN LANGUAGE

## **AMERICAN SIGN LANGUAGE**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: None**

This course will be an introduction to American Sign Language. Students will be introduced to and build their confidence level in basic hand signs. Students will use a textbook provided by the teacher along with flashcards and help from the teacher. By the end of this course students will be confident enough to be able to sign the entire alphabet in sign language, sign their name, and be able to hold a simple conversation in which they can ask questions and understand the hand signs the other person is signing.

## **SPANISH**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: None**

This course introduces students to the four basic language skills: listening comprehension, speaking, reading, and writing, within a cultural context. Students will be required to exemplify comprehension through daily journal and conversation activities with their peers and the teacher. Students will also develop skills that can be applied daily in a diversified community.

# **SPECIAL PROGRAMS**

**Teen Parenting Program**

**Classroom Assistant**

**Work Experience**

**Resource Learning**

**Edgenuity Classes**

**CTE & Concurrent Enrollment Classes (MCC)**

***\*\*Additional elective courses are available through Fort Morgan High School with the approval of both the administration of Lincoln High School and Fort Morgan High School.***

# **SPECIAL PROGRAMS**

## **TEEN PARENTING PROGRAM**

**Credit: 4 (Must be enrolled in two class periods per semester)**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: Must have a child or be pregnant**

**Fees/supplies: Must sign up for Child Care Assistance Program and pay the monthly fee**

High School students who are parents or are expecting parents may enroll in the Teen Parenting Program. The center will act as a day care facility for the child while the student attends class at the high school. The student must enroll in the program for two class periods per semester. One period the student will work on a childhood development credit. The second period the student will work as staff in the daycare. Mothers and fathers are encouraged to participate in the Teen Parenting Program.

## **CLASSROOM ASSISTANT**

**Credit: 1 per semester**

**Grade level(s): 9, 10, 11, 12**

**Grading: Pass/Fail**

**Prerequisite: Instructor approval**

Good attendance and academics are required. Classroom Assistants perform duties assigned to them by the teacher, such as making copies, filing, grading papers, and performing various other tasks assigned by the teacher.

## **EDGENUITY COURSES**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Pre-approval required**

Edgenuity is an online learning system which offers expanded course offerings for students, such as foreign languages, higher level math and sciences, and CTE electives.

## **WORK EXPERIENCE I - VI**

**Credit: Limit is 6 credits**

**Grade level: 10, 11, 12**

**Grading: Pass/Fail**

**Prerequisite: Teacher Approval**

The Work Study program provides students with the opportunity to earn credit while gaining valuable work experience. Students are required to work 270 hours per credit earned, must complete an essay per credit on one of the topics provided by the teacher, and have three employee evaluations done from their employer.

## **RESOURCE LEARNING**

**Credit: Limit is 2 credits**

**Grade level: 9, 10, 11, 12**

**Prerequisite: Teacher Recommendation and Principal Approval**

Resource Learning is a learning intervention designed to help struggling students to develop the skills necessary to be successful in the regular classroom curriculum. Instructional interventions could include Vocabulary Building, Reading Comprehension; or Basic Math Skill Review. A variety of strategies may be used to support struggling students including the Edgenuity computer aided instructional package and/or various supplemental text activities as needed to meet individual student needs.

## **INDEPENDENT STUDY**

**Credit: Limit is 2 credits**

**Grade level: 11, 12**

**Prerequisite: Teacher and Principal Approval**

Independent Study is designed to provide students with an enhanced learning experience in a specialty area. Students who are interested in participating in an Independent Study MUST meet with the instructor, principal, and parent to decide upon the nature of the course and expectations. A contract will be developed and signed that outlines specific assignments before the class is assigned.

## SPECIAL PROGRAMS – CAREER AND TECHNICAL EDUCATION

# CAREER AND TECHNICAL EDUCATION PROGRAMS AT MORGAN COMMUNITY COLLEGE

**Prerequisite for All Students: Satisfactory Prior Attendance, Academic Record, and Administrative Approval**

### **HEALTH SCIENCE TECH I**

**Semester/Year: Year**

**Credit: 4**

**Grade level(s): 11, 12**

**Prerequisite: Interested in Health Occupations, Accuplacer Test prior to entrance, Department Approval and Satisfactory Attendance.**

**Fees/supplies: HOSA Dues: \$25.00/CRIMINAL BACKGROUND CHECKS**

In the first semester students learn common health care skills, introductory anatomy, beginning medical terminology, and first aid/cardiopulmonary resuscitation. Health care skills are practiced in a lab setting under direct supervision of the instructor. The second semester includes lab, clinical and classroom time. There are a variety of clinical settings available including obstetrics, surgery, radiology, physical therapy, Dental & Optometry offices, and veterinary clinics. Students may earn fifteen (15) college credits qualifying for a Health Care Assistant/Certified Nurse Aide certificate.

### **HEALTH SCIENCE TECH II**

**Semester/Year: Year**

**Credit: 4**

**Grade level(s): 12**

**Perquisite: Level I Med Prep**

**Fees/Supplies: HOSA dues: \$25.00**

As students continue into the second year of Health Science Tech, they are given the opportunity to expand health care experiences in an additional health care occupation while continuing college level coursework. Many of the courses will articulate into a health occupations program for post-secondary study.

**Participation in HOSA (Health Occupations Students of America) is provided at both levels with leadership and skills contests.**

### **MULTIMEDIA DESIGN I**

**Semester/Year: Year**

**Credit: 4**

**Grade level(s): 11, 12**

**Prerequisite: Accuplacer Test prior to entrance, Department Approval and Satisfactory Attendance**

**Fees/supplies: None**

The Multimedia I curriculum presents conceptual and hands-on training in Digital Media. Major topics include: photo manipulation, graphic design and web design, beginning animation and video. The majority of the classes are project-based and by the end of the two-year program students will have a digital portfolio to use as evidence of competence in design for a job or entrance into a university design program. We use the industry standard Adobe Creative Suite products including Photoshop, Illustrator, Dreamweaver and Flash. All assignments in this program resemble actual working scenarios and the

goal is to prepare students for employment in the industry. Up to 15 college credits may be earned toward a certificate or multimedia degree.

## **MULTIMEDIA DESIGN II**

**Semester/Year: Year**

**Credit: 4**

**Grade level(s): 12**

**Prerequisite: Multimedia I**

**Fees/supplies: None**

In this program students begin working on Video and Audio production for personal and client projects. They will also create a professional, stunning digital portfolio to display their work to future employers or four-year university design programs. There is an internship and management component that details industry conventions and practice. In the second year, emphasis is placed on design team function and incorporation of previously learned skills for production of a marketable multimedia title. Students may earn 12-15 college credits that apply toward a certificate or degree in multimedia.

## **AUTOMOTIVE TECHNOLOGY I**

**Semester/Year: Year**

**Credit: 4**

**Grade level(s): 11, 12**

**Prerequisite: Accuplacer Test prior to entrance, Department Approval and Satisfactory Attendance**

**Fees/supplies: Shop coveralls**

This course prepares students for job entry skills into the automobile maintenance and service job cluster. Students will receive instruction and shop training. Safety, hazardous material handling and technician tools (both hand and power) will be covered. Areas of instruction include: engine, cooling, exhaust, fuel and ignition systems. Also tire and wheel, brakes and driveline, line components will be included. Service, maintenance and minor repair will include: use of service manuals, computer and minor engine repair, service cooling and exhaust systems, inspection lubrication of suspension and steering systems, align front ends, repair and service brakes, tire and wheel assembly and driveline components. Skills USA activities and contests are provided to develop leadership experiences. Successful completion of Automotive Technology I earns the student nine (9) college credits.

## **AUTOMOTIVE TECHNOLOGY II**

**Semester/Year: Year**

**Credit: 8**

**Grade level(s): 12**

**Prerequisite: Satisfactory completion of Auto Tech I - Instructor Approval**

**Fees/supplies: Shop coveralls, textbooks**

This course continues the preparation of students for job-entry skills as an auto technician. Students receive instruction in safety, electrical fundamentals, basic electronics, vehicle electrical systems, fuel systems, and major engine repair. During the year the student will perform the following tasks: use reference manuals and computer information systems; service batteries, alternators and starting systems; and service vehicle electrical systems. The student will also repair automotive fuel systems and perform a major engine overhaul. Students will work on a variety of vehicles, even the latest model automobiles. Students may work on their own family or community vehicles with instructor approval. In addition, the student will be a Skills USA member participating in its activities and contests. Students completing both levels of Automotive Technology will earn a certificate, and have 34 credits toward the Associate of Applied Science Degree in Automotive Technology.

## **AUTOMOTIVE COLLISION REPAIR TECHNOLOGY I**

**Semester/Year: Year**

**Credit: 4**

**Grade level(s): 11, 12**

**Prerequisite: Accuplacer Test prior to entrance, Department Approval and Satisfactory Attendance**

**Fees/supplies: Shop coveralls, protective boots, approximate cost \$60.00.**

This program is designed to teach job-entry skills onto the collision repair, body painter and repair job cluster. Students receive instruction in shop safety, first aid, use of hand and power tools, repair of body panels, and complete paint jobs with polyurethanes, and additives. This is the first year of a two-year program. Skills USA Club activities and contests are provided in order to develop leadership experiences. Students can earn up to 14 college credits if competencies are met.

## **AUTOMOTIVE COLLISION REPAIR TECHNOLOGY II**

**Semester/Year: Year**

**Credit: 8**

**Grade Level(s): 12**

**Prerequisite: Satisfactory completion of Collision Repair Technology I – Instructor approval**

**Fees/supplies: Shop coveralls, protective boots, workbooks, and safety equipment - approximate cost \$200.00**

This program is designed as a continuation of Collision Repair Technology I to teach additional job skills as an auto body painter and repair person. Areas of instruction include additional techniques in complete paint jobs, custom painting, repair of glass, trim, interiors and accessories, job cost estimation, and job-seeking skills. To enroll, a student must have completed the first year program. In addition, the student will be a Skills USA member participating in its activities and contests. Students can earn up to 15 college credits if competencies are met. Students will work on a variety of vehicles, even the latest model automobiles. Students may work on their own family or community vehicles with instructor approval. Students completing both levels of Collision Repair Technology will earn a certificate and have 29 credits toward the Associate of Applied Science Degree in Collision Repair Technology.

## **WELDING I**

**Semester/Year: Year**

**Credit: 4**

**Grade Level(s): 11, 12**

**Prerequisite: Completion of welding course at FMHS and Accuplacer Test prior to entrance, Department Approval and Satisfactory Attendance**

This course introduces beginning industrial welding techniques. Students will be prepared for entry level welding skills in basic arc and manual inert gas welding (MIG) also skills in oxyacetylene welding. Includes safety oriented training to learn equipment set-up, operation, and technique. Students will be involved in VICA club activities and contests to develop leadership experiences. Successful completion of Welding I earns the student seventeen (17) college credits toward a certificate in welding. Students may participate in Skills USA for leadership and skills contests.

## **WELDING II**

**Semester/Year: Year**

**Credit: 8**

**Grade level(s): 12**

**Prerequisite: Satisfactory completion of Welding I**

**Fees/supplies: Shop coveralls**

This course continues to prepare students for careers in welding and to meet the competencies of the American Welding Society (AWS). Students learn advance skill in shielded metal arc welding, and oxyacetylene welding while meeting industry standards. In the welding shop students work on a variety of projects and are placed in a welding shop to understand the workforce environment and go more in depth in the various welding processes dealing with different types of metals and positions. Students may participate in Skills USA.

## **PRECISION AGRICULTURE**

**Semester/Year: Year**

**Credit: 8**

**Grade level(s): 11, 12**

**Prerequisite: None**

**Fees/supplies: TBD**

This two-year program is designed to develop the skills necessary for students to successfully enter the industry of Precision Agriculture in a variety of settings. Precision agriculture uses technology to make management decisions to increase efficiency and provide economic and environmental benefits. Students may earn a certificate in Unmanned Aircraft Systems as well as an AAS in Precision Agriculture Technology.

## **INDUSTRIAL ELECTRICAL/MECHANICAL MAINTENANCE**

**Semester/Year: Year**

**Credit: 8**

**Grade level(s): 11, 12**

**Prerequisite: None**

**Fees/supplies: TBD**

Upon earning the Industrial Electrical/Mechanical Maintenance AAS Degree, the learner will have an understanding of instrumentation, general maintenance and manufacturing processes, electricity and its many applications, theory, and calculations. The learner will have 2000 hours toward an electrical Journeyman apprentice program and be in an internship with one of the local industry partners.

# Memorandum

**To:** School Board Members  
**From:** Vicki Davis  
**Date:** 6/17/2025  
**Re:** Lincoln High School 2025 - 2026 Student Handbook Changes

We have made the following changes for our 2025 - 2026 Student Handbook:

1. Cover & Table of Contents Updated
2. Page 15  
 Updated English Language Development  
~~English Language Development~~ **Culturally and Linguistically Diverse**  
 Programming  
  
**ELD CLD**
3. Page 15 - 16 Updated Staff Directory

Name	Title	970-867-2924 plus ext.	Direct
Vicki Davis	Principal	47600	970-370-6447
Michele Parks	Administrative Assistant	47610	970-370-6448
<del>Harrison Chisum</del> <del>Chittlaly</del> <del>Galaviz-Castro</del>	<del>Math/Parenting/Art/Health/Business</del>	<del>4 7104</del>	<del>970-370-6456</del>
<del>Courtney Darnell</del> <del>Elizabeth Rasmussen</del>	Special Ed./Instructional Coach/Interventionist	4 7101	970-370-6459
Aaron DeLay	Language Arts/ <del>Personal Finance</del>	4 7103	970-370-6450
<del>Chittlaly</del> <del>Galaviz-Castro</del>	<del>Math/Parenting/Art</del>	<del>4-7111</del>	<del>970-370-6456</del>
Michael Garcia	Advance Learning Program	4 7108	970-370-6453
Julie Kogen Davis	Social Studies/ <del>Business</del>	4 7111	970-370-6451
	Family Liaison	4 7110	970-370-6455
Ailyn Weimer	Science/ <del>Health/Parenting/Art</del>	4 7102	970-370-6449
<del>Zoe Sowers</del>	Counselor	4 7106	970-370-6452

	School Psychologist	Call 970-867-2924 & leave message
Chandler Freauff	School Nurse	Call 970-867-2924 & leave message

4. Page 21

Updated Discipline Rubric - Dress Code

- If refuses, notify parents, **request to bring in alternative clothing, and/or send home.**
- **Repeat offenses will be categorized as insubordination- defiant and suspended out-of-school for the remainder of the day. The student will be allowed to return the next day if his/her clothing meets the dress code.**

5. Page 24 - 25

Updated Dress Code to align with School Board Policy

~~Students are expected to dress appropriately and respectfully while at school or while participating in school activities. Student dress shall not be disruptive to the school's purpose or the learning process. The staff and administration have the authority to determine what is offensive and/or disruptive and have the authority to require any student to change his/her clothing with a collaborative effort between the school and parents to address dress code problems.~~

**A safe and disciplined learning environment is essential to a quality educational program. District-wide standards on student attire are intended to help students concentrate on schoolwork, reduce discipline problems, and improve school order and safety. It is recognized that students have a right to express themselves through dress and personal appearance; however, students shall not wear apparel that is deemed disruptive or potentially disruptive to the classroom environment or to the maintenance of a safe and orderly school.**

**Administration reserves the right to determine what constitutes appropriate dress. Students who do not adhere to these guidelines will not be allowed to attend class. Parents will be called if appropriate clothing is not available or the student refuses dress-code appropriate clothing.**

**By virtue of color, arrangement, trademark, or other attribute denote membership affiliation ~~in~~ with gangs or gang-like behavior or groups which advocate drug use, violence, or disruptive behavior (i.e. local gangs, or ICP).**

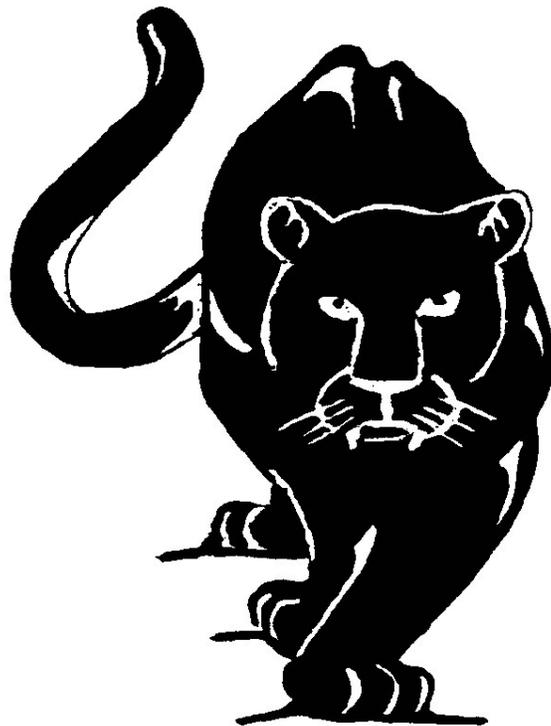
~~1. Leggings, tights, or "yoga" pants can be worn as a part of an outfit, but only if the skirt, shorts, or top is at an appropriate length that covers all body parts deemed as private.~~

1.— Unacceptable jewelry for ears including: nails, bullets or any spiked accessories:

# Lincoln High School

~~2024~~ - 2025 - 2026

Student  
Handbook



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*Panthers*

# LINCOLN HIGH SCHOOL PARENT/STUDENT HANDBOOK

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*Welcome*

**WELCOME  
TO  
LINCOLN HIGH SCHOOL**

**Lincoln High School  
230 Walnut Street  
Fort Morgan, CO 80701**

Phone Number: (970) 867-2924

FAX Number: (970) 867-4958

Hours of Operation

Tuesday- Friday 7:30 A.M. - 4:30 P.M.

## ***Mission Statements***

### **MISSION STATEMENT**

The mission of Morgan County School District Re-3 is to inspire creative thinking, high achievement, and lifelong learning.

### **VISION STATEMENT**

We envision 21<sup>st</sup> Century schools that:

- Educate and graduate a student population which is confident, skilled, and well-spoken;
- Empower students to be caring, responsible citizens and lifelong learners;
- Provide safe and positive learning environments;
- Cultivate staff committed to quality and excellence.

### **MISSION STATEMENT OF LINCOLN HIGH SCHOOL**

It is the mission of Lincoln High School to provide students with educational opportunities to prepare them for post-secondary options and establish a foundation to be productive citizens.

### **VISION STATEMENT OF LINCOLN HIGH SCHOOL**

It is the vision of Lincoln High School to offer a supportive environment that empowers healthy, safe life choices that cultivate students' education, citizenship, and skills necessary to guide them into a successful future.

### ***Advance Learning Program***

The Advance Learning Program exists as a disciplinary alternative to keep students engaged in the learning process until they can return to their regular education setting. Advance is located in the northwest corner of LHS. It features a computer-based learning system, although students from LHS who are referred to Advance will continue to work on subjects that have been designated by the Principal, when appropriate to do so. Referrals to Advance are made by building administrators or the Superintendent for significant behavioral issues. While a LHS student is in Advance, staff will continue to monitor their academic progress, attendance, behavior, and attitude. Each of these factors will be taken into consideration when the student re-interviews to return to LHS. Failure to comply with the criteria outlined upon placement in Advance may result in a student being denied re-admission into LHS.

## ***Advisory Period***

Advisory Period will occur on a daily basis and help fulfill the graduation requirement pertaining to ICAP and post-secondary work force readiness. All students are expected to participate in Advisory Period that will equal one credit for a full semester's participation and completion of assignments. This class will utilize a blended learning approach, with activities that may include: progress monitoring, goal setting, additional academic assistance (AAA), grade-level ICAP requirements, college and career readiness activities, executive functioning skills, interest surveys, and social skills.

## ***Application Procedures***

### **ELIGIBLE STUDENTS**

In order to be eligible to participate in the Lincoln High School program, a student shall:

1. Be between the ages of fourteen (14) and twenty-one (21) years of age.
2. Be a student who attends or attended a school in Fort Morgan, Brush, Wiggins, or Weldona and referred by either an administrator or counselor.
3. Be a student who is new to Morgan County and who meets age requirements.
4. Meet at least one of State of Colorado's criteria of a high-risk student. The student and/or parent may be asked to sign an Attestation of Verification that the student meets at least one high-risk criteria, and that documentation can be obtained to substantiate the information provided.

### **ADMISSION CRITERIA**

Applicant must meet eligibility requirements before being considered for admission. Students must show that their needs could be better met in an alternative setting and that they are unable to make reasonable progress toward graduation at their present setting due to existing barriers, such as: reluctance in learning, attendance problems, motivation deficiencies, teen pregnancy, skill deficiencies, consistent failures, or a documentable condition (medical or otherwise) that has precluded success in a traditional environment. Students must have permission from their sending school's administration to enroll in Lincoln High School and meet at least one of the State of Colorado's definition of a high-risk student.

### **PROCEDURES FOR ADMITTANCE**

**STEP 1** The student, the parent, and/or a school official can initiate the referral process by expressing an interest in attending Lincoln High School. The appropriate school personnel from the referring school, usually the Principal or Counselor, will send a referral to Lincoln High School. A student, who has already dropped out of school, may be asked to return to their home school to begin this process depending on the length of time the student has been out of school and the circumstances for his/her discontinuing his/her education or the student may be allowed to apply without a referral. If the student is not asked by LHS staff to return to their home school, LHS will contact the student's former school to discuss past performance and issues related to why the student is no longer enrolled in high school.

**STEP 2** After the student and parents meet with school officials and all agree that a referral to LHS is in the best interest of the student, school officials will complete a *Referral Form* and send it directly to Lincoln. Students new to the district can complete online registration and indicate their school preference as Lincoln.

**STEP 3** Once a referral is received or online registration is complete, an Intake Interview will be scheduled for the student and at least one parent or guardian to attend with staff. The Intake Interview with the staff is mandatory for all new applicants. During the Intake Interview, and initial Individual Learning Plan will be developed to address identified areas of need.

**STEP 4** *Parent-Student Orientation* **must** be completed prior to the student's first day of classes. Since LHS is an alternative school, this process is necessary so that both, the parents and the student, has a working understand of LHS' expectation for academics, attendance, and behavior.

### ***Asbestos Notification***

Please see District Policy information on our website ~ [fortmorgank12.com](http://fortmorgank12.com)

### ***Attendance***

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

Regular attendance at school is a critical component in school success. **WHEN YOUR SON\DAUGHTER IS ILL OR MISSES SCHOOL, PLEASE NOTIFY THE SCHOOL 24 HOURS A DAY @ 970-867-2924.**

Parents/Guardians are required to call Lincoln High School to report an absence or tardy for their son/daughter on the morning of the absence or tardy.

Parents/Guardians must approve an early release by notifying the office or coming in to sign the student out. Only a parent/guardian or a person identified as an Emergency Contact for the student may sign a student out of school. It is imperative to keep contact information up to date for this purpose. An individual who is picking up a student may be required to show picture identification.

### **UNEXCUSED/UNVERIFIED ABSENCES**

In the event a call is not received at school, parents/guardians are contacted by the attendance office. If we are unable to contact a parent/guardian, this absence will be marked as Unverified.

Unexcused absences will count as an attendance violation. If you have difficulties with any of these issues or need additional support, please see an administrator/counselor. Examples of unexcused absences are:

1. Alarm clock failure or getting up late
2. Taking a family member to work or school
3. Traffic/Train
4. Car trouble
5. Work
6. Babysitting

### **TARDIES**

A student will be marked tardy if he/she is not in class by 7:45 a.m. Unexcused tardies will also be considered an attendance violation with three unexcused/unverified tardies = one-day unexcused absence.

### **EXCUSED ABSENCES**

In order to excuse an absence, the student must provide proper documentation. It is preferred that appointments are scheduled outside of regular school hours, if possible. Examples of Excused Absences are:

1. Illness, injury, hospitalizations, or mental or emotional condition  
Must provide documentation from an appropriate authority: doctor, licensed counselor, social worker, etc. (not a note from parent).
2. Medical and dental appointments  
Must provide documentation from doctor/dentist.
3. Family emergency (i.e., death in the family)  
Must provide documentation of such emergency
4. Absences required by legal body (court, juvenile authorities, or police)  
Must present citation or legal document
5. School sponsored activities or activities of an educational nature - including internships, Capstone activities, college visits, and work-study experience.

### **CHRONIC ABSENTEEISM**

When a student has an excessive number of absences, these absences negatively impact the student's academic success. For this reason, a student who has 16 total absences in a school year, whether the absences are excused or unexcused, may be identified as "chronically absent" by the principal or designee. Absences due to suspension or expulsion shall not be counted in the total number of absences considered for purposes of identifying a student as "chronically absent."

If a student is identified as "chronically absent," the principal or designee shall develop a plan to improve the student's attendance. The plan shall include best practices and research-based strategies to address the reasons for the student's chronic absenteeism, including but not limited to notification of parents, home visits, meetings with parents/guardians, requiring

doctor's notes, and/or community interventions. When possible, the student's parents/guardian shall participate in the development of the plan.

Please note, a student does not have to be identified as "chronically absent" prior to declaring the student as "habitually truant" and pursuing court proceedings that would compel the student's attendance in accordance with state law.

### **PROCEDURES**

**First Notice:** If a student has 5 unexcused absences, a notification will be sent stating that the student and their parent/guardian needs to set up an attendance conference with a designated staff member, he/she may be placed on an Attendance Contract.

**Second Notice:** A notification will be sent home after the 7<sup>th</sup> unexcused absence stating that the student and his/her parent/guardian will be referred for a Family and Community Team Conference (FACT Conference), community truancy board, or a student staffing.

**Certified Letter:** A certified letter will be sent home after the 10<sup>th</sup> unexcused absence.

According to Colorado Compulsory School Attendance Law (Colorado Revised Statutes – Article 33, Section 22-33-104 & 107; Amended by Senate Bill 06-073), a child who has attained the age of seven years and is under the age of seventeen years must be enrolled in school. A child within this age range who has four (4) unexcused absences from a public school in any one month or ten (10) unexcused absences from public school during any school year will be considered habitually truant.

Truancy Proceedings may be initiated for a student under the age of 17 whose attendance is deemed by the administration to be excessive and interfering with the student's education. Specifically, the student and their parent/guardian will receive a letter stating that further absences will not be excused unless documentation is provided. If further absences are accrued after the letter, an attendance contract will be signed, and the student could be referred to the Diversion Program or Truancy Court.

This process will also be followed for students 17 years and older, with the exception that, after notification of excessive absences the student will be placed on an attendance contract.

It is the responsibility of parents and students to track the student's attendance. This can be done through the Parental Portal, as well as the Student Portal, on Infinite Campus.

### **ATTENDANCE CODES AND THEIR DEFINITIONS**

**UNX** An Unexcused Absence occurs when an absence is deemed unacceptable by the Principal regardless of the prior approval or knowledge of the parents.

**EXC** The principal has the authority to determine whether an absence is excused or unexcused.

- ILL The ILL code is used for up to three (3) days of illness without requiring a doctor's note. After three days in a semester, a doctor's note will be required to continue to excuse the absences.
- ACT The Activity code is used for school-sanctioned activities, whether field trips, performances or other special meetings or events.
- SUS The Suspension code will be used whenever a disciplinary action, resulting in a suspension from school, has occurred.
- CUT Student has been at school or in an individual class period but has left campus without permission of school administrations or notification from parent.
- TDY A Tardy code is used when a student fails to report to class on time.
- CT-E This code is used when a student is required to go to court and has returned with proper documentation.
- DR This code is used when a student has a doctor's appointment and has returned with proper documentation.
- UNV This code is used when the attendance office has not received a phone call from the parent/guardian.
- FME This code is used for a Family Emergency.
- FUNE This code is used for a Funeral.

Students who attend MCC and FMHS for elective credits do earn LHS credit, after "successful completion" of the course. "Successful Completion" is defined as performing academically at a level that earns the student a passing grade. Since dual credit is being earned at MCC, attendance at MCC is the same as LHS.

### ***Bad Weather Consideration***

Please see District Policy information on our website ~ [fortmorgank12.com](http://fortmorgank12.com)

### ***Behavior Contract***

Each student admitted to the Lincoln High School and his/her parent/guardian, must agree to sign and adhere to a "Behavior Contract."

## ***Behavior Expectations***

The Principal may suspend and/or expel any student who engages in one or more of the following activities. The behaviors may take place:

- \* while in school;
  - \* on school grounds;
  - \* in school vehicles;
  - \* during a school-sponsored activity;
  - \* off school property or outside of the school day but would have a significant disruption to the school environment and/or the safety of others.
- Willful disruption on the part of the student which required the attention of school personnel.
  - Serious violation in a school building or on school property which includes: carrying, bringing, using or possessing a weapon, the sale of drugs or a controlled substance or the commission of an act which if committed by an adult would be robbery or assault; as defined by Colorado State law and School Board Policy.
  - Refusing a reasonable request.
  - Any participation in gang related behavior on school premises. This may include, but not be limited to wearing or carrying overt gang paraphernalia, making gang-related gestures, or the writing of gang graffiti. Lincoln High School has a zero tolerance stand with regards to gang related activity.
  - Causing or attempting to cause damage on school property or stealing or attempting to steal school property of value.
  - Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
  - Physical violence.
  - Commission of any act, which if committed by an adult would be robbery or assault as defined by state law.
  - Violation of criminal law.
  - Violation of the school's smoking and use of tobacco policy.
  - Violation of building regulations.
  - Throwing objects outside of supervised school activities that can cause bodily injury or damage property.
  - Directing profanity, vulgar language, or obscene gestures towards other students, school personnel, or visitors to the school.
  - Engaging in verbal abuse; i.e., threats, name calling, ethnic, or racial slurs, or derogatory statements addressed to others that cause disruption of the school program or provoke violence.
  - Committing extortion, coercion, or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
  - Lying or giving false information, either verbally or in writing, to a school employee.

- Scholastic dishonesty which includes but is not limited to cheating on test, plagiarism or unauthorized collaboration with another person in preparing written work.
- Continued willful disobedience or open and persistent defiance of proper authority.
- Behavior which is detrimental to the welfare, safety, or morals of other students or school employees.
- Repeated interference with the school's ability to provide positive, safe educational opportunities with other students. If a student is sent home or is given a leave of absence, parent contact will be made. When students are sent home for the day, it affects attendance and is considered an unexcused absence.

### ***Bell Schedule***

<b>BELL SCHEDULE</b> Tuesday, Wednesday, and Friday (58 Minute Periods)			
7:40 am	Warning bell	11:43 am – 12:02 pm	Lunch
7:45 - 8:43 am	Period 1	12:04 – 12:45 pm	Advisory
8:45 – 9:43 am	Period 2	12:47 – 1:45 pm	Period 5
9:45 – 10:43 am	Period 3	1:47 – 2:45 pm	Period 6
10:45 – 11:43 am	Period 4	2:47 – 3:45 pm	Period 7
<b>BELL SCHEDULE</b> Thursday (50 Minute Periods)			
7:40 am	Warning bell	11:13 am – 11:48 pm	Advisory
7:45 – 8:35 am	Period 1	11:48 – 12:07 pm	Lunch
8:37 – 9:27 am	Period 2	12:09 – 12:59 pm	Period 5
9:29 – 10:19 am	Period 3	1:01 – 1:51 pm	Period 6
10:21 – 11:11 am	Period 4	1:53 – 2:43 pm	Period 7

### ***Building Visitation***

No unauthorized visitors will be allowed in the building or on school grounds during the school day. All visitors must sign in at the office. Each visitor who will remain in the building will be issued a temporary visitors pass, which must be visible at all times during the visit. Students are expected to discourage friends from visiting the school grounds. The Principal reserves the right to prohibit visitations, if the visit is determined to be detrimental to the education process for the student or school as a whole, or if visitation could potentially threaten the safety of the school environment, students, or staff.

### ***Capstone***

The Capstone Project is a multifaceted body of work that allows students to demonstrate their academic and intellectual experience. This process will allow you to showcase your ability to read, write, speak, think, plan, implement, be self-disciplined, problem solve, and organize your

work. This **graduation requirement** is designed to be completed independently by students with the guidance of a staff mentor or expert in the field and counts as one credit upon completion.

The Capstone Project can focus on English, math, or both depending upon which area of college and career ready demonstration is needed. This process cannot rely solely up on what information students already know but must demonstrate new learning and growth. Students will learn many skills through the completion of a Capstone Project. Some skills include complex problem solving, evaluation and synthesis of research, writing, communication, organization, time management, knowledge of technology and how to use it in a presentation, and oral presentation skills.

The Capstone Project consists of four major components: a research paper, a product/performance/physical project, a portfolio, and an oral presentation. Students will maintain a portfolio containing their mentor information, learning log, reflective paper and works cited page. To be successful, each student must complete and pass each component.

### ***Capturing Kids Hearts – Social Contract***

At Lincoln High School, staff are committed to providing a safe, supportive culture where students are accepted for who they are and given the opportunity to thrive. Capturing Kids Hearts is one of the programs we use to do just that. While we implement many parts of the Capturing Kids Hearts program, the Social Contract is one of the foundational pieces on which we build our school and classroom cultures. The Social Contract is designed to let everyone know what behavior is acceptable and what is not. Students have a voice in the creation of the Social Contract and commit to hold themselves and other accountable to those behaviors. The primary questions that are considered during the creation of the Social Contract are:

- How do you want me to treat you?
- How do you want to treat each other?
- How do you think I want to be treated?
- How will we handle violations of the contract?

Using the Social Contract, students and staff are able to focus on self-regulation, empowering positive choices and taking responsibility for behavior in a supportive environment. Students new to Lincoln High School will be introduced to the Social Contract by a student ambassador, who will explain what it is, how it was developed, and how it is used.

### ***Child Abuse Law***

Please see District Policy information on our website ~ [fortmorgank12.com](http://fortmorgank12.com)

### ***Chromebook Expectations***

Students will be issued Chromebooks for use in school and at home. Students and their parents/guardians are reminded that use of District Technology is a privilege and not a right and that school authorities may monitor everything done on any District-owned computer, network, or electronic communication device. Inappropriate use of District Technology is

subject to disciplinary consequences including, but not limited to, limited or banned computer use, detentions, suspensions in-school, suspensions from school, a recommendation for Expulsion from school, and/or legal action.

### **Ownership of the Chromebook**

Morgan County School District Re-3 (MCSD) retains sole right of possession of the Chromebook. The Chromebooks are loaned to the students for educational purposes only until they graduate or leave the District. Moreover, staff retain the right to collect and/or inspect Chromebooks at any time, including via electronic remote access, and to alter, add or delete installed software or hardware.

### **Responsibility for the Chromebook**

Students are solely responsible for the Chromebooks issued to them and must adhere to the following behaviors:

- Students must bring their Chromebooks to school every day and make sure it is fully charged. Disciplinary action may result for failure to bring a fully charged Chromebook to school. If a Chromebook is missing from school for 5 consecutive days, the Chromebook will be considered stolen and reported as such to the Fort Morgan Police Department.
- Students must treat the device with care and never leave it in an unsecured location.
- Students are advised to keep the device in a protective case or backpack when traveling. Chromebooks should not be left in automobiles during extreme cold or heat as they could damage the device.
- Students must promptly report any problems with the Chromebook to their principal.
- Students may not remove or interfere with the serial number and other identification tags.
- Students may not attempt to install or modify any operating system on the Chromebook other than the Chrome OS operating system installed by the District.
- Students must keep the device clean.
- Students must keep the device free from non-removable stickers, artwork, graffiti, and may not remove or change the physical structure of the Chromebook, including the keys, screen cover or plastic casing.
- Students are not allowed to physically alter or destroy the Chromebook or accessories (e.g., removing or reordering keyboard keys, removing access compartments or removing or altering internal hardware).
- Students must produce the Chromebook, cord and case for a quarterly check-in.

### **Responsibility for Electronic Data**

The students are solely responsible for any apps or extensions on their Chromebooks that are not installed by a member of the District technology staff. Students are responsible for backing up their data to protect from loss. Users of District Technology have no rights, ownership, or expectations of privacy to any data that is, or was stored on the Chromebook, Google Apps, school network, or any school- issued applications and are given no guarantees

that data will be retained or destroyed.

### **Spare Equipment and Lending**

If a student forgets their Chromebook or a student's Chromebook is inoperable, the District has a limited number of spare devices for use/loan while the student's Chromebook is repaired or replaced. This agreement remains in effect for loaner Chromebooks. The student may not opt to keep an inoperable Chromebook to avoid doing class work due to loss or damage.

### **Damaged, Lost or Stolen Devices**

Students should submit Chromebooks that need repair to the principal. Repairs must be done by the school district, not by an outside party. Charges for Chromebook Repair are shown below. Students and student families will be responsible for all damages to their District issued Chromebook. If a device is lost or stolen the student and student family will be responsible for the fee to replace the Chromebook.

#### **Charges for Chromebook Repair/Replacement**

Replace Damaged/Lost Chromebook - \$280.00

Replacing Screen - \$90.00

Replacing Keys (Keyboard) - \$100.00

Replacing Power Cord - \$40.00

Replacing Asset Tag Sticker - \$5.00

Replacing Protective Sleeve - \$15.00

### ***Closed Campus***

The Lincoln High School campus is closed. Once school starts at 7:45 a.m. and until the school day is finished at 3:45 p.m., students are not allowed to leave the designated school grounds, including at lunchtime. Students only have 19 minutes for lunch. The only exceptions are: parents/guardians may pick up the student to take them to appointments; written permission provided by the parents/guardians for a student to go to an appointment; field trips with staff; planned classroom activities with staff. The purpose of closed campus is to create a healthy, safe environment for students and staff.

### ***Credit***

Lincoln High School is mostly an individualized, self-paced program. Some class will require to students to work in groups and may be taught in a more traditional format. In order to earn full class credit, students must: (1) satisfy all academic requirements of the class; and (2) complete all work to 80% or higher.

### **Progress Monitoring & Intervention**

All students attending Lincoln High School will need to be self-accountable for their efforts in the classroom. A student's progress will be monitored and serve as an indicator that additional interventions or supports need to be put in place to help the student be successful at LHS. This may include working one-on-one with the interventionist or counselor, participating in a parent-student staffing, or being placed on an Academic Contract, which outlines the

interventions to assist him/her in improving academically. If the attempted interventions are not effective or are met with resistance, a meeting will be held with the student and parent to discuss academic options that would best meet the needs of the student.

As staff, our goal is to promote academic success. To support students who are struggling academically, one or more of the following interventions will occur:

1. Missing assignments can be monitored by parents/guardians on CANVAS,
2. Additional Academic Assistance (AAA),
3. Specific skill interventions,
4. Behavior and/or Academic contract,
5. Altered or modified schedule,
6. Parent-student staff meeting,
7. Support classes,
8. Mentoring,
9. One-on-one or small group tutoring
10. Mandatory After-School Support
11. Loss of the privilege of using/having an electronic device (this includes cell phones, MP3 players, iPods, etc.), especially if it has been identified as causing a distraction to academic progress.

### ***English Language Development Culturally and Linguistically Diverse Programming***

- Morgan County School District Re-3 serves the needs of many English language learners. All buildings provide the services of an **ELD CLD** teacher along with support from one or more teacher assistants.
- Students may qualify for **ELD CLD** programming if their Home Language Questionnaire indicates a Primary Home Language Other Than English (PHLOTE). Such students are evaluated using the WIDA ACCESS Placement Test (W-APT) to determine language proficiency. Instructional programming is then designed to support the student's language proficiency level. Instructional services may include "pull-out" support during which time students participate in small group instruction with the **ELD CLD** teacher. "Structured Immersion" in the regular classroom is another means of serving English Language Learners whose needs are better served in this fashion. All instruction is conducted in English with translation support as needed and appropriate. Depending upon intensity of need, some students receive support from a teacher assistant during content area instruction.
- Staff in all buildings is provided information from the **ELD CLD** teachers outlining each **ELD CLD** student's language profile and teaching strategies appropriate for English language instruction. Extended learning opportunities are also available at all buildings which may include tutoring; supplemental and intervention instruction throughout the regular day; and/or summer school.

- The Morgan County School District Re-3 provides free language assistance for any parent/guardian who requests support in speaking, reading, writing, or comprehending English. The school will provide language assistance for anyone who requests it without question. Please contact the school office for assistance.

### ***Directory of Staff***

<b>Name</b>	<b>Title</b>	<b>970-867-2924 plus ext.</b>	<b>Direct</b>
Vicki Davis	Principal	4-7600	970-370-6447
Michele Parks	Administrative Assistant	4 7610	970-370-6448
<del>Harrison Chisum</del> <del>Chitlaly Galaviz</del> <del>Castro</del>	Math/ <del>Parenting</del> / <del>Art</del> / <del>Health</del> / <del>Business</del>	4 7104	970-370-6451
<del>Courtney Darnell</del> <del>Elizabeth</del> <del>Rasmussen</del>	Special Ed./Instructional Coach/Interventionist	4 7101	970-370-6459
Aaron DeLay	Language Arts/ <del>Personal Finance</del>	4 7103	970-370-6450
Michael Garcia	Advance Learning Program	4 7108	970-370-6453
Julie Kogen	Social Studies/ <del>Business</del>	4 7111	970-370-6456
	Family Liaison	4 7110	970-370-6455
Zoe Sowers	<b>Counselor</b>	4 7106	970-370-6452
Ailyn Weimer	Science/ <del>Health</del> / <del>Parenting</del> / <del>Art</del>	4 7102	970-370-6449
	School Psychologist	Call 970-867-2924 & leave message	
Chandler Freauff	School Nurse	Call 970-867-2924 & leave message	

### ***Discipline - Key terminology***

#### ***Key Terminology***

1. **Alcoholic Beverage**
  - a. An alcoholic beverage is an intoxicating liquid, wine, brewed or malt beverage regulated under the Liquor Code of The State of Colorado.
  - b. The use, possession, or distribution of any alcoholic product on school property, or at any school-sponsored event is strictly prohibited. Possession does not require ownership.
2. **Assault, Sexual.** Physical contact of a sexual nature where there is no consent.
3. **Attack on Staff/Student.** Any willful and unlawful use of force or violence upon staff or upon a student.

4. **Bullying.** The use of coercion or intimidation to obtain control over another person or to cause physical, mental, or emotional harm to another person, either through written, verbal or electronically transmitted expression or by means of a physical act or gesture. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of his or her physical appearance, academic performance or any basis protected by federal and state law, including disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry or the need for special education services, whether such characteristic(s) is actual or perceived.
5. **Closed Campus Violation.** Leaving school property without administrative permission, going to cars during school hours without permission.
6. **Defiance of Authority.** Willful refusal or failure to follow a reasonable directive given by staff.
7. **Disrespect.** Any intimidating, insulting, or verbally abusive behavior directed toward a member of the school staff.
8. **Disruptive behavior.** Actions that interfere with the effective operations of the classroom or the school.
9. **Ditching.** Absence from class without permission.
10. **Dress Code.** See page 21.
11. **Drugs**
  - a. Drugs are defined as all controlled substances prohibited by law; edibles containing controlled substances, all “look alike” drugs; all synthetic drugs; all alcoholic beverages; tobacco, tobacco products, and electronic cigarettes; any drug paraphernalia (including hookah and vape pens and other electronic smoking devices); and any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy.
  - b. Use, possession, or distribution of any substances which are, contain, or have the appearance of narcotics, controlled dangerous substances, or drugs (prescription or nonprescription) used outside their legal medical purposes; possession of drug paraphernalia is strictly prohibited on school property or at any school sponsored function. Possession does not require ownership.
  - c. Use, possession, distribution or sale of “look-a-like” drugs such as caffeine, which are non-controlled substances but which are, in finished container, packaged in a container which, bears markings or printed material similar to that accompanying or containing a specific controlled substance, or which are represented, implied, or thought by the involved parties to be a controlled substance shall be treated as an infraction in the same way as possession, use, distribution or sale of the controlled substance would be treated.
  - d. Distribution. Dispensing or conspiring to dispense with or without the exchange of money; drugs, narcotics, controlled dangerous substances, paraphernalia, inhalants, alcohol, edibles, or any substance having the appearance of these items.
12. **Electronic Devices.** Includes but not limited to the following: cell phones, Chromebooks, pagers, walkie talkies, boom boxes, Walkman’s, iPods/M3P Players, laser

pointers, CD players, headphones, and other audio equipment. **At the teacher's discretion** and based on the student's behavior, music devices with earphones may be used in the classroom as long as volume is kept down and is not able to be heard by others. ***Please note: This is a privilege that can and will be revoked based on academic performance, attendance, and classroom behavior. Chromebooks are to be used for academic reasons only. Chromebook activity is monitored – no gaming, movies, social media, etc. - otherwise this privilege will be revoked.***

13. **Fighting.** Mutual aggression in which both parties have contributed to the situation by physical action.
14. **Forgery/Fraud.** Falsifying signatures or data on official records.
15. **Harassment.** Activities, both physical and verbal, that are intended to be offensive to one's race, religion, heritage, gender, sexual orientation, socio-economic status, physical characteristics, or disability, excluding sexual harassment. This includes, but is not limited to, hurtful name calling, text messaging, teasing, gossiping, defaming, humiliating, making fun of personal characteristics, poking hair pulling, excessive tickling, and ostracizing.
16. **Harassment, Sexual.** Any unwelcome sexual advance, request for sexual favor, and other inappropriate verbal, written, or physical conduct of a sexual nature that unreasonably interferes with the learning environment. Sexual harassment may include, but is not limited to the following: sexting; requesting or distributing nude photographs; verbal harassment or abuse; pressure for sexual activity; repeated remarks to a person, with sexual activity; repeated remarks to a person, with sexual or demeaning implications; unwelcome touching; suggestion or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, job, etc.
17. **Inappropriate Behavior.** Activities that are unsafe or unacceptable in a school environment such as inappropriate internet searches or usage; littering; failure to return forms, books, or equipment; throwing snowballs; running in the halls; horseplay; play fighting; etc.
18. **Leaving class without permission.** Walking out of class without the teacher's permission unless the student is removing him/herself from a situation and going to get help.
19. **Plagiarism.** Copying someone else's work and claiming it as your own.
20. **Public Display of Affection.** Displays of affection such as hand holding, kissing, touching, etc.
21. **Racial/Ethnic Slurs.** Slurs against any individual for any reason will not be tolerated.
22. **Reckless driving.** Driving on school property in such a manner as to endanger persons or property.
23. **Tardiness.** An unexcused tardy describes a student who is late to class or school.
24. **Theft.** Unlawful taking of property or obtaining property by false pretense.
25. **Threat to Staff/Student(s)/School.** A communicated threat to commit violence that may incite fear or significant disruption

26. **Tobacco.** Possession or use of tobacco products and tobacco paraphernalia, including smokeless tobacco, electronic cigarettes/smoking devices, vapes, and/or matches/lighters by students in a school building, on a school bus, or on property owned by, leased by or under the control of the school district is prohibited and considered a summary offense.
27. **Truancy.** Absence from school without permission.
28. **Vandalism.** Intentional destruction or defacement of any school property, property of another student, or staff member, including gang graffiti.
29. **Violation of Suspension/Trespassing.** Present on a school campus or at a school activity while on suspension or expulsion.
30. **Vulgarity/Profanity.** Language that is inappropriate, disgusting, or repulsive to the senses.
31. **Weapons.**
  - a. Possession or use of weapons, “look-a-likes”, toys, replicas of weapons is forbidden on school property and/or during any school function.
  - b. The term use shall include, but not be limited to, displaying, handling, loading, operating, pointing, selling, distributing, discharging, or threatening to do one or more of these actions.
  - c. Weapons shall include, but not be limited to, firearms; knives; metal knuckles; rifles; shotguns; pistols; revolvers; daggers; cutting instruments or tools; noxious, irritating, or poisonous gases; poisonous drugs or other items fashioned with the intent to use or sell or to harm, threaten or harass students, staff members, parents, or other persons within or on school property
32. **Willful disobedience/insubordination.** Purposely not following directions of staff or breaking school rules; refusal to do as asked or directed to do by staff; repeatedly failing to comply with minor infractions or directions.

***Discipline – Rubric***

CLASSROOM LEVEL					
VIOLATION	PROCEDURE	DISCIPLINE OPTION 1	DISCIPLINE OPTION 2	DISCIPLINE OPTION 3	DISCIPLINE OPTION 4
<b>Cheating</b>	Teacher will evaluate and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> <li>• Parent contact</li> <li>• Automatic “0” on assignment</li> <li>• An alternative assignment will be given.</li> </ul>		<ul style="list-style-type: none"> <li>• Refer to Principal</li> <li>• Repeated offences considered willful disobedience</li> </ul>	
<b>Disruptions</b>	Teacher will evaluate and determine the appropriate	<ul style="list-style-type: none"> <li>• Confer with the student.</li> <li>• Relocate seat if disruption occurs</li> </ul>		<ul style="list-style-type: none"> <li>• Refer to the Principal.</li> <li>• Repeated offences considered willful disobedience.</li> </ul>	

	disciplinary option(s).	<ul style="list-style-type: none"> <li>• Send to Principal, depending on the severity of the disruption</li> </ul>			
<b>Electronic Devices</b>	The Principal will evaluate and determine the appropriate disciplinary options	<ul style="list-style-type: none"> <li>• Verbal Warning</li> <li>• Direct Student to put away or place in locker</li> <li>• Teacher assigned detention</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of classroom privilege.</li> <li>• Teacher assigned detention.</li> </ul>	<ul style="list-style-type: none"> <li>• Confiscated and handed into the office. Device will be picked up by student at end of the day</li> <li>• Teacher assigned detention</li> </ul>	<ul style="list-style-type: none"> <li>• Confiscated and handed into the office. Device will be picked up by parent or student at end of the day</li> <li>• The electronic device may have to be checked in at the office at the beginning of the day.</li> <li>• Repeated offences will be considered willful disobedience/insubordination and will be treated as such.</li> </ul>
<b>Plagiarism</b>	Teacher will evaluate and determine the appropriate disciplinary option(s).	<ul style="list-style-type: none"> <li>• Parent contact</li> <li>• Automatic "0" on assignment</li> <li>• An alternative assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to Principal</li> <li>• Repeated offences considered willful disobedience</li> </ul>		

		will be given.		
DISCIPLINE REFERRALS				
<b>Bullying or harassment</b>	The Principal will evaluate and determine the appropriate disciplinary options.	<ul style="list-style-type: none"> <li>• Conference with student(s)</li> <li>• Sign cease &amp; desist or written contract</li> <li>• Notify parents</li> <li>• Modify Schedules</li> </ul>	<ul style="list-style-type: none"> <li>• Conference with student(s)</li> <li>• Notify parents</li> <li>• 1-3 days OSS</li> <li>• Re-interview</li> <li>• Possible removal from the program for repeated offenses</li> </ul>	<ul style="list-style-type: none"> <li>• Conference with student(s)</li> <li>• Notify parents</li> <li>• 3 - 5 days OSS, depending on severity</li> <li>• Re-interview</li> <li>• Possible removal from program for repeated offenses</li> </ul>
<b>Closed Campus Violation</b>	The Principal will evaluate and determine the appropriate disciplinary options	<ul style="list-style-type: none"> <li>• Warning</li> </ul>	<ul style="list-style-type: none"> <li>• If student leaves &amp; returns, student will be searched</li> <li>• Parent contact</li> </ul>	<ul style="list-style-type: none"> <li>• If student leaves &amp; returns, student will be searched</li> <li>• Parent contact</li> <li>• Possible detention or suspension</li> </ul>
<b>Computer Misuse (Including Facebook, Twitter, Snap Chat, Instagram, TikTok, or any social media)</b>	The Principal or teacher will evaluate and determine the appropriate disciplinary options, depending on severity.	<ul style="list-style-type: none"> <li>• Verbal warning</li> </ul>		<ul style="list-style-type: none"> <li>• Loss of computer privilege</li> <li>• Notify parents</li> </ul>
<b>Ditching</b>	The Principal will evaluate and determine the appropriate disciplinary options	<ul style="list-style-type: none"> <li>• Notify parents</li> <li>• ½ or 1 whole day unexcused absence</li> </ul>	<ul style="list-style-type: none"> <li>• Notify parents</li> <li>• ½ or 1 whole day unexcused absence</li> </ul>	<ul style="list-style-type: none"> <li>• Notify parents</li> <li>• ½ or 1 whole day unexcused absence</li> <li>• Re-interview</li> </ul>
<b>Dress Code Violation</b>	The Principal will evaluate and determine the appropriate	<ul style="list-style-type: none"> <li>• Referral to the Principal or designee</li> <li>• Request to change clothing or cover up</li> <li>• If refuses, notify parents, <b>request to bring in alternative clothing, and/or</b> send home</li> </ul>		

	disciplinary options	<ul style="list-style-type: none"> <li>Repeat offenses will be categorized as <del>insubordination</del> <b>defiant and suspended out-of-school for the remainder of the day. The student will be allowed to return the next day if his/her clothing meets the dress code.</b></li> </ul>		
<b>Fighting/hitting</b>	The Principal will evaluate and determine the appropriate disciplinary options	<ul style="list-style-type: none"> <li>Parent Notified</li> <li>Police called; if appropriate</li> <li>1 – 10 days of OSS, based on involvement</li> <li>Possible re-interview</li> <li>Possible removal from program</li> </ul>		
<b>Forgery</b>	Based on the offense, the Principal will evaluate and determine the appropriate disciplinary option(s).			
<b>Inappropriate Language</b>	The Principal will evaluate and determine the appropriate disciplinary options	<ul style="list-style-type: none"> <li>Verbal warning</li> <li>Removal from class</li> </ul>	<ul style="list-style-type: none"> <li>Parents notified</li> <li>Detention.</li> </ul>	<ul style="list-style-type: none"> <li>Parents notified</li> <li>1 day of OSS</li> <li>Re-interview</li> </ul>
<b>Sale or distribution of a controlled substance, mood-altering substance, look-alike drugs, alcohol, dangerous drugs, or drug paraphernalia</b>	The Principal will evaluate and determine the appropriate disciplinary options	<ul style="list-style-type: none"> <li>Student and belongings searched, as per BOE Policy.</li> <li>Parent notified</li> <li>Police notified</li> <li>10 days of OSS</li> <li>Re-interview</li> <li>Possible removal from program, expulsion, or referral to Advance</li> </ul>		
<b>Sale, use, possession, or being under the influence of a non-prescribed controlled substance, alcohol, mood</b>	The Principal will evaluate and determine the appropriate disciplinary options	<ul style="list-style-type: none"> <li>Student and belongings searched, as per BOE Policy.</li> <li>Parent notified</li> <li>Police notified</li> <li>10 days of OSS</li> <li>Re-interview</li> <li>Possible removal from program, expulsion, or referral to Advance</li> </ul>		

<b>altering substance or a look-alike drug</b>		
<b>Theft – minor items</b>	The Principal will evaluate and determine the appropriate disciplinary options	<ul style="list-style-type: none"> <li>• Student and belongings searched, as per BOE Policy.</li> <li>• Parent notified</li> <li>• Police notified, if appropriate</li> <li>• Restitution</li> <li>• 1-3 days of OSS</li> </ul>
<b>Theft – major items</b>	The Principal will evaluate and determine the appropriate disciplinary options	<ul style="list-style-type: none"> <li>• Student and belongings searched, as per BOE Policy.</li> <li>• Parent notified</li> <li>• Police notified, when appropriate</li> <li>• Restitution</li> <li>• OSS or removal from the program, based on the offense</li> </ul>
<b>Threat to staff, student and/or school</b>	The Principal will evaluate and determine the appropriate disciplinary options	<ul style="list-style-type: none"> <li>• Parent notified</li> <li>• Police may be contacted given the severity and level of the threat and disruption.</li> <li>• Conference with student</li> <li>• Threat Assessment may be conducted</li> <li>• 1 – 10 days of OSS</li> <li>• Possible referral for expulsion</li> <li>• Advance, OSS or alternative placement as necessary or appropriate, based upon the severity, level of threat and disruption, or if a protection/restraining order has been issued.</li> <li>• Re-interview</li> <li>• Possible removal from LHS</li> </ul>
<b>Tobacco Violation</b> (to included any tobacco products, lighters, cigarette papers, electronic cigarettes, hookah and vape pens, etc.)	The Principal will evaluate and determine the appropriate disciplinary options	<ul style="list-style-type: none"> <li>• Student and belongings searched, as per BOE Policy.</li> <li>• Tobacco and related items confiscated.</li> <li>• Parents notified</li> <li>• Referral to law enforcement; if appropriate</li> <li>• 1 – 5 days of OSS</li> </ul>

<b>Vandalism</b>	The Principal will evaluate and determine the appropriate disciplinary options	<ul style="list-style-type: none"> <li>• Work detail</li> <li>• Restitution</li> <li>• Police notified, when necessary</li> <li>• Possible 1- 5 day OSS</li> <li>• Cease and Desist signed</li> </ul>
<b>Weapons</b>	The Principal will evaluate and determine the appropriate disciplinary options	<ul style="list-style-type: none"> <li>• Student and belongings searched, as per BOE Policy.</li> <li>• Parents notified</li> <li>• Police notified</li> <li>• Threat Assessment conducted, if appropriate</li> <li>• Possible 1 - 10 days of OSS</li> <li>• Possible re-interview</li> <li>• Possible removal from program, expulsion, or refer to Advance</li> </ul>
<b>Willful disobedience / insubordination</b>	The Principal will evaluate and determine the appropriate disciplinary options	<ul style="list-style-type: none"> <li>• Parents notified</li> <li>• Behavioral contract</li> <li>• 1-3 days of detention</li> <li>• 1-5 days OSS</li> <li>• Re-interview</li> <li>• Possible removal from program/expulsion</li> </ul>

\*\*Please note that this Rubric serves only as a guide that presents potential options and is not all inclusive. Each disciplinary situation will be evaluated and dealt with accordingly.

### ***Discrimination Disclaimer***

Employees, students, and parents are hereby notified Morgan County Re-3 School District do not discriminate on the basis of race, color, religion, national origin, sex, handicap, or age in its educational programs, activities or employment practices. There is a grievance procedure for discrimination concerns. Inquiries concerning any of the above or Title IX and Section 504 should be directed to the Superintendent of Schools for the Morgan County Re-3 School District, 715 West Platte Avenue, Fort Morgan, Colorado 80701, phone number 970-867-5633 extension 48100. There will be no participation in the presentation or resolution of a complaint.

### ***Dress Code***

~~Students are expected to dress appropriately and respectfully while at school or while participating in school activities. Student dress shall not be disruptive to the school's purpose or the learning process. The staff and administration have the authority to determine what is offensive and/or disruptive and have the authority to require any student to change his/her clothing with a collaborative effort between the school and parents to address dress code problems.~~

A safe and disciplined learning environment is essential to a quality educational program. District-wide standards on student attire are intended to help students concentrate on schoolwork, reduce discipline problems, and improve school order and safety. It is recognized that students have a right to express themselves through dress and personal appearance; however, students shall not wear apparel that is deemed disruptive or potentially disruptive to the classroom environment or to the maintenance of a safe and orderly school.

Administration reserves the right to determine what constitutes appropriate dress. Students who do not adhere to these guidelines will not be allowed to attend class. Parents will be called if appropriate clothing is not available or the student refuses dress-code appropriate clothing.

The following items are **not** acceptable in school, on school grounds, or at school activities:

1. Shorts, dresses, skirts or other similar clothing shorter than mid-thigh length.
2. Sunglasses and/or head covering worn inside the building (including hats, bandanas, beanies, “hoodies,” etc.) unless for medical or religious purposes.
3. Inappropriately sheer, holey, tight, or low-cut clothing (e.g., midriffs, halter tops, backless clothing, tube tops, garments made of fishnet, mesh or similar material, muscle tops, or clothing with excessive holes, etc.) that bare or expose traditionally private parts of the body including, but not limited to, the stomach, buttocks, back and breasts. No jeans or pants with holes mid-thigh or higher.
4. No tank tops or other similar clothing with narrow straps that show undergarment straps.
5. Any clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or pictures that:
  - Refer to, promote the use of, and/or are commonly associated with the use of drugs, tobacco, alcohol, or weapons.
  - Are of a sexual nature.
  - By virtue of color, arrangement, trademark, or other attribute denote ~~membership affiliation~~ **with gangs or gang-like behavior or groups** which advocate drug use, violence, or disruptive behavior (i.e. local gangs, or ICP).
  - Are demeaning, obscene, profane, vulgar, lewd, or legally libelous.
  - Threaten the safety or welfare of any person.
  - Promote any activity prohibited by the student code of conduct
  - Otherwise disrupt the teaching-learning process.
  - Conflicts with the School Districts basic educational mission (Boroff v. Van Wert City Board of Education).
- ~~6. Leggings, tights, or “yoga” pants can be worn as a part of an outfit, but only if the skirt, shorts, or top is at an appropriate length that covers all body parts deemed as private.~~
7. No sleep clothing (i.e., pajamas, flannel pants, shirts, or skirts).
8. No bedroom slippers, unless authorized by administration.
- ~~9. Unacceptable jewelry for ears including: nails, bullets or any spiked accessories.~~
10. Wallet chains more than 12 inches.

11. Any clothing, shoes, hats, jewelry, accessories, or body adornments containing spikes, nails, spurs, bullets, sharpened edges, dog collars, chains, or leashes.
12. Hair color must be of a natural color.

### ***Emergency Contacts***

In the event of an emergency or illness, it is important that the school be able to contact either the parent or a designated emergency contact person. Students/parents/guardians are to identify at least one emergency contact on the application for admission. This person (or persons) will be identified in our Infinite Campus system and will be contacted only in the event that a parent/guardian cannot be reached. It is imperative that information be kept as current as possible. Updates are the responsibility of the student/parents/guardians. If there is a change in phone numbers, address, emergency contacts, etc. please notify the school's Administrative Assistant as soon as possible. Only the individuals listed as either contacts or emergency contacts will be permitted to authorize a student to leave school or pick a student up from school. Individuals may be required to show picture identification prior to the student being released in order to verify his/her identity.

If a parent needs to contact a student during the course of the day, call the main office (970-867-2924) and leave a message for the student. The office will have the student call the parent back during the next passing period. Students will only be called out of class if it is an emergency. Please do not call or text message students on their cell phones during the school day, for it disrupts the educational environment.

### ***Emergency Response Procedures***

In the event of a safety or security threat inside or outside the building, the Fort Morgan Police Department has assisted the school district in establishing safety and security procedures. The safety procedures are practiced at LHS on a monthly basis, with "unannounced" drills twice per year. If you arrive at or are visiting the school during either a drill or a real security incident, it is important that you follow all of the directions that are being given by either administration or law enforcement, and realize that students will not be released until it has been deemed safe to do so.

In the event of a safety or security threat, please do not call the school or attempt to retrieve your student(s), unless otherwise notified to do so. As soon as it is safe to do so, either school or district personnel will provide you with an update regarding the situation.

### ***Expectations***

In order to assist students in successfully achieving their educational goals, a collaborative partnership is essential between the learner, the instructor and the parent. The following will be expected of each learner, instructor, and parent:

#### **LEARNER**

1. Commit to be responsible for his/her own learning.

2. Set personal, academic and career goals and objectives.
3. Develop processes to achieve goals.
4. Commit to attendance and continuous progress.
5. Practice respectful behavior toward self and others.
6. Exhibit active, positive, and helpful involvement in group work and activities.
7. Practice good health habits.
8. Participate in community service.
9. Tolerate others' right to speak with differing viewpoints and opinions.
10. Exhibit respect for the safety of self and others.
11. Respect diversity and exhibit tolerance by showing respect towards race, sex, religion, national origin, and handicap conditions.
12. Commit to earning a certified diploma.

### **INSTRUCTOR**

1. Direct and guide the learning process in a caring and supportive environment.
2. View learners as creators of knowledge.
3. Provide learning resources and variety of learning experiences.
4. Use skills and talents creatively.
5. Become a role model to learners.
6. Maintain an environment conducive to learning.
7. Support cooperative teaching and learning.
8. Have high expectation for learners.
9. Provide quality services.
10. Accommodate individual differences of learners in background, talent, abilities and learning time.
11. Improve learner's self-concept toward learning.
12. Promote learner's confidence to manage own destinies.
13. Facilitate incremental learning.
14. Maximize creative staff efforts.
15. Commit to teamwork and collaboration across disciplines.
16. Commit to the achievement of the goals of each learner.
17. Commit to the philosophy, the vision, and the mission of the school.

### **PARENT**

1. Commit to the learners needs.
2. Commit to the learner's goals and objectives.
3. Support attendance and continuous progress.
4. Commit to high expectation from learners.
5. Support quality services for learners.
6. Commit to open communication with the school staff.
7. Commit to the learners earning a certified diploma.
8. Commit to and support the philosophy of the school and its mission.

## ***Grading***

Grades are earned by performing *academically*, as described below:

- Performance descriptions
  - **A** = work completed at 100% - 94%
  - **B** = work completed at 93% – 87%
  - **C** = work completed at 86% - 80%
  - In Progress = student is currently enrolled in class but has not completed it, no grade assigned.
- Students are expected to achieve a minimum of 80% on all work. Failure to do so will result in reviewing assignments and tests, until mastered at the 80% level of proficiency.

## ***Graduation Requirements***

The purpose of any school should be to address the needs of the students to provide them with those educational experiences that will best meet their future needs. With this in mind, a wide selection of classes is available to all students. However, to provide sound basic education, certain classes must be experienced by all students (REQUIRED CLASSES), while other classes may be taken to meet the needs of the individual student (ELECTIVE CLASSES). To meet graduation requirements, as of 2009, the learner shall have completed 48 credits, as outlined in School Board Policy. Since the Board Policy states that Physical Education is required, and P.E. is NOT offered at LHS, course substitutions may be made, upon the approval of the Superintendent of Schools. Courses that may be substituted are listed as Electives at LHS and can be accessed by seeing the LHS Principal or Counselor.

The awarding of a graduation diploma from Lincoln High School will be based upon the student's completion of requirements as indicated by the School Board. Because of the unique needs of students at Lincoln High School a flexible interpretation of course work and transfer credits will be followed with an attempt to stay within the basic guidelines listed below:

### **CREDITS NEEDED FOR GRADUATION FROM LINCOLN HIGH SCHOOL**

8	LANGUAGE ARTS
6	SOCIAL STUDIES
4-6*	MATH
4-6*	SCIENCE
18	ELECTIVES/ADVISORY/FOUNDATIONS
1	PARENTING I
1	PERSONAL FINANCE
1	COMPUTER LITERACY
1	BUSINESS
1	HEALTH
1	CAPSTONE
48	TOTAL
* Combined total of 10 Math/Science credits.	

The Colorado State Board of Education has adopted state graduation guidelines that identify college and career readiness measures in English and Math. Students must complete at least one of the following measures listed in the Menu of Options and meet or exceed the measure’s corresponding cut scores or criteria to demonstrate college and career readiness in both English and Math. Students may have to complete multiple measures in order to demonstrate college and career readiness. All LHS students will be required to complete a Capstone Project.

**MENU OF OPTIONS. This menu lists the minimum scores required.**

<b>ACCUPLACER (grades 10 – 12)</b>	
English	Math
62 on Reading Comprehension	61 on Elementary Algebra
ACCUPLACER is a computerized test that assesses reading, writing, math and computer skills. The results of the assessment, in conjunction with a student’s academic background, goals and interests, are used by academic advisors and counselors to place students in college courses that match their skill level. The ACCUPLACER is administered through the district.	
<b>ASVAB (grades 10 - 12)</b>	
English	Math
31	31
The Armed Services Vocational Aptitude Battery (ASVAB) is a comprehensive test that helps determine student’s eligibility and suitability for careers in the military. Students who score at least 31 are eligible for service (along with other standards that include physical condition and personal conduct). Students who take the ASVAB are not required to enlist in the military.	
<b>SAT (grade 11 - 12)</b>	
English	Math
430	460
The SAT is a college entrance exam that is accepted or required at nearly all four-year colleges and universities in the U.S. The current SAT includes sections on reading, writing and math. The highest possible score for each section is 800. <i>This test is offered through the school district in 11<sup>th</sup> grade.</i>	
<b>Concurrent Enrollment (grades 11 – 12)</b>	
English	Math
Passing grade per district and high education policy.	Passing grade per district and high education policy.
Concurrent enrollment provides students the opportunity to enroll in postsecondary courses, simultaneously earning high school and college credit. The school district and Morgan Community College (MCC) will each determine passing grades for credit. A passing grade is determined by district and MCC policy for concurrent enrollment. An eligible concurrent enrollment course is 1) the pre-requisite directly prior to a credit-bearing course or 2) a credit	

bearing course. <i>Students must meet eligibility requirements and be pre-approved by administration for this option.</i>	
<b>District Capstone (grades 11 or 12)</b>	
English	Math
Individualized	Individualized
A capstone is the culminating exhibition of a student’s project or experience that demonstrates academic and intellectual learning. Capstone projects often include a portfolio of a student’s best work. Details regarding Capstone completion are further outlined in the <b><i>Lincoln High School’s Capstone Project Guide and required by all students.</i></b>	

Other options can meet the College and Career Ready Demonstration but are not offered through Lincoln High School. Students may elect to pay for the test and/or class themselves or may transfer into the district already having completed one of these options. Those options are as follows:

<b>ACT (grade 11 - 12)</b>	
English	Math
18 on ACT English	19 on ACT Math
ACT is a national college admissions exam. It measures four subjects – English, reading, math, and science. The highest possible score for each subject is 36.	
<b>ACT Compass (grade 10)</b>	
English	Math
79	63
The ACT COMPASS is a computerized test that helps colleges evaluate students’ skills and place them in appropriate courses. It offers tests in reading, writing, math and English as a second language.	
<b>Industry Certificate (grades 11 – 12)</b>	
English	Math
Individualized	Individualized
An industry certificate is a credential recognized by business and industry. An industry certificate measures a student’s competency in an occupation and validates a knowledge base and skill set that shows mastery in a particular industry. <i>Students must meet eligibility requirements and be pre-approved by administration for this option.</i>	
<b>ACT WorkKeys – National Career Readiness Certificate</b>	
English	Math
3/Bronze or higher	3/Bronze or higher
ACT WorkKeys is an assessment that tests students’ job skills in applied reading, writing, mathematics and 21 <sup>st</sup> century skills. Scores are based on job profiles that help employers select, hire, train, develop and retain a high-performance work force. Students who score at the bronze level (at least 3) in applied mathematics, mapping and reading earn the ACT’s National Career Readiness Certificate.	

<b>Advanced Placement</b>	
English	Math
2	2
AP exams test students' ability to perform at a college level. Districts choose which AP exams will fulfill this menu option. Scores range from 1 to 5 (highest).	
<b>International Baccalaureate</b>	
English	Math
4	4
IB exams assess students enrolled in the official IB Diploma Programme. Courses are offered only at authorized IB World Schools. Scores range from 1 to 7 (highest).	

### ***Lockers***

**Lockers are the property of the school, for students use, and all contents are subject to search by the Principal or designee.** Lockers do not belong to the students; they are property of the school district. Lockers may be inspected for cleanliness or storage of illegal items; i.e., vapes, drugs, alcohol, weapons, or stolen property. School administration may use drug dogs trained to detect contraband in conducting random searches for contraband in students' lockers, other common areas of the school and vehicles parked on school grounds. A school administrator shall accompany the dogs. If a dog indicates that contraband is present on school property, school administrators can conduct a further search.

Each student will be assigned a locker by the school Administrative Assistant. You are to only use the locker assigned to you. Do not give your combination to other students. Do not place your belongings in someone else's locker, if that person is not in school, that locker will not be opened for you to retrieve your items.

### ***Lunch/Breakfast Program***

Please see District Policy information on our website ~ [fortmorgank12.com](http://fortmorgank12.com)

### ***Medication Policy***

Please see District Policy information on our website ~ [fortmorgank12.com](http://fortmorgank12.com)

### ***Parents Right to Know***

Please see District Policy information on our website ~ [fortmorgank12.com](http://fortmorgank12.com)

### ***Parent Portal for Infinite Campus & Canvas log in Instructions***

Please see District Policy information on our website ~ [fortmorgank12.com](http://fortmorgank12.com) for Parent Portal log in instruction to Infinite Campus.

### **Setting Up a Parent Canvas Account**

To see you student's courses and grades in Canvas, become an "Observer" by taking the following steps:

1. Child: Have your child enter their Canvas account.
  - a. Click **Account** → **Settings** → **Pair with Observer**
    - i. Write down the generated Pairing code.
2. Parent, visit this website: <https://morganco.instructure.com/login>
  - a. Click the **Need a Canvas Account?** Link in the top right corner of website.
  - b. Click the **Parents sign up here** link.
  - c. Enter sign-up details including the Student Pairing Code
  - d. Click the **Start Participating** link.

For additional help, open these guides in Canvas to see a visual step-by-step of the above process:

- How student can generate a pairing code guide.
- How parents become observers guide.

### ***Physical Intervention***

In dealing with disruptive students, any person employed by the school may use reasonable and appropriate physical intervention or force as necessary for the following purposes:

1. to restrain a student from an act of wrong-doing.
2. to stop a disturbance threatening physical injury to others.
3. to obtain possession of weapons or other dangerous objects upon a student or within the control of a student.
4. for the purpose of self-defense.
5. for the protection of persons or property

Any such acts are not in conflict with the legal definitions of child abuse and shall not be construed to constitute corporal punishment. No corporal punishment shall be administered to students by any school employee.

### ***Re-enrollment***

A student, who has previously attended Lincoln High School, drops out or is referred to the Advance Learning Program, may reapply directly to LHS. A meeting of the interview committee will determine if the student will be re-admitted. Usually, a personal interview will be required, depending upon the circumstances for the student leaving LHS. Being granted a re-interview does not guarantee re-admittance to LHS. A student may be denied admittance based on, but not limited to:

- Unresolved or volatile problems/conflicts with current LHS student(s), which could adversely affect the LHS culture, climate, or safety of others
- A student's past history is severe enough to be considered a threat to students and/or staff

LHS will make every effort to assist the parents and student in obtaining a more appropriate educational setting.

## ***Retention Policy***

Please see District Policy information on our website ~ [fortmorgank12.com](http://fortmorgank12.com).

## ***Right to Searches***

The Principal or her designee may search a student or a student's personal possessions on school grounds or during a school activity held off of school premises if there is reasonable suspicion for believing that the student is concealing materials of which possession of are prohibited by School Board Policy or which are otherwise detrimental to the health, safety or welfare of other students or staff.

Regarding searches:

- Searches shall be made in the presence of an adult witness of the same sex as the student in question.
- Searches of the person of a student could include:
  - Searches of the student's exterior clothing including the pockets, jackets, shoes, hoodies.
  - Searches conducted by use of a scanning wand.
  - Any object in the possession of the student, including but not limited to a purse, briefcase, backpack, shoes, or coat.
  - No strip searches or pat downs can be carried out by a school employee.
- Student desks, workspaces, lockers, vehicles parked on school property, etc. can be searched when the person conducting the search has reasonable suspicion.
- Anything found during a search which is dangerous to others or prohibited at the school shall be seized by school staff. At this point, it can be used as evidence in a suspension or expulsion hearing or may be turned over to law enforcement personnel.

## ***Safe2Tell***

As part of the Safe Schools Act, it is critical that students and staff feel safe at school. Verbal or physical threats towards students or staff will not be tolerated at Lincoln High School. Some examples of a verbal or physical threat are a student saying to a classmate that they are, "going to kill/shoot them," or pretending that they are shooting or stabbing someone. These examples are considered to be serious threats and may result in suspension or expulsion from school. Any student who is threatened in this manner is encouraged to report the threat to a staff member immediately.

If the student does not feel comfortable reporting to a staff member, he or she may call Safe2Tell. Safe2Tell® provides students with a way to report any threatening behaviors or activities endangering them or someone they know, in a way that keeps them safe and anonymous. It is important to realize that telling isn't "snitching". Telling is when you need to keep yourself or someone you know safe from threats, harmful behaviors, or dangerous situations.

Here are just a few of the things Safe2Tell can help with...

- |              |                     |                   |                            |
|--------------|---------------------|-------------------|----------------------------|
| • Guns       | • Threats           | • Vandalism       | • Sexual Misconduct        |
| • Knives     | • Harassment        | • Sexual Assaults | • Fire Starting            |
| • Explosives | • Fighting          | • Suicide Threats | • Animal Cruelty           |
| • Gangs      | • Planned fights    | • Planned parties | • Ditching                 |
| • Bullying   | • Assaults          | • Drugs           | • Dating Violence/Stalking |
| • Meanness   | • Domestic Violence | • Alcohol         | • School Threats/Hit Lists |
| • Teasing    | • Child Abuse       | • Stealing        | • Cheating                 |
- 

To make a report, call **1-877-542-7233** from anywhere, 24 hours a day, seven days a week. The call is **free**. Web tips can also be made at: [www.safe2tell.org](http://www.safe2tell.org) or download the Safe2Tell app on the Apple App Store or Google Play to submit a tip. Remember, your identity is safe. No one will ask for your name or phone number. There is no caller I.D., no call tracing, no call recording, and no call forwarding. Safe2Tell only wants to hear your concern and try to help.

Any party reporting to Safe2Tell remains UNKNOWN and is protected by Colorado State Law, C.R.S. 07-197.

### ***School/Parent Policy Compact (Title 1)***

Please see District Policy information on our website ~ [fortmorgank12.com](http://fortmorgank12.com).

### ***Students with Food Allergies***

Please see District Policy information on our website ~ [fortmorgank12.com](http://fortmorgank12.com).

### ***Substance Policy***

Please see District Policy information on our website ~ [fortmorgank12.com](http://fortmorgank12.com).

### ***Suspension/Expulsion***

According to Colorado Statutes, the following may be grounds for suspension or expulsion from a public school:

1. Continued willful disobedience or open and persistent defiance of proper authority.
2. Willful destruction or defacing of school property.
3. Behavior on or off school property that is detrimental to the welfare or safety of other pupils or school personnel including behavior that creates a threat of physical harm to the student or other students.
4. Declaration as a habitually disruptive student a student may be declared “habitually disruptive” if three times during the course of the school year the student causes a material and substantial disruption in the classroom, on school grounds, in school vehicles, or at school activities or events.
5. The use, possession or sale of a drug or controlled substance as defined by state guidelines.
6. The commission of an act that if committed by an adult would be robbery or assault.

7. The carrying, bringing, using, or possessing dangerous weapon without the authorization of the school or school district.
8. Carrying, using, actively displaying, or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm in a school building or in or on school property.
9. Repeated interference with a school's ability to provide educational opportunities to other students.
10. Failure to comply with immunization requirements. In this case, any suspension, expulsion, or denial of admission shall not be recorded as disciplinary action but may be recorded in the student's immunization record with written explanation.
11. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.
12. According to the Exceptional Children's Act, the following may be grounds for expulsion from or denial of admission to a public school or diversion to an appropriate alternate program.
  - a. Physical or mental disability such that the child cannot reasonably benefit from the programs available.
  - b. Physical or mental disability or disease causing the attendance of the child to be inimical to the welfare of other students.

## ***Suspension/Expulsion Process***

### **Procedure for Suspension of 10 Days or Less**

Notice: The principal, designee, or the superintendent shall at the time of the contemplated action, give the student and parent/guardian notice of the decision to take steps toward suspension or expulsion. Such notice may be oral or in writing. If oral, such notice will be given in person. If written, delivery may be by US mail —addressed to the last known address of the student or his parent/guardian.

#### Contents of Notice:

The notice will contain the following basic information:

- A statement of the charges against the student.
- A statement of what the student is accused of doing.
- A statement of the basis of the allegation. Specific names may be withheld if necessary.

Informal Hearing: The student will be given an opportunity to explain his/her actions and to give his or her version of the events. The administrator may allow the student to call witnesses or may personally call the accuser or other witnesses. The administrator may hold a more extensive hearing in order to gather relevant information prior to making a decision on the contemplated action.

Timing: The notice and informal hearing should precede removal of the student from school. There need be no delay between the time notice is given and the time of the informal hearing.

If the Student's Presence in School Presents a Danger. Notice and an informal hearing do not need to be given prior to removal from school where a student's presence poses a continuous danger to persons or property or an ongoing threat of disrupting the academic process. In this case, an informal hearing will follow as soon after the student's removal as practicable.

Notification Following Suspension: If a student is suspended, the administrator delegated the authority to suspend will immediately notify the parent/guardian that the student has been suspended, the grounds for such suspension and the period of such suspension. The notification will include the time and place for the parent/guardian to meet with the administrator to review the suspension.

Removal from School Grounds. A suspended student must leave the school building and the school grounds immediately after the parent/guardian and administrator have determined the best way to transfer custody of the student to the parent/guardian.

Readmittance: No student will be readmitted to school until the meeting with the parent/guardian has taken place or until, in the opinion of the administrator, the parent/guardian has substantially agreed to review the suspension with the administrator. However, if the administrator cannot contact the parent/guardian or if the parent/guardian repeatedly fails to appear for scheduled meetings, the administrator may readmit the student. The meeting will address whether there is a need to develop a remedial discipline plan for the student in an effort to prevent further disciplinary action.

Make-Up Work. Suspended students will be provided an opportunity to make up schoolwork during the period of suspension, so the student is able to reintegrate into the educational program of the District following the period of suspension. Students will receive full or partial academic credit to the extent possible for makeup work which is completed satisfactorily.

### **Procedure for Expulsion or Denial of Admission**

In the event that the Board of Education contemplates action denying admission to any student or prospective student or expelling any student, the following procedures will be followed:

Notice. Not less than five (5) days prior to the date of the contemplated action, the Board of Education or an appropriate administrative officer of the District will cause written notice of such proposed action to be delivered to the student and the student's parent/guardian. Such delivery may be by United States mail addressed to the last known address of the student or the student's parent/guardian.

Emergency Notice. In the event it is determined that an emergency exists necessitating a shorter period of notice, the period of notice may be shortened provided that the student or the student's parent/guardian have actual notice of the hearing prior to the time it is held.

Contents of Notice. The notice will contain the following basic information:

- a. A statement of the basic reasons alleged for the contemplated denial of admission or expulsion.
- b. A statement that a hearing on the question of expulsion or denial of admission will be held if requested by the student or parent/guardian within five (5) days after the date of the notice.
- c. A statement of the date, time and place of the hearing in the event one is requested.
- d. A statement that the student may be present at the hearing and hear all information against him or her, that the student will have an opportunity to present such information as is relevant and that the student may be accompanied and represented by a parent/guardian and an attorney.
- e. A statement that failure to participate in such hearing constitutes a waiver of further rights in the matter.

Records. At least two business days in which school is in session prior to the expulsion hearing, all records intended to be used as supporting evidence must be provided to the student or their parent/guardian. If a record is discovered afterwards, the record must be provided to the student or their parent/guardian as soon as possible.

Conduct of Hearing. A hearing may be requested by the parent/guardian. Such hearing will be conducted by the superintendent, unless the superintendent was involved in investigating or reporting an incident that led to the hearing. In such a case, the superintendent will delegate their ability to conduct the hearing to a designee who was not involved in investigating or reporting such an incident. The hearing may be conducted in open session or may be closed except to those individuals deemed advisable by the superintendent but including in all events the student, the parent/guardian and, if requested, the student's attorney. Such individuals as may have pertinent information will be admitted to a closed hearing to the extent necessary to provide such information.

During the hearing, the District will have the burden of proving by a preponderance of the evidence that the student has violated one of the grounds for expulsion in the school District's policy and state law. Testimony and information may be presented under oath. However, technical rules of evidence will not be applicable, and the superintendent may consider and give appropriate weight to such information or evidence he or she deems appropriate. The student's written statement, if any, may be presented as evidence in accordance with applicable law. The student or representative may question individuals presenting information.

A sufficient record of the proceedings will be kept so as to enable a transcript to be prepared in the event either party so requests. Preparation of the transcript will be at the expense of the party requesting the same.

The superintendent will prepare specific factual findings, issue a written decision within five (5) business days after the hearing, and provide the written decision to the student or parent/guardian.

Appeal. Within 10 (ten) business days after the decision of the superintendent, the student may appeal the decision to the Board. Failure to request an appeal within 10 (ten) days will result in a waiver of the right to appeal and the superintendent's decision will become final.

If an appeal is properly requested, the Board will review the record concerning the expulsion or denial of admission. The record includes notices and other documents concerning the challenged action, the transcript of the testimony, if any, the hearing exhibits, the findings and recommendation of the superintendent, the superintendent's written decision, and other documents concerning the challenged action. The student may be represented by counsel at the appeal. Representatives of the District and the parents may make brief statements to the Board, but no new evidence may be presented unless such evidence was not reasonably discoverable at the time of the hearing. Members of the Board may ask questions for purposes of clarification of the record.

The Board will make final determination regarding the expulsion or denial of admission of the student and will inform the student and his or her parent/guardian of the right to judicial review.

Information to Parents. Upon expelling a student, District personnel shall provide information to the student's parent/guardian concerning the educational alternatives available to the student during the period of expulsion, including the right to request that the District provide services during the expulsion. If the parent/guardian chooses to provide a home-based education program for the student, District personnel will assist the parent/guardian in obtaining appropriate curricula for the student if requested by the parent/guardian.

If a student is expelled and is not receiving educational services through the District, the school district shall contact the expelled student's parent/guardian at least once every 60 days until the student is eligible to re-enroll to determine whether the child is receiving educational services. District personnel need not contact the parent/guardian after the student is enrolled in another school District or in an independent or parochial school, or if the student is committed to the department of human services or sentenced through the juvenile justice system.

Readmittance. A student who has been expelled shall be prohibited from enrolling or re-enrolling in the same school in which the victim of the offense or member of the victim's immediate family is enrolled or employed when:

- a. the expelled student was convicted of a crime, adjudicated a juvenile delinquent, received a deferred judgment or was placed in a diversion program as a result of committing the offense for which the student was expelled.
- b. there is an identifiable victim of the expelled student's offense; and
- c. the offense for which the student was expelled does not constitute a crime against property.

If the District has no actual knowledge of the name of the victim, the expelled student shall be prohibited from enrolling or re-enrolling only upon request of the victim or a member of the victim's immediate family.

No student will be readmitted to school until after a meeting between the principal or designee and the parent/guardian has taken place except that if the administrator cannot contact the parent/guardian or if the parent/guardian repeatedly fails to appear for scheduled meetings, the administrator may readmit the student.

### **Procedure for Crimes of Violence or Unlawful Sexual Behavior**

The following procedures will apply when the District receives notification that a student has been charged in a juvenile or District court with a crime of violence or unlawful sexual behavior, as those terms are defined by state law.

1. The Board or its designee will make a preliminary determination whether it will proceed with an expulsion hearing, based on the following factors:
  - a. Whether the student has exhibited behavior that is detrimental to the safety, welfare and morals of other students or school personnel.
  - b. Whether educating the student in school may disrupt the learning environment, provide a negative example for other students or create a dangerous and unsafe environment for students, teachers and other school personnel.
2. If it is determined that the student should not be educated in the schools of the District, the District may suspend or expel the student, in accordance with the procedures set forth above.
3. Alternatively, suspension or expulsion proceedings may be postponed, pending the outcome of the court proceedings. If the suspension or expulsion proceedings are postponed, the student will not be permitted to return to school during that period. An appropriate alternative education program, including but not limited to, an online program authorized by state law or a home-based education program will be established for the student during the period pending the resolution of the juvenile proceedings. The time that a student spends in an alternative education program will not be considered a period of suspension or expulsion.
4. If the student pleads guilty to the charge, is found guilty or is adjudicated a delinquent juvenile, the Board or designee may proceed to suspend or expel the student following the procedures set forth in these regulations.

5. Information regarding the details of the alleged crime of violence or unlawful sexual behavior will be used by the Board or its designee for the purposes set forth in this policy, but shall remain confidential unless the information is otherwise available to the public by law.

### ***Tardy Policy***

Please see Attendance Section.

### ***Transportation***

Students who drive cars to school are expected to handle them in a responsible manner. Failure to drive appropriately may result in appearance before the Principal or a referral to law enforcement. Because it is sometimes necessary to ask students to drive their own cars to school activities, it will be expected that any student driving must present proof of insurance and a valid driver's license. Students who drive to school are not to sit in their cars at lunch time. It is the responsibility of the student and/or his/her family to make arrangements to get to Lincoln High School on time.

### ***Volunteers***

Volunteers are asked to complete a criminal background check to ensure the safety of the students, if the volunteer has not already done so. Volunteers are asked to register at the office and obtain a visitor's pass.

There may be times when parents/guardians are asked to volunteer or who might see a need in which they can fill at here at LHS.

### ***Weapons in School***

Please see District Policy information on our website: [fortmorgank12.com](http://fortmorgank12.com).

### ***Web Site***

The Fort Morgan School District RE-3 website can be found at [fortmorgank12.com](http://fortmorgank12.com). You may find helpful information out about what's for lunch to what sporting events are going on. The Lincoln High School website can be found at [lincoln.fortmorgank12.com](http://lincoln.fortmorgank12.com).

## School Wellness

The **Board of Education at Morgan County School District Re-3 School Board** promotes healthy schools by supporting the whole child, as outlined in the Whole School, Whole Community, Whole Child Model (WSCC). This collaborative approach to wellness places the student at the center and leverages the strengths of the school and community to promote good nutrition, regular physical activity and social and emotional health as part of the total learning environment. Improved health optimizes student performance potential by improving attendance, classroom engagement, and behavior. **The District will support the implementation of this policy and goals, which are further outlined in ADF-R.**

### Goals

~~To further the Board's beliefs stated above, the Board adopts the following goals:~~

**Goal #1** The District will provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors.

The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's understanding, beliefs and habits as they relate to comprehensive wellness, including good nutrition and regular physical activity. Pursuant to the applicable federal law, the district shall comply with the **United States Department of Agriculture (USDA) Smart Snacks in School nutrition Standards** in the marketing of any foods or beverages sold to students during the school day. Such a learning environment will teach students to use appropriate resources and tools to make informed and educated decisions about lifelong healthy eating habits and beneficial physical activity in accordance with the **D**istrict's academic standards for comprehensive health education and physical education.

**Goal #2** The District will **use state and federal standards to support and promote nutrition education and a healthy school environment, contributing proper dietary habits contributing to students' overall health status and academic performance. The District will participate in and comply with all regulations of the USDA Child Nutrition Programs in which it participates (Child and Adult Care Food Program (CACFP), School Breakfast Program (SBP), National School Lunch Program (NSLP), After School Snack (AFS), and Fresh Fruit and Vegetable Program (FFVP)), in addition to ensuring compliance with the competitive food policy and the Smart Snack and Beverage standards.**

Nutrition education will be in accordance with the **D**istrict's academic standards for comprehensive health education. All foods and beverages available on school grounds during the school day shall meet or exceed the district's nutrition standards. **The District will comply with the USDA School Lunch and Breakfast program regulations, including competitive foods and Smart Snacks in School nutrition standards. All schools participating in the National School Lunch Program and/or School Breakfast programs shall comply with**

any state and federal rules or regulations regarding competitive food service and the Smart Snacks in School nutrition standards.

**Goal #3** The District will provide daily opportunities for students to engage in physical activity by utilizing a Comprehensive School Physical Activity Program.

The District will provide daily opportunities for students grades Prek-12 to engage in physical activity. Physical education will be taught at all grade levels by licensed teachers and follow a curriculum that fosters lifelong habits of physical activity. In addition to physical education, opportunities for physical activity will be offered before, during, and after school. Physical activity shall be included in a school's daily education program from grades prekindergarten through 12. Physical activity should include regular instructional physical education, in accordance with the district's content standards for physical education, and opportunities throughout the school day, such as exercise programs, fitness breaks, and recess, field trips that include physical activity and classroom activities that include physical activity.

**Goal #4** The District will promote positive a safe and social and emotional school climates for both student and staff wellbeing.

Schools will are encouraged to provide opportunities for staff and students to build a positive culture and climate. This will include utilizing trauma informed practices to support the mental health of staff and students. including providing school sites with professional development opportunities that increase the understanding of students' needs related to mental health and trauma. These opportunities may be integrated in standard curriculum and/or interventions. The District will prioritize the wellbeing of their employees, recognizing that healthy adults are powerful role models for students.

~~**GOAL #5** The District will promote employee wellness to improve staff satisfaction, performance, and retention. Healthy educators provide a powerful role model for students.~~

### **Implementation and Review**

To help ensure each school's compliance with and implementation of this policy's goals, the Board designates a District Wellness Coordinator. The District Health Advisory Committee (DHAC) will convene a minimum of three (3) times per year. The Committee will be composed of various stakeholders including representatives of nutrition services, educators, health professionals, district leadership, and community partners. The DHAC will: The District Accountability Committee will serve as the wellness advisory Council. The purpose of the council shall be to:

- Monitor the implementation of this policy,
- Evaluate the District's progress on this policy's goals,

- Serve as a resource to schools **including the development of a school level wellness team**, (i.e. ~~provide lists of healthy incentives, snacks, etc.~~) and
- ~~Periodically~~ **Review** and update this policy **every three years** in accordance with federal law: **and current best practices, which shall include an assessment of each school's compliance and progress towards policy goals.**

~~The council will meet on a regular basis, at least quarterly. At least once every three years, the council shall assess this policy and its implementation, which shall include an assessment of each participating school's compliance and progress with this policy's goals. The council may recommend policy revisions for the Board's consideration after conducting its triennial assessment and/or as the council deems appropriate or necessary.~~

**The Superintendent or designee shall ensure compliance with established District wide nutrition and physical activity policies. In each school, the building administrator or designee shall ensure compliance.**

### **Reporting and R**ecord**keeping**

The results of the council's triennial assessments shall be made available to the public, **and a copy of the wellness policy will be posted on the District website.** ~~along with a copy of this policy.~~

The **D**istrict shall retain records to document compliance with this policy, including but not limited to documentation concerning the council's triennial assessments.

Adopted April 17, 2006

Revised July 13, 2009; September 19, 2011; June 19, 2017; October 2018; TBD

LEGAL REFS.: Section 204 of P.L. 111-296 (Healthy, Hunger-Free Kids Act)  
C.R.S. 22-32-134.5 (healthy beverages requirement)  
C.R.S. 22-32-136 (policies to improve children's nutrition and wellness)  
C.R.S. 22-32-136.3 (*trans fat ban*)  
C.R.S. 22-32-136.5(3)(a) and (b) (physical activity requirement)  
1 CCR 301-79 (State Board of Education – healthy beverages rules)  
7 C.F.R. Parts 201, 210 and 220 (*local school wellness policy requirements*)

CROSS REFS.: EF, Food Services  
EFC and EFC-R, Free and Reduced-Price Food Services  
EFEA, Nutritious Food Choices  
IHAM and IHAM-R, Health Education  
IHAMA, Teaching About Drugs, Alcohol and Tobacco  
JLJ, Physical Activity

## Student Wellness

### Comprehensive Learning Environment

Goal #1. The District will provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors. ~~The entire school environment, not just the classroom, encourages positive beliefs and habits.~~

1. Inform school staff, parents, and community leaders about the issues affecting the health of children e.g. newsletters, health fairs, posters, radio, etc.
- ~~2. Encourage food service staff to attend professional development programs on current nutrition guidelines, best practices, and resources.~~
- ~~3. Train school food service staff on meal planning, food production, and monitoring to ensure that meals meet the USDA Dietary Guidelines.~~
4. Encourage healthy habits and wise nutritional choices in pre-kindergarten through twelfth grade with behavior-focused nutrition education through health, **physical education** (P.E.) and science classes where appropriate.
5. The provision of age-appropriate and culturally sensitive instruction to students that teaches them lifelong healthy eating habits and a healthy level of physical activity.

### Nutrition

Goal #2. The District will **use state and federal standards to** ~~implement and~~ promote nutrition education and **a healthy school environment,** ~~proper dietary habits~~ contributing to students' health status and academic performance. **The District will participate in and comply with all regulations of the USDA Child Nutrition Programs in which it participates**

**(Child and Adult Care Food Program (CACFP), School Breakfast Program (SBP), National School Lunch Program (NSLP), After School Snack (AFS), and Fresh Fruit and Vegetable Program (FFVP)), in addition to ensuring compliance with the competitive food policy and the Smart Snack and Beverage standards.**

1. **Morning bus routes will be scheduled to allow students to arrive at school in time to eat breakfast.** ~~Provide food options such as fruits, vegetables, whole grains and dairy products that are low in fat, calories, and added sugars.~~
2. **The healthiest choices, such as salads and fruit, will be prominently displayed in the cafeterias to encourage students to make healthy choices.** ~~Require all students have access to fresh fruits and vegetables throughout the school day.~~
3. Require all students have access to **healthyful** food choices in appropriate portion sizes throughout the school day, including **healthyful** meals in the school cafeteria with **at least 20 minutes to eat lunch** ~~an adequate time to eat;~~ **healthyful** items in

vending machines and **encourage** healthful items for fundraisers, classroom parties and rewards in the schools.

4. Accessible information to students and their parents/guardians concerning the nutritional content of foods and beverages sold by or available to students, as well as the nutritional content of competitive foods sold or available on school district property.
5. **All schools will provide breakfast through the USDA School Breakfast Program. Implement school breakfast programs and/or consider expanding breakfast programs by offering convenient and attractive meal options.**
6. **It is the policy of the School District that all foods and beverages sold to students during the school day on any property under the jurisdiction of the District will meet the U.S. Department of Agriculture (USDA) school meal and Smart Snacks in School (Smart Snacks) nutrition standards. Encourage adherence to single portion sizes as defined by the USDA Food Guide Pyramid.**
7. **Non-food rewards, incentives, and fundraisers will be encouraged. Comply with governmental regulations regarding access to vending machines, school stores, and other venues during the times for school breakfast and lunch programs.**
8. **Marketing on the school campus will be limited to those products that are allowed to be sold according to the District's nutrition standards. Encourage nonfood fundraisers such as flowers, giftwrap and sporting events.**
9. **Marketing shall encourage participation in school meal programs. Require all students have access to a school facility with a sufficient number of functioning water fountains in accordance with local building codes, or other means to provide students with sufficient water.**
10. **All school nutrition program directors, managers, and staff will meet hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.**
11. **Nutrition topics shall be integrated within the comprehensive health education curriculum and taught at every grade level (K-12).**
12. **School meals will include fresh, locally grown foods.**
13. **The nutrition education curriculum will use available local resources as teaching tools (examples: Farm Box, school gardens, local field trips, etc).**

14. All snacks made available to students during before and after school programs will meet the same nutrition standards as foods sold during the school day.
15. Students and staff will have access to free, safe, and fresh drinking water throughout the school day.

### Physical Activity

Goal #3. The District will provide opportunities for students to engage in physical activity by utilizing a Comprehensive School Physical Activity Program. ~~promote healthy nutrition choices to create and encourage a healthy learning environment.~~

1. Educate students about the health benefits of physical activity by integrating it, as appropriate, into areas other than physical education.
2. Encourage health-related physical assessments into the physical education curriculum as an evaluation tool.
3. A requirement that all students have access to age-appropriate daily physical activity.
4. Schools shall provide at least 20 minutes of active daily recess to all elementary school students.
5. Include moderate or vigorous physical activity in physical education classes.
6. Assure safe and adequate equipment, facilities, and resources for the full implementation of physical education classes in a pre-kindergarten through twelfth grade curriculum, which is aligned to state physical education standards and will undergo a periodic review cycle congruent to other academic subjects.
7. Physical education for grades K-12 is required to be taught by a licensed teacher who is endorsed to teach physical education.
8. The District shall provide all physical education teachers with annual professional development opportunities that are focused on physical education/physical activity topics and competencies specifically for physical education teachers.
9. Schools are encouraged to partner with local government and community-based agencies to support active transport to school to implement a comprehensive active transport program (i.e. Safe Routes to School Program).
10. The District will develop joint-use agreements with community partners in order to provide expanded physical activity opportunities for all students and community members.
11. Encourage coaches to get appropriate training and/or certification similar to or exceeding that recommended by the Colorado High School Activities Association.
- ~~1. To the greatest extent feasible, the marketing of food and beverage products on the exterior of vending machines and through posters, menu boards and other~~

~~equipment on the school campus shall meet the Smart Snacks in School nutrition standards.~~

~~2. Marketing shall encourage participation in school meal programs.~~

## Social Emotional Learning

Goal #4: The District will **promote a safe and inclusive social emotional climate for both student and staff wellbeing.** ~~provide daily opportunities for students to engage in physical activity.~~

- 1. School staff members shall be encouraged to model healthy eating and physical activity behaviors.**
- 2. Employee wellness programs will be offered throughout the year at the District level to support the wellbeing of all District employees.**
- 3. Teachers may use non-food alternatives as rewards. For example, staff is encouraged to use physical activity as a reward, such as extra recess when time allows. Physical activity may not be used as a punishment.**

- ~~1. Educate students about the health benefits of physical activity by integrating it, as appropriate, into areas other than physical education.~~
- ~~2. Encourage health-related physical assessments into the physical education curriculum as an evaluation tool.~~
- ~~3. A requirement that all students have access to age-appropriate daily physical activity.~~
- ~~4. Include moderate or vigorous physical activity in physical education classes.~~
- ~~5. Assure safe and adequate equipment, facilities, and resources for the full implementation of physical education classes in a pre-kindergarten through twelfth grade curriculum.~~
- ~~6. Recruit licensed physical education teachers.~~
- ~~7. Encourage coaches to get appropriate training and/or certification similar to or exceeding that recommended by the Colorado High School Activities Association.~~

Revised to conform with practice: date of manual adoption

Revised TBD

**SUPPLEMENTAL CONTRACT OF EMPLOYMENT  
MORGAN COUNTY SCHOOL DISTRICT RE-3  
In the County of Morgan and State of Colorado**

THIS AGREEMENT, made and entered into at Fort Morgan, Morgan County, Colorado, this **DAY** of **MONTH, YEAR,** by and between MORGAN COUNTY SCHOOL DISTRICT RE-3, a school district organized and existing pursuant to law, hereafter termed "District"; and **NAME,** hereafter termed "Employee."

WHEREAS, the Employee has retired from public employment and is receiving retirement benefits from the Colorado Public Employees Retirement Association ("PERA"). The parties desire a limited-term employment relationship that will not result in a reduction in retirement benefits for the Employee or an increase in the net cost to the District of obtaining Employee's services, and

WHEREAS, the Board of Education of said District did at a regular meeting at the **District Support Center** ~~Central Administration Office~~ of said District on **DATE,** by appropriate action authorize the employment of the Employee for said District and authorize the execution of this contract setting forth the terms of said employment.

NOW, THEREFORE, in consideration of the mutual covenants and agreements of the respective parties hereto, it is agreed as follows:

1. Term. The District hereby employs the Employee for a term of up to one school year, commencing **DATE** and ending no later than **[June 30th or DATE]**. This Contract is not automatically renewable, and absent termination of employment, this Contract expires at the end of the school year for which it is issued.
2. Status. The Employee and the District understand and agree that, notwithstanding any other provision of this Contract and except to the extent provided otherwise by District Board of Education policy or Colorado law, the Employee is an at-will employee of the District and may be terminated by the District or the Employee at any time, with or without cause or notice. In all respects permitted by law, the terms and conditions of employment established by this Contract are subject to change at the sole discretion of the District, including its Superintendent or their designee, with or without notice. Nothing in this Contract is intended to confer or grant any right to or expectation of continued employment.
3. Position and Working Days. The Employee shall be employed under this Contract as a/an **(select one)**:
  - Administrator;
  - Certified Teacher; or
  - Classified Staff: (specify) \_\_\_\_\_.

The Employee shall monitor days worked to ensure they do not work more than the following limit specified below, if any, as consistent with § 24-51-1101, C.R.S. (select one):

- One hundred and ten (110) days per calendar year (or seven hundred twenty (720) hours per calendar year if working four (4) hours or less per day);
- One hundred and forty (140) days per calendar year (or nine hundred sixteen (916) hours per calendar year if working four (4) hours or less per day); or
- No limit.

If "140 days per calendar year" or "no limit" is selected above, the District has determined that there is a critical shortage of qualified candidates to perform the Employee's position and that the Employee has specific and unique experience, skills, or qualifications that would benefit the District. The Employee shall work with their supervisor and Human Resources to establish the actual number of contract days based on the number of available regular work days, excluding holidays. The Employee shall notify their supervisor and Human Resources at least ten (10) days in advance if advised by PERA for any reason that employment must conclude before the end of the school year. If the Employee does not work a regularly scheduled work day, regardless of cause, and has exhausted all available temporary leave provided herein, the Employee will be docked pay at a prorated, per diem rate for the time missed.

4. Assignment. Assignment to work will be made by the Superintendent or their designee, subject to any applicable provisions of Board Policy, collective bargaining agreement, and Colorado law. The Employee shall perform such duties and services as may lawfully be required, including substitute teaching. Acceptance of this Contract is not to be construed as a guarantee of a continuing assignment to any particular school and/or position. Grant positions are contingent upon funding availability.
5. Performance. The Employee shall devote their full time to the duties of the position for their contracted days and any other period of time specified in District policy and any applicable collective bargaining agreement. The Employee shall not accept any outside employment or engage in any enterprise or endeavor which would in any way interfere with or detract from the full performance of their duties. Absence of the Employee from their assignment for five (5) consecutive working days, without the approval of the Superintendent or their designee, for any reason other than illness, may be construed by the District as an irrevocable abandonment of employment.
6. Salary and Benefits. For services rendered by the Employee pursuant to this Contract, the District agrees to pay the Employee an annualized salary payable in monthly installments. The annual salary shall be calculated based on the Employee's placement on the District's applicable salary schedule, consistent with Board of Education Policy GDQCB and any applicable collective bargaining agreement. The Employee acknowledges and agrees that deductions required or permitted by law or District policy or procedures shall be deducted by the District from the Employee's monthly salary or as otherwise applicable. The Employee's salary may be adjusted by the

District to conform to any applicable employees' salary schedule as may be approved from time to time by the District Board of Education, or as otherwise determined appropriate by the Superintendent or their designee. The Employee shall not earn PERA service credit during the term of this Contract. ~~Except as provided in an applicable collective bargaining agreement,~~ The Employee ~~may~~ shall not be entitled to any District contribution for coverage for dental, vision, and life or other insurances. ~~In the event the Employee is not entitled to any of these coverages,~~ but the Employee may purchase such coverage as may be available through payroll deduction. The Employee ~~may~~ shall not be entitled to any other benefits provided to regular employees, such as leave accrual, under any District policy, practice, procedure, or handbook, ~~or negotiated master agreement,~~ except to the extent required by law.

7. Payments. The parties acknowledge that, on occasion, the District may overpay or underpay the Employee the compensation which is due the Employee. If the Employee believes they have been underpaid, they must provide the District with written notification of the underpayment within thirty (30) days of the date of said underpayment. If, upon timely notice, the District verifies the accuracy of the underpayment, it shall pay the Employee the amount owing to them at the next regular pay period. Within thirty (30) days of the Employee's receipt of written notification from the District that the District has overpaid the Employee, the Employee shall repay the amount owing to the District. If the Employee fails to repay the District, the District shall have the right to withhold the amount due the District from any monies which the District owes the Employee.
8. Extra Duties and Assignments. If the Employee has performed or has been assigned extra duties or assignments for which they received a stipend, the Employee may not resign or refuse to continue to perform such duty or assignment without the consent of the District. In the event of such refusal or resignation without the consent of the District, it is understood that the District may terminate this Contract. The parties hereto recognize that the District shall have the right and authority to make the assignments for extra duties and responsibilities which are subject to stipend and that the Employee shall have no continued expectation of any such extra duty or assignment.
9. Special Provisions for Teachers. If the Employee is a teacher, as defined in § 22-63-103(11), C.R.S, the following special provisions shall apply. The Employee's assignment to work shall be made only with the consent of the hiring principal and such school input as may be required by Colorado law. The Employee may be expected not to terminate this Contract or otherwise abandon their employment without the agreement of the District unless after the beginning of the academic year the Employee has given at least thirty (30) days written notice to the District to the effect that they wish to be relieved of this Contract for the remainder of the year as of a certain date. The Employee agrees to pay damages to the District, and the District may collect or withhold damages from compensation due or payable to the Employee in an amount up to and including one-twelfth (1/12) of the annual salary specified herein (but in no event to exceed ordinary and necessary expenses incurred by the District to secure the services of a suitable replacement), with such damages being assessed against the Employee from compensation due or payable to the Employee, if

the Employee fails without good cause to give such notice or otherwise breaches this Contract. If the District cancels or terminates this Contract or deems it abandoned by the Employee pursuant to its terms or as otherwise allowed by law or policy, the Employee shall be paid their salary through the last date services were performed, and they shall have no right or claim to any additional compensation. Due to the temporary and limited nature of post-retirement employment under this Contract and the break in continuous service, the Employee will not be entitled to rights or benefits as may be provided under the Colorado Teacher Employment, Compensation, and Dismissal Act ("TECDA"), including but not limited to continued employment, notice of contract nonrenewal, grounds for dismissal, procedures for dismissal, transfer, or compensation, and the Employee expressly agrees they have no claim to and hereby waive any right to claim non-probationary status with the District.

10. Governing Law. This contract is subject to and shall be construed in accordance with the laws of the State of Colorado. If it is found that a specific clause of this Contract is illegal or unenforceable under applicable law, the remainder of the Contract shall be unaffected and continue in force and effect.
11. Compliance. The Employee will perform their duties as may be required by law and the policies of the District as they now exist or as they may be amended, and to abide by and maintain the rules and regulations and directions adopted or to be adopted by the Board of Education of the District. The Employee also shall comply with the requirements and lawful directives of all superior administrative officers, as well as any applicable collective bargaining agreement. The Employee shall read, understand, and be presumed to know the contents of all such laws, policies, and agreements.
12. Conditions. Formation of this Contract is expressly conditioned upon: its execution by the Parties; verification by the District to its satisfaction of the Employee's credentials, years of experience, employment references, and criminal background clearance; and formal approval by the District's Board of Education. The Employee must as a condition of employment hold and maintain all lawfully mandated credentials, including a license or letter of authorization issued by the Colorado Department of Education, to qualify for the position in which the Employee is employed. The failure to do so qualifies as a material breach of this Contract, and any compensation paid to the Employee from the time of such licensure / authorization lapse shall be returned by the Employee to the District.
13. Signing. This Contract may be signed electronically. An electronic copy which collectively contains the signature and acknowledgment of all parties shall be deemed to constitute a complete original. Facsimile copies and photocopies of signatures by the Parties shall be deemed for all purposes to constitute original signatures. If the Employee does not accept the terms of this Contract by signing and returning it to the District Office of Human Resources within thirty (30) days of the date the Contract was tendered to them, the District shall deem the Contract not accepted and is authorized to open the position to other candidates, unless the District and the Employee have reached an alternative agreement.
14. No Waiver. No assent, expressed or implied, by the District to any breach of any

obligation or covenant by the Employee shall be construed as a waiver of any subsequent or other breach by the Employee.

15. Entire Agreement. This Contract sets forth the complete agreement between the Parties. No other verbal or written covenants, promises, agreements, stipulations, statements or representations have been made or relied on by the Employee, and no other consideration, other than that set forth herein, is due to the Employee. This Contract may not be modified and/or amended unless any such modification or amendment is reduced to writing and signed by both parties.

16. Other (Not applicable if blank):

IN WITNESS WHEREOF, the parties have hereunto set their hands and seals the date and year first written above.

I hereby certify that I have read the above and foregoing and accept employment in said district under the terms, provisions and conditions hereof.

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date

MORGAN COUNTY SCHOOL DISTRICT RE-3, MORGAN COUNTY, COLORADO

ATTEST:

By:

\_\_\_\_\_  
President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Secretary

Revised March 18, 2024; TBD

**District Personnel Performance Evaluation Council**  
(By-laws)

**ARTICLE I: Function of council**

- A. Develop and recommend a certificated personnel performance evaluation system that meets the requirements of state law and Colorado Department of Education (CDE) regulations.
- B. Consult with the Board of Education as to the fairness, effectiveness, credibility and professional quality of the certificated personnel performance evaluation system and its processes and procedures and conduct a continuous evaluation of the system.

**ARTICLE II: Membership**

- A. Superintendent
- B. Principals
- C. One teacher from each elementary building and two teachers from the middle school and high school.
- D. One resident of the district who is a parent of a child attending school within the district.
- E. The president of the Fort Morgan Education Association (FMEA) or designee.
- F. One member of the Board of Education
- G. One resident of the school district who is not a parent

**ARTICLE III: Expectations of membership****A. Expectations of principals**

- 1. Be able to apply the skills and concepts incorporated in the model.
- 2. Attend meetings of the council and actively participate in its activities.
- 3. Develop plans for implementing the model in their buildings.
- 4. Meet training requirements specified by CDE.

**B. Expectations of teacher representatives**

- 1. Serve as resource persons to the principals in developing and helping to implement plans at the building level.
- 2. Attend meetings of the council and actively participate in developing the model.

**C. Expectations of parent and community representatives**

- 1. Serve as liaison persons between the council and the accountability committee. For example, discuss proposed initiatives with members of the accountability committee and give feedback to the council.
- 2. Attend all meetings and actively participate in its activities.

**D. Expectations of the superintendent**

Provide overall leadership to the council on developing and implementing a district certificated staff evaluation plan.

**E. Expectation of the Board representative**

- 1. Attend all meetings
- 2. Serve as liaison between the council and the Board of Education

**ARTICLE IV: Selection procedures**

- A. Principals will be appointed by the Board of Education.
- B. Teachers recommended by FMEA to superintendent subject to Board approval.
- C. Two parent representatives will be selected by the accountability committee.
- D. The Board member will be selected by the Board of Education.

**ARTICLE V: Length of Term**

- A. The superintendent and principals will serve on a continuing basis.
- B. Teachers will serve for a minimum of two years and may be reappointed.
- C. The Board member and parent/community representatives will serve for two years and may be reappointed.
- D. Members will be selected on or about September 1 and announced prior to the first meeting of the school year.

**ARTICLE VI: Officers/agendas**

- A. A chairman will be selected by the council. Other officers will be selected by the council as needed.
- B. The chairman will receive agenda items from the council members and prepare the agenda for each meeting. The agenda will be disseminated to council members at least one day prior to each meeting.

**ARTICLE VII: Minutes**

- A. Minutes will be kept of all meetings and disseminated to school buildings, administrators, Board of Education, accountability committee and FMEA president.

**ARTICLE VIII: Meetings**

The chairman will be responsible for determining the frequency, dates and times of meetings. Any council member may contact the chairman to discuss his rationale for the need of a meeting not scheduled.

**ARTICLE IX: Amendments**

The council will review these by-laws on an annual basis and recommended changes to the Board of Education.

Revised August 1983; October 1995

## **Preschool Council**

### **Membership**

Membership on the preschool program council will include but not be limited to the following:

1. The superintendent or designee
2. Two parents of children in the preschool program appointed by the Board and recommended by the superintendent
3. Two members of the business community appointed by the Board
4. Representatives from the following agencies:
  - a. Morgan County Department of Health
  - b. Morgan County Department of Social Services
  - c. Job Services Center
  - d. Head Start
  - e. Any privately funded child care centers located in the school district

Appointed members will serve for two-year terms. Any vacancy among the appointed members will be filled by appointment by the Board for the unexpired term.

### **Officers**

Members of the council will elect a chairman for a one-year term, who may be elected to a second term.

### **Duties**

In accordance with law, the council will:

1. Assist the district in the implementation of the preschool program
2. Develop and recommend to the Board of Education plans for coordinating the preschool program with:
  - a. Extended day services for children participating in the program and their families in order to achieve an increased efficiency in the services provided
  - b. Family support services for children participating in the program and their families
  - c. A program to train parents to provide teaching activities in the home prior to the entrance of their children in the preschool program
3. Define any additional student eligibility criteria
4. Develop a preschool program evaluation
5. Develop a training program for preschool program staff using all available community resources
6. Recommend to the Board a plan for the annual evaluation of the preschool program
7. Provide any other appropriate assistance to the school district in the implementation of the preschool program.

No action taken by the council will be final until approved by the Board of Education.

### **Meetings**

The council will meet a minimum of six times per year.

**RETIRE**

File: BDFC\*-R

In addition, members of the council will make at least two on-site visits per year to all Head Start agencies and public and private child care facilities with which the district has contracted to monitor overall program compliance and make recommendations for needed improvements.

Approved October 1995

LEGAL REF.: C.R.S. 22-288-105

CROSS REF.: IHBIB, Primary/Pre-primary Education

*NOTE: Colorado school boards are required by law to adopt a policy on this subject if they have more than one school or program serving any given grade level. For districts in which these provisions apply, the law contains some specific direction as to the policy content or language. This sample policy contains the content/language that CASB believes best meets the intent of the law. However, the board should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.*

*If the district does not have more than one school or program serving any given grade level, the board may wish to delete this policy or delete the language in the body of this policy and instead insert:*

*"Because this district does not have more than one school or program serving any given grade level, intra-district choice provisions in state law are inapplicable and hence not contained in Board policy."*

### **Intra-District Choice/Open Enrollment**

The Board of Education endorses the neighborhood school concept and makes many decisions based on student population within the attendance areas of residence. The Board recognizes, however, that resident students may wish to attend a school or participate in a program located in an area other than that of their assigned school. Therefore, students will be allowed to attend any school or participate in any program of their choice on a space available, first-come, first-served basis.

In implementing the open enrollment program, the District is not required to:

1. Make alterations in the structure of a requested school or make alterations to the arrangement or function of rooms within a requested school.
2. Establish and offer any particular program in a school if such program is not offered currently in such school.
3. Alter or waive any established eligibility criteria for participation in a particular program including age requirements, course prerequisites, and required levels of performance.

Notwithstanding the provisions of this policy, a student may be assigned outside the attendance area by mutual agreement of the principals in the special interest of the student and/or school.

### **Open Enrollment and Transfers**

Resident students and their parents/guardians will be notified on an annual basis of the options available through open enrollment in sufficient time to apply.

Students, including home-schooled students desiring to take classes on a part-time basis, within designated attendance areas will have priority in registering in that school. Students may apply for open enrollment in a school outside their attendance area and ~~such applications will be~~ **admitted** ~~approved~~ if there is space available in the requested school and the application has

been submitted as part of the scheduled registration process on or before *(date, such as March 1)*, in accordance with the regulations accompanying this policy.

Our policy includes the blue words and has been our long-running practice. CASB recommends on or before *(date, such as March 1)*.

Parents and/or students who desire a change of school after the start of school must submit a letter together with the required form requesting a transfer. The request will be reviewed and acted upon in accordance with the regulations accompanying this policy.

Our policy includes the blue words and has been our long-running practice. CASB recommends a defined *date*.

Open enrollment and transfer students attending a school outside their attendance area will be granted admission on a year-to-year basis.

Students granted permission to attend a school other than the school in their assigned attendance area will have the same curricular and extracurricular status as all other students attending the school, as determined by applicable law, bylaws of the Colorado High School Activities Association (CHSAA), and the District's eligibility requirements.

Any student enrolled pursuant to this policy will be allowed to remain enrolled in the school or program through the end of the school year unless overcrowding or other undesirable conditions develop, as described in the accompanying regulation.

## Transportation

Transportation for students granted permission to attend school outside their attendance area must be furnished by their parents unless space is available in District buses without disruption of regular routes and loading areas. Homeless students, students in foster care, and students with disabilities will be transported, as necessary, in accordance with state and federal law.

## Military Children

The District will allow an inbound active-duty military member to use the school liaison office address for the military installation to which the inbound active-duty military member is or will be assigned in order to apply for open enrollment in a District school or program. No additional documentation of an inbound active-duty military member's child's state address will be required to apply for open enrollment.

The District school or program in which the child of an inbound active-duty military member is open enrolled will grant guaranteed automatic matriculation while the child remains in the District, including guaranteed automatic matriculation to the next grade, even if the next grade is in a different school level or building, in the same manner guaranteed automatic matriculation is provided to resident students. The District will also grant priority preference for the younger siblings of the child of an inbound active-duty military member who is open enrolled for purposes of enrolling in subsequent school years.

## Nondiscrimination

The Board, the superintendent, other administrators, and District employees will not unlawfully discriminate based on a student's disability, race, creed, color, sex, sexual orientation, marital status, gender identity, gender expression, family composition, national origin, religion, ancestry, or need for special education services in the determination or recommendation of action under this policy. See Board policy AC-E-1 for more information.

## Special Education Students

Requests from the parents of special education students for open enrollment or transfer to another school or program will be considered in accordance with applicable state and federal laws. The student's current Individualized Education Program (IEP) will be used to determine if the requested school or program can meet the student's needs.

Our policy includes the paragraph with the blue words. CASB recommends this paragraph:

The District will not inquire about an applicant's IEP or disability status until after the applicant has been admitted. Thereafter, the district must consider the request for open enrollment or transfer to another school or program in accordance with applicable state and federal laws.

Adopted June 23, 1980

Revised June, 1996; December 6, 2010; June 4, 2018; July 17, 2020; TBD

LEGAL REFS.: C.R.S. 22-1-102 (*definition of district resident*)  
C.R.S. 22-32-109 (1)(II) (*Board duty to adopt policies requiring enrollment decisions to be made in a nondiscriminatory manner*)  
C.R.S. 22-32-110 (1)(m) (*power to fix boundaries*)  
~~C.R.S. 22-32-110 (1)(k) (*definition of racial or ethnic background includes hair texture, definition of protective hairstyle*)~~  
C.R.S. 22-36-101 *et seq.* (*open enrollment*)  
C.R.S. 22-36-107 (*inbound active duty military families open enrollment and registration*)  
1 CCR 301-8, Rules 4.03 and 8.07 (*prohibiting administrative units from inquiring about a transferring child's IEP or disability status until after the child has been admitted*)

CROSS REFS.: AC-E-1, Nondiscrimination/Equal Opportunity  
EEA, Student Transportation  
IHBG, Home Schooling  
JC, School Attendance Areas  
JFABD, Homeless Students  
JFABE\*, Students in Foster Care  
JFBB, Inter-District Choice/Open Enrollment  
JJJ, Extracurricular Activity Eligibility

*NOTE 1: School districts are encouraged to give enrollment priority to students with a*

*proficiency rating of unsatisfactory in one or more academic areas who attend a school required to implement a turnaround plan pursuant to C.R.S. 22-11-406 or that is subject to restructuring pursuant to C.R.S. 22-11-210. See, C.R.S. 22-36-101 (2)(a).*

*NOTE 2: When a child applies for admission or a transfer through public school choice options, the AU may no longer inquire about the transferring child's IEP or disability status until after the child has been admitted, unless the transfer is part of a centralized districtwide admissions process. If the transfer is part of a centralized districtwide admission process, the AU must ensure that it does not use the information collected until after admission has been completed. An AU that uses such a process must also inform the public that a child's IEP or disability status will not be used as part of the admission process to the school of choice.*

*The AU continues to be responsible for ensuring that all children within their jurisdiction who are eligible and served through special education receive a free and appropriate public education (FAPE) and, therefore, may convene the child's IEP team after the child has been admitted to the school of choice to determine if FAPE may be provided at the school of choice. If the IEP team determines that the child's IEP cannot be appropriately implemented at the school of choice, the AU may assign the child to another campus or building where the child's IEP can be implemented as developed by the IEP team. If the AU assigns the child to another building, it must provide parents with meaningful participation and consider the impact of the location on the child's total educational program.*

*If the IEP team determines that the parents' school of choice is not an appropriate educational placement, it must include a specific explanation of its determination in either the IEP or a separate prior written notice that meets the requirements of 34 C.F.R. § 300.503. See [CDE's ECEA Rule Changes Fact Sheet & FAQ](#).*

*NOTE: Colorado school boards are required by law to adopt a policy on this subject and the law contains some specific direction as to the policy content or language. This sample policy contains the content/language that CASB believes best meets the intent of the law. However, the board should consult with its own counsel to determine appropriate language that meets local circumstances and needs.*

## **Inter-District Choice/Open Enrollment**

The Board recognizes that students may benefit from having a choice of schools to attend within the public school system that is not limited by school District boundaries.

Nonresident students from other school districts within the state who are accepted pursuant to the regulations approved by the Board may enroll in particular programs or schools within this District on a space available basis without payment of tuition, except as otherwise provided by law.

In providing for the open enrollment of nonresident students, the school District will not:

1. Make alterations in the structure of the requested school or to the arrangement or function of rooms within a requested school to accommodate the enrollment request.
2. Establish and offer any particular program in a school if such program is not currently offered in such school.
3. Alter or waive any established eligibility criteria for participation in a particular program, including age requirements, course prerequisites, and required levels of performance.
4. Enroll any nonresident student in any program or school after the pupil enrollment count day.

Before considering requests for open enrollment from nonresidents, priority will be given to resident students who apply under the District's open enrollment/transfer plan.

Any student enrolled pursuant to this policy will be allowed to remain enrolled in the school or program through the end of the school year unless overcrowding or other undesirable conditions develop, as described in the accompanying regulation.

Students granted permission to attend a school pursuant to this policy will have the same curricular and extracurricular status as all other students attending the school, as determined by applicable law, bylaws of the Colorado High School Activities Association (CHSAA), and the District's eligibility requirements.

### **Transportation**

Transportation for nonresident students who enroll in the District must be furnished by the parents/guardians unless it is determined that transportation is necessary for the District to

comply with state and federal law requirements for homeless students, students in foster care, and students with disabilities.

CASB has this as an option. Our current policy has the paragraph in blue.

*[or]*

Transportation for students who enroll pursuant to this policy must be furnished by their parents/guardians to a designated vehicle stop within the district if arrangements can be made to have the student ride on a district bus without disruption of regular routes and loading areas (not including special education buses and routes).

Homeless students, students in foster care, and students with disabilities will be transported, as necessary, in accordance with state and federal law. Buses from this district may enter the student's district of residence to pick up or deliver the student only with specific permission of the Board of Education of the district of residence.

### **Military Children**

The District will allow an inbound active-duty military member to use the school liaison office address for the military installation to which the inbound active-duty military member is or will be assigned in order to apply for open enrollment in a District school or program. No additional documentation of an inbound active-duty military member's child's state address will be required to apply for open enrollment.

The District school or program in which the child of an inbound active-duty military member is open enrolled will grant guaranteed automatic matriculation while the child remains in the district, including guaranteed automatic matriculation to the next grade, even if the next grade is in a different school level or building, in the same manner guaranteed automatic matriculation is provided to resident students. The District will also grant priority preference for the younger siblings of the child of an inbound active-duty military member who is open enrolled for purposes of enrolling in subsequent school years.

### **Nondiscrimination**

The Board, the superintendent, other administrators, and District employees will not unlawfully discriminate based on a student's disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, family composition, marital status, national origin, religion, ancestry, or need for special education services in the determination or recommendation of action under this policy. See Board policy AC-E-1 for more information.

### **Special Education**

Requests from the parents/guardians of special education students for open enrollment will be considered in accordance with applicable state and federal laws. The student's current Individualized Education Program (IEP) will be used to determine if the requested school or

program can meet the student's needs. Once the student is enrolled, the district will conduct a staffing to update the IEP.

Our policy includes the paragraph in blue words. CASB recommends this paragraph:

The district will not inquire about an applicant's IEP or disability status until after the applicant has been admitted. Thereafter, the district must consider the request for open enrollment or transfer to another school or program in accordance with applicable state and federal laws.

Adopted July 1996

Revised December 2014; July 2018; July 17, 2020; TBD

LEGAL REFS.: C.R.S. 15-14-105 (*delegation of custodial power*)  
C.R.S. 19-1-115.5 (*child in foster care placement is considered resident of school district in which foster home is located*)  
C.R.S. 22-1-102 (2) (*definition of resident of district*)  
C.R.S. 22-20-106 (*designation of general and special education responsibilities for students with disabilities*)  
C.R.S. 22-20-107.5 (*defining district of residence for students with disabilities*)  
C.R.S. 22-20-109 (*tuition for special education services*)  
C.R.S. 22-32-109 (1)(II) (*Board duty to adopt policies requiring enrollment decisions to be made in a nondiscriminatory manner*)  
C.R.S. 22-32-110 (1)(k) (*definition of racial or ethnic background includes hair texture, definition of protective hairstyle*)  
C.R.S. 22-32-113 (1)(c) (*transportation of students residing in another district*)  
C.R.S. 22-32-115 (*district may pay tuition for student to attend in another district not to exceed 120% of per pupil general fund cost*)  
C.R.S. 22-32-115 (2)(b) (*subject to 22-36-101 district must permit any student whose parents are residents of Colorado to attend w/o payment of tuition*)  
C.R.S. 22-32-115 (4)(a) (*district is not liable for tuition except pursuant to written agreement*)  
C.R.S. 22-32-116 (*if become non-resident may finish semester, if in 12th grade may finish year, special rules for elementary students*)  
C.R.S. 22-33-103 (*any resident may attend district school w/o payment of tuition, tuition can be paid by district of residence pursuant to written agreement, parents may pay tuition if non-Colorado resident*)  
C.R.S. 22-33-106 (3) (*grounds to deny admission*)  
C.R.S. 22-36-101 *et seq.* (*open enrollment policy must have time line and reasons to deny enrollment*)  
*C.R.S. 22-36-107 (inbound active duty military families open enrollment and registration)*  
C.R.S. 22-54-103 (10.5) (*definition of pupil enrollment count day*)  
*1 CCR 301-8, Rules 4.03 and 8.07 (prohibiting administrative units from inquiring about a transferring child's IEP or disability status until after the child has been admitted)*

1 CCR 301-8, Rules 4.03 and 8.07 (*prohibiting administrative units from inquiring about a transferring child's IEP or disability status until after the child has been admitted*)

CROSS REFS.: **AC-E-1, Nondiscrimination/Equal Opportunity**  
JFAB, Continuing Enrollment of Students Who Become Nonresidents  
JFABA, Nonresident Tuition Charges  
JFABD, Homeless Students  
JFABE\*, Students in Foster Care  
JFBA, Intra-District Choice/Open Enrollment  
JJJ, Extracurricular Activity Eligibility

*NOTE 1: School districts are encouraged by C.R.S. 22-36-101 (2)(a) to give enrollment priority to a student with a proficiency rating of unsatisfactory in one or more academic areas who attends a public school that is required to implement a turnaround plan or that is subject to restructuring.*

*NOTE 2: When a child applies for admission or a transfer through public school choice options, the AU may no longer inquire about the transferring child's IEP or disability status until after the child has been admitted, unless the transfer is part of a centralized districtwide admissions process. If the transfer is part of a centralized districtwide admission process, the AU must ensure that it does not use the information collected until after admission has been completed. An AU that uses such a process must also inform the public that a child's IEP or disability status will not be used as part of the admission process to the school of choice.*

*The AU continues to be responsible for ensuring that all children within their jurisdiction who are eligible for special education and related services receive a free and appropriate public education (FAPE). If a child's enrollment in their school of choice would constitute a significant change of placement, then the receiving school must, upon consideration of a reevaluation, convene an IEP team to determine whether the receiving school or program is an appropriate educational placement for the student. If the IEP team determines that the child's IEP cannot be appropriately implemented at the school of choice, the AU may assign the child to another campus or building where the child's IEP can be implemented as developed by the IEP team. If the AU assigns the child to another building, it must provide parents with meaningful participation in such decision and consider the impact of the location on the child's total educational program.*

*If the IEP team determines that the parents' school of choice is not an appropriate educational placement, it must include a specific explanation of its determination in either the IEP or a separate prior written notice that meets the requirements of 34 C.F.R. § 300.503. See [CDE's ECEA Rule Changes Fact Sheet & FAQ](#).*

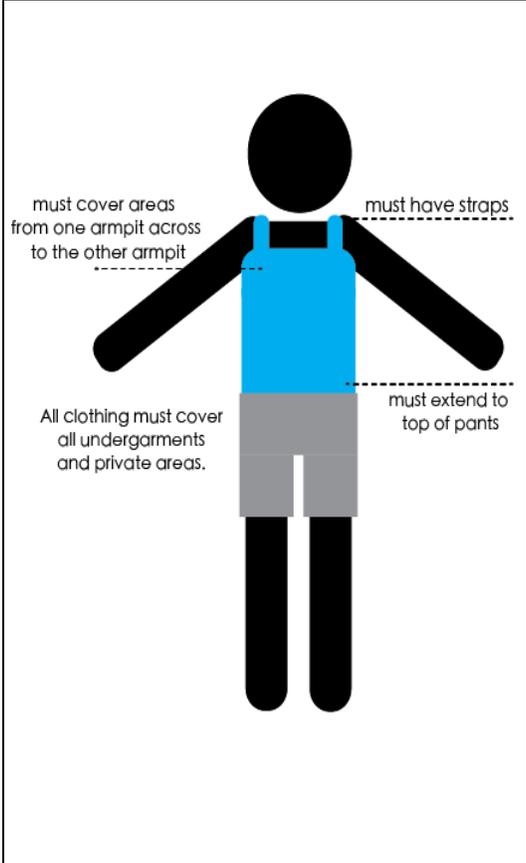
*NOTE: Colorado school boards are required by law to adopt a student dress code that prohibits students from wearing apparel that is deemed disruptive to the classroom environment or to the maintenance of a safe and orderly school, and a policy that allows students to wear recognized objects of cultural and religious significance at graduation ceremonies. This sample contains the content/language that CASB believes best meets the intent of the law. However, the board should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.*

## **Student Dress Code**

A safe and disciplined learning environment is essential to a quality educational program. District-wide standards on student attire are intended to help students concentrate on schoolwork, reduce discipline problems, and improve school order and safety. The Board recognizes that students have a right to express themselves through dress and personal appearance; however, students must not wear apparel that is deemed disruptive or potentially disruptive to the classroom environment or to the maintenance of a safe and orderly school.

Any student deemed in violation of the dress code will be required to change into appropriate clothing or make arrangements to have appropriate clothing brought to school immediately. In this case, there will be no further penalty.

## Minimum Requirements

	<ol style="list-style-type: none"> <li>1) Clothing must cover areas from one armpit across to the other armpit, all shirts must have 1 inch shoulder straps and extend to the top of pants. All clothing must cover all undergarments and private areas.</li> <li>2) Shoes must be worn at all times and must be safe for the school environment. Slippers shall not be worn, except for school activities approved by the principal.</li> <li>3) Apparel, jewelry, accessories, tattoos, or manner of grooming that, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior is prohibited.</li> <li>4) See-through, mesh, or undergarments must be worn with appropriate coverage underneath that meets the minimum dress code requirements.</li> </ol> <p>Any inappropriate or disruptive clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or pictures that are not allowed:</p> <ul style="list-style-type: none"> <li>• Refer to drugs, tobacco, alcohol, or weapons</li> <li>• Are of a sexual nature</li> <li>• By virtue of color, arrangement, trademark, or other attribute denote affiliation with gangs or gang-like behavior or groups which advocate drug use, violence, or disruptive behavior</li> <li>• Are obscene, profane, vulgar lewd, or legally libelous</li> <li>• Threaten the safety or welfare of any person</li> <li>• Promote any activity prohibited by the student code of conduct</li> <li>• Otherwise disrupt the teaching-learning environment</li> </ul>
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**Minimum Requirements:** The administration at each school reserves the right to determine what constitutes appropriate dress. Students who do not adhere to these guidelines will not be allowed to attend class. Parents will be called if appropriate clothing is not available or if the student refuses dress-code appropriate clothing.

### **Dress Code Infraction Procedure**

If a student wears clothing that does not meet the school dress code, the following steps will be taken:

#### **First Offense**

Student may do one of the following – a) If the student has alternative clothing to put on that meets the dress code, s/he may do so, OR b) S/he may call a parent to bring in alternative clothing, OR c) the student can put on clothing provided by the school.

#### **Second Offense**

Student may do one of the following – a) If the student has alternative clothing to put on that meets the dress code, s/he may do so, OR b) S/he may call a parent to bring in alternative clothing, OR c) the student can put on clothing provided by the school.

### Third Offense

The student is considered to be defiant. As a result, the student may be suspended (out of school) for the rest of the school day. The student will be allowed to return the next day if his/her clothing meets the dress code.

CASB recommends the following; however, our April 2025 policy update includes stronger and more appropriate language.

If the student cannot promptly obtain appropriate clothing, on the first offense, the student will be given a written warning and an administrator will notify the student's parents/guardians. On the second offense, the student will remain in the administrative office for the day and do schoolwork and a conference with parents/guardians will be held. *[Optional language: Classes missed as a result of the second offense are considered excused. [or] Classes missed as a result of the second offense are considered unexcused.]* On the third offense, the student may be subject to suspension or other disciplinary action in accordance with Board policy concerning student suspensions, expulsions, and other disciplinary interventions.

### Unacceptable Items

The following items are not acceptable in school buildings, on school grounds, or at school activities:

1. Shorts, dresses, skirts or other similar clothing shorter than mid-thigh length
2. Sunglasses worn inside the building
3. Inappropriately sheer, tight or low-cut clothing (e.g., midriffs, halter tops, backless clothing, tube tops, garments made of fishnet, mesh or similar material, muscle tops, etc.) that bare or expose traditionally private parts of the body including, but not limited to, the stomach, buttocks, back and chest.
4. Tank tops or other similar clothing with **straps narrower than 1.5 inches in width** **straps may be addressed.** **Schools may set more stringent limits as appropriate.**

Our policies include the words in blue. CASB recommends the words in red.

5. Any inappropriate or disruptive clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or pictures that:
  - Refer to drugs, tobacco, alcohol, or weapons;
  - Are of a sexual nature;
  - By virtue of color, arrangement, trademark, or other attribute denote affiliation with gangs or gang-like behavior or groups which advocate drug use, violence, or disruptive behavior;
  - Are obscene, profane, vulgar, lewd, or legally libelous;
  - Threaten the safety or welfare of any person;
  - Promote any activity prohibited by the student code of conduct;
  - Otherwise disrupt the teaching-learning process.

## Graduation Adornments

Graduating students are expected to wear the attire customarily worn for the graduation ceremony at their school, with the specific exceptions outlined below.

A student may adorn or replace the cap, gown, or stole customarily worn at their school with traditional objects of tribal regalia and/or objects of cultural or religious significance. Adornments are something worn in addition to, but not replacing, graduation attire, and are not limited to decorating graduation caps. Tribal regalia or objects of cultural or religious significance means formal attire used in recognized practices and traditions of a certain group of people. Adornments cannot include any alphabetical letters other than the student's name or numerals other than the graduating class (e.g. Class of 2022). Other written statements, phrases, or slogans are not permitted.

Students may be required to request permission to wear an adornment in advance, and the District reserves the right to prohibit any adornments that are obscene, defamatory, fraudulent, profane, threatening, inappropriate, or disruptive, or violate the dress code in any other manner. If it is determined that the adornment would cause a substantial disruption based on reliable evidence, the student's request may be denied. Students who wear adornments that have not been approved may be required to remove the adornment if the adornment is substantially disruptive.

## Exceptions

Appropriate athletic clothing may be worn in physical education classes. Clothing normally worn when participating in school-sponsored extra-curricular or sports activities (such as cheerleading uniforms and the like) may be worn to school when approved by the sponsor or coach.

Building principals, in conjunction with the school accountability committee, may develop and adopt school-specific dress codes that are consistent with this policy.

Adopted June 23, 1980

Revised October 8, 1984; April 16, 2001; November 2011; December 2012;  
September 16, 2024; April 7, 2025; TBD

LEGAL REF.: C.R.S. 22-32-109.1 (2)(a)(I)(J) (board duty to adopt student dress code)  
C.R.S. 22-1-142.5 (*students permitted to wear recognized objects of cultural or religious significance at graduation that are not substantially disruptive*)

CROSS REFS.: IMDB, Flag Displays  
JBB, Sexual Harassment  
JIC, Student Conduct  
JICDA, Code of Conduct  
JICF, Secret Societies/Gang Activity  
JICH, Drug and Alcohol Use by Students  
JICI, Weapons in School

JK, Student Discipline  
JKD/JKE, Suspension/Expulsion of Students

NOTE: While Colorado school boards are not required by law to adopt a policy on this subject, they are required to adopt a comprehensive student code of conduct. This policy, if adopted, becomes part of that code. This policy also contains some legal requirements school districts must follow. The board should consult with its own legal counsel to determine whether this language meets local circumstances and needs

## **Violent and Aggressive Behavior**

The Board recognizes there are certain behaviors that, if tolerated, would compromise the learning environment to which the students and staff of the District are entitled. These behaviors, categorized as violent or aggressive, will not be tolerated.

Students exhibiting violent or aggressive behavior or warning signs of future violent or aggressive behavior will be subject to appropriate disciplinary action including suspension and/or expulsion in accordance with Board policy concerning student suspensions, expulsions, and other disciplinary interventions. As appropriate and in accordance with applicable law and Board policy, students may also be referred to law enforcement authorities. At the District's discretion and when appropriate, the student may receive appropriate intervention designed to address the problem behavior. The District may also conduct a threat assessment of the student.

Students must immediately report questionable behavior or potentially violent situations to an administrator, counselor, or teacher.

A staff member who witnesses or receives a report of a student's act of violence and aggression must notify the building principal or designee as soon as possible.

An act of violence and aggression is any expression, direct or indirect, verbal or behavioral, of intent to inflict harm, injury, or damage to persons or property. A threat of violence and aggression carries with it implied notions of risk of violence and a probability of harm or injury.

An act of violence and aggression includes, but is not limited, to the following behaviors:

1. Possession, threat with, or use of a dangerous weapon - as described in the Board's weapons policy.
2. Physical assault - the act of striking or touching a person or that person's property with a part of the body or with any object with the intent of causing hurt or harm.
3. Verbal abuse - includes, but is not limited to, swearing, screaming, obscene gestures, or threats directed, either orally (including by telephone) or in writing (including by text, social media, or other electronic means), at an individual, their family, or a group.
4. Intimidation - an act intended to frighten or coerce someone into submission or obedience.
5. Extortion - the use of verbal or physical coercion in order to obtain financial or material gain from others.

6. Bullying - as described in the Board's policy on bullying prevention and education.
7. Gang activity - as described in the Board's secret societies/gang activity policy.
8. Sexual harassment or other forms of harassment - as described in the Board's ~~sexual-based~~ harassment policy and nondiscrimination policy.
9. Stalking - the persistent following, contacting, watching, or any other such threatening actions that compromise the peace of mind or the personal safety of an individual.
10. Defiance - a serious act or instance of defying or opposing legitimate authority.
11. Discriminatory slurs - insulting, disparaging, or derogatory comments made directly or by innuendo regarding a person's disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, **family composition**, ~~marital status~~, national origin, religion, ancestry, or need for special education services.
12. Vandalism - damaging or defacing property owned by or in the rightful possession of another.
13. Terrorism - a threat to commit violence communicated with the intent to terrorize or with reckless disregard for the risk of creating such terror or to cause serious public inconvenience, such as the evacuation of a building.

Adopted November 7, 2011

Revised December 3, 2012; July 17, 2020; September 30, 2021; September 16, 2024; TBD

LEGAL REF.: C.R.S. 22-32-109.1 (1)(b) (*definition of bullying*)  
C.R.S. 22-32-110 (1)(k) (*definition of racial or ethnic background includes hair texture, definition of protective hairstyle*)  
C.R.S. 24-34-301 (9) (*definition of gender expression*)  
C.R.S. 24-34-301 (10) (*definition of gender identity*)  
C.R.S. 24-34-301 (24) (*definition of sexual orientation*)

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity  
JBB\*, Sex-Based Harassment  
JICDA, Code of Conduct  
JICDE\*, Bullying Prevention and Education  
JICF, Secret Societies/Gang Activity  
JICI, Weapons in School

*NOTE: For purposes of this policy, these terms have the following meanings:*

- "Race" includes hair texture, hair length, hair type, or a protective hairstyle that is commonly or historically associated with race. C.R.S. [22-32-110 \(1\)\(k\)](#).
- "Protective Hairstyle" includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps. *Id.*

- *"Sexual Orientation" means an individual's identity, or another individual's perception thereof, in relation to the gender or genders to which the individual is sexually or emotionally attracted and the behavior or social affiliation that may result from the attraction. C.R.S. [2-4-401](#) (13.5) and C.R.S. [24-34-301](#) (24).*
- *"Gender Expression" means an individual's way of reflecting and expressing the individual's gender to the outside world, typically demonstrated through appearance, dress, and behavior. C.R.S. [2-4-401](#) (3.4) and C.R.S. [24-34-301](#) (9).*
- *"Gender Identity" means an individual's innate sense of the individual's own gender, which may or may not correspond with the individual's sex assigned at birth. C.R.S. [2-4-401](#) (3.5) and C.R.S. [24-34-301](#) (10).*

*NOTE: Colorado school districts are required by law to adopt a specific policy concerning bullying prevention and education (C.R.S. [22-32-109.1\(2\)\(a\)\(I\)\(K\)](#)). Each school district must ensure that its policy, at a minimum, incorporates the approaches, policies, and practices outlined in the Colorado Bullying Prevention and Education Model Policy published by the Colorado Department of Education. This sample policy contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.*

## **Bullying Prevention and Education**

### **Statement of Purpose**

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

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

### **Prohibited Behavior**

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

### **Definitions**

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

*NOTE: 1 At the Board's discretion, the policy may state "or against whom federal and state laws prohibit discrimination upon the bases described in C.R.S. [22-32-109 \(1\)\(II\)\(I\)](#)" instead of listing the specific classes protected by federal and state discrimination laws.*

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

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

### **Prevention and Intervention**

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

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

10. To survey students' impressions of the severity and frequency of bullying behaviors in their school.
11. To include students in the development, creation, and delivery of bullying prevention efforts as developmentally appropriate.
12. To provide character building for students that includes, but is not limited to, age-appropriate, evidence-based social and emotional learning as well as information on the recognition and prevention of bullying behaviors.

*NOTE 2: State law establishes a school bullying prevention and education grant program in the Department of Education. Under the program, a school or group of schools may apply for a grant to fund efforts to reduce the frequency of bullying incidents. C.R.S. [22-93-102](#).*

*Pursuant to the State Board of Education's rules for the grant program, districts that apply for the grant must adopt specific policies that include provisions for adequate due processes and safeguards for students accused of engaging in bullying behavior and other requirements that are already incorporated into this policy.*

*1 CCR 301-99, Rule 3.03.5.*

*For districts applying for a bullying prevention and education grant pursuant to the State Board rules, the following language is required. If the district does not intend to apply for this grant, the following policy language is optional.*

*[Required for the School Bullying Prevention and Education Grant Program; otherwise optional: The district's comprehensive program to address bullying will incorporate provisions for adequate due processes and safeguards for students accused of bullying behaviors, in accordance with applicable law and Board policy.]*

## **Reporting**

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

## **Investigating and Responding**

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

## **Supports and Referrals**

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

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

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

Adopted December 2001

Revised November 2011; December 2012; July 17, 2020; September 30, 2021;  
February 28, 2022; September 16, 2024; TBD

LEGAL REF.: C.R.S. 22-32-109.1 (2)(a)(I)(K) (*policy required as part of safe schools plan*)

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity  
JB, Equal Educational Opportunities  
JBB\*, Sex-Based Harassment  
JICDA, Code of Conduct  
JICDD\*, Violent and Aggressive Behavior  
JICDE\*-E-1, Bullying Report Form – Exhibit  
JICDE\*-E-2, Bullying Investigation Form – Exhibit  
JICJ, Student Use of Cell Phones and Other Personal Technology Devices  
JK, Student Discipline  
JKD/JKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions)  
JLDAC, Screening/Testing of Students (And Treatment of Mental Disorders)

*NOTE 3: For purposes of this policy, these terms have the following meanings:*

- "Race" includes hair texture, hair length, hair type, or a protective hairstyle that is commonly or historically associated with race. C.R.S. [22-32-110](#) (1)(k).
- "Protective Hairstyle" includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps. *Id.*
- "Sexual Orientation" means an individual's identity, or another individual's perception thereof, in relation to the gender or genders to which the individual is sexually or emotionally attracted and the behavior or social affiliation that may result from the attraction. C.R.S. [2-4-4011](#) (13.5) and C.R.S. [24-34-301](#) (24).

- *"Gender Expression" means an individual's way of reflecting and expressing the individual's gender to the outside world, typically demonstrated through appearance, dress, and behavior. C.R.S. [2-4-401](#) (3.4) and C.R.S. [24-34-301](#) (9).*
- *"Gender Identity" means an individual's innate sense of the individual's own gender, which may or may not correspond with the individual's sex assigned at birth. C.R.S. [2-4-401](#) (3.5) and C.R.S. [24-34-301](#) (10).*

*NOTE: While Colorado school districts are not required by law to adopt an exhibit on this subject, CASB believes this sample contains the content/language that reflects "best practices." However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.*

**Bullying Investigation Form**

*Instructions: Attach all reports, documents, evidence, and written accounts of the alleged bullying incident(s) to this investigation form.*

Date of Bullying Report: \_\_\_\_\_

Designated Administrator: \_\_\_\_\_

Date Designated Administrator Received Report: \_\_\_\_\_

Date Investigation Started: \_\_\_\_\_ Date Investigation Completed: \_\_\_\_\_

Investigator: \_\_\_\_\_ Position/Title: \_\_\_\_\_

**I. Initial Review**

Is the alleged bullying incident(s) within the school district's authority to investigate?  
 Yes  No *If No, notify the Complainant and provide resources for support.  
If Yes, move to next question.*

Is the alleged bullying incident(s) within the scope of this exhibit's accompanying policy?  
 Yes  No *If No, the report should be promptly investigated pursuant to the applicable Board policy.  
If Yes, promptly investigate the complaint pursuant to this exhibit's accompanying policy.*

If possible criminal conduct is involved, was law enforcement notified?  
 Yes  No  N/A

Date: \_\_\_\_\_ Contact person: \_\_\_\_\_

Status, if known: \_\_\_\_\_

**II. Bullying Report and Investigation Information**

Name of Complainant: \_\_\_\_\_

Check one:  Student  Parent/Guardian  Staff

—  
 Other (please specify): \_\_\_\_\_

If a student, specify school and grade (optional): \_\_\_\_\_

If a parent/guardian or other, provide contact information: \_\_\_\_\_

\_\_\_\_\_

Is the Complainant the target of the alleged bullying being reported?  Yes  No

Does the Complainant wish to remain anonymous?  Yes  No

Student(s) believed to be targets of alleged bullying (use reverse side if needed):

Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Person(s) reported as engaged in alleged bullying conduct (use reverse side if needed):

Name: \_\_\_\_\_  Student  Staff  Other

Name: \_\_\_\_\_  Student  Staff  Other

Name: \_\_\_\_\_  Student  Staff  Other

Person(s) reported as having witnessed or knowledge about the alleged bullying (use reverse side if needed):

Name: \_\_\_\_\_  Student  Staff  Other

Name: \_\_\_\_\_  Student  Staff  Other

Name: \_\_\_\_\_  Student  Staff  Other

Description of the alleged bullying incident(s), including date(s), time(s), location(s), methods (e.g., physical, verbal, written, electronic/social media, psychological, social, images or items displayed or worn, etc.), how often the incident(s) occurred, whether an imbalance of power exists between the target and the perpetrator/the relationships of the involved individuals, and whether the alleged bullying was based on any protected category under federal or state law or school board policy (use reverse side and/or additional pages if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Evidence of alleged bullying provided to the school or in the school's possession (e.g., school or bus surveillance video, cell phone video, photographs, digital images, emails, letters, written statements, notes, police reports, etc.) (attach all evidence):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Have there been any prior incidents of bullying (alleged or substantiated) involving any or all of the involved individuals?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional school staff, if any, involved in investigation:

Name: \_\_\_\_\_ Position: \_\_\_\_\_  
Role in Investigation: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_  
Role in Investigation: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_  
Role in Investigation: \_\_\_\_\_

**III. Special Education Review**

Do any of the students involved in the alleged bullying incident(s) receive special education services under an IEP or a Section 504 Plan, or are any of the students in the process of being referred or evaluated for special education services? ***If Yes, refer to student's IEP or 504 Plan and contact special education director or Section 504 coordinator.***

Yes  No

Name: \_\_\_\_\_ Date of contact: \_\_\_\_\_

IEP  504  Referral or Evaluation

Name: \_\_\_\_\_ Date of contact: \_\_\_\_\_

IEP  504  Referral or Evaluation

Name: \_\_\_\_\_ Date of contact: \_\_\_\_\_

IEP  504  Referral or Evaluation





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Student Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_  
Parent/Guardian Contacted: \_\_\_\_\_  
Staff Member (name and position/title): \_\_\_\_\_  
Date(s) of Contact: \_\_\_\_\_  
Type of Contact (phone, in person, email): \_\_\_\_\_  
Summary of information provided, discussion, and next steps: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Student Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_  
Parent/Guardian Contacted: \_\_\_\_\_  
Staff Member (name and position/title): \_\_\_\_\_  
Date(s) of Contact: \_\_\_\_\_  
Type of Contact (phone, in person, email): \_\_\_\_\_  
Summary of information provided, discussion, and next steps: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**VI. Interventions**

Interventions to address bullying may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, development of a safety plan, community-based services, and discipline. ***The school District should refer to its code of conduct and discipline policies and procedures for next steps regarding any disciplinary actions that may result from a bullying incident.***

---

Student Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_  
Intervention: \_\_\_\_\_  
Outcome: \_\_\_\_\_  
\_\_\_\_\_

---

Student Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_  
Intervention: \_\_\_\_\_  
Outcome: \_\_\_\_\_  
\_\_\_\_\_

---

Student Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_  
Intervention: \_\_\_\_\_  
Outcome: \_\_\_\_\_  
\_\_\_\_\_

**VI. Recordkeeping**

The bullying report, investigation checklist/documentation and evidence, written findings reports (if any), records of any responsive actions in accordance with applicable law, and any other records related to investigating the reported incident(s) of bullying and any responsive actions will be maintained in accordance with applicable law and school Board policy.

Checklist and documentation submitted to: \_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

Investigator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Adopted May 4, 2020  
Revised February 28, 2022; September 16, 2024

## Student Use of Cell Phones and Other Personal Technology Devices

*NOTE: Colorado school districts are required by law to adopt a policy on this subject and the law contains some specific direction as to the content or language. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.*

## Student Use of Cell Phones and Other Personal Technology Devices

The Board of Education believes personal technology devices may be useful tools for students in the educational environment and can play a vital communication role during emergency situations. However, use of personal technology devices in school situations must be regulated to assure that the use of such devices does not disrupt or interfere with the educational process or school operations. Therefore, students may only use PTDs on District property, on a District vehicle or at a District or school-sponsored activity or event in accordance with this policy.

For purposes of this policy, "personal technology device" (PTD) includes any privately-owned portable technology device, including but not limited to cell phones, pagers, tablets, laptops, cameras, watches, audio and/or video recorders and players, and all other hand-held electronic communication and data storage devices.

Students may use PTDs as a designated tool for learning if authorized by the student's teacher. It is the student's responsibility to ensure that the PTD is turned off or placed in silent mode during unauthorized times.

Student use of PTDs with cameras and/or video recording capabilities is prohibited in locker rooms, bathrooms or any other location where such use could violate another person's reasonable expectation of privacy.

Students shall not use PTDs to engage in, promote or facilitate any other conduct that violates the student code of conduct, other Board policies or regulations, or state or federal law.

Violation of this policy or any other District, school or classroom rule or regulation on student use of PTDs may result in disciplinary measures including and/or temporary confiscation of the PTD. Confiscated devices shall be returned to the student only after a conference with the parent/guardian, student and school personnel. If the building principal or designee believes a student's possession or use of a PTD may involve a violation of the law, the building principal or designee may also refer the matter to law enforcement.

The District is shall not be responsible for loss, theft or destruction of PTDs brought onto school or District property or while the student is attending District or school-sponsored activities or events.

Adopted May 19, 2008

Revised October 16, 2017; TBD

LEGAL REF.: C.R.S. 18-7-109 (*posting, possession or exchange of a private image by a juvenile*)

CROSS REFS.: JIC and subcodes, Student Conduct  
JIH, Student Interrogations, Searches and Arrests  
JK ~~and subcodes~~, Student Discipline  
JS\*, Student Use of the Internet and Electronic Communications

*NOTE: While Colorado school districts are not required by law to adopt a policy on this subject, CASB believes this sample contains the content/language that reflects "best practices." However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.*

## **Student Concerns, Complaints and Grievances**

Decisions made by school personnel which students believe are unfair or in violation of pertinent Board policies or individual school rules may be appealed to the principal or a designated representative or by following the specific appeal process created for particular complaints.

Grievance and investigation procedures are available for students to receive prompt and equitable resolution of allegations of discriminatory actions on the basis of disability, race, creed, color, sex, sexual orientation, **gender identity, gender expression, family composition, marital status**, national origin, religion, ancestry, or need for special education services.

Adopted July 1996

Revised July 17, 2020; TBD

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity  
~~AC-R1, Nondiscrimination/Equal Opportunity (Complaint and Compliance Process)~~  
~~AC-R2, Sex-Based Discrimination and Sexual Harassment Investigation Procedures~~  
**AC-R-1, Harassment and Discrimination Investigation Procedures for Students**  
**AC-R-2, Harassment and Discrimination Investigation Procedures for Employees, Applicants for Employment and Members of the Public**  
**AC-R-3, Sexual Harassment Investigation Procedures**  
IHCDA, Concurrent Enrollment  
JB, Equal Educational Opportunities  
JBB\*, Sexual Harassment  
JICEA, School-Related Student Publications  
JICEC\*, Student Distribution of Noncurricular Materials

*NOTE: Colorado school districts are required by law to adopt a policy on this subject and the law contains specific directions as to the content or language. This sample policy contains the policy content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate policy language that meets local circumstances and needs.*

### **Administering Medicines to Students**

School personnel ~~may~~ shall not administer prescription or nonprescription medications to students unless appropriate administration cannot reasonably be accomplished outside of school hours.

Medication may be administered to students by school personnel whom a registered nurse has trained and delegated the task of administering such medication. For purposes of this policy, the term "medication" includes both prescription medication and nonprescription medication, but does not include medical marijuana.

**Student possession, use, distribution, sale or being under the influence of medication inconsistent with this policy will be considered a violation of Board policy concerning drug and alcohol involvement by students and may subject the student to disciplinary consequences, including suspension and/or expulsion, in accordance with applicable Board policy.**

*NOTE: The following paragraph contains language stating that the Board has adopted a policy regarding the administration of medical marijuana to qualified students. State law requires school districts to allow "primary caregivers" to administer medical marijuana to qualified students on school property, on a school bus or at a school-sponsored event. C.R.S. [22-1-119.3](#) (3)(d)(I). State law permits Boards to adopt a policy regarding "who may act as a primary caregiver" and establishing "reasonable parameters" upon the administration and use of medical marijuana. C.R.S. [22-1-119.3](#) (3)(d)(III). State law also permits schools to adopt policies authorizing designated school personnel to administer medical marijuana to qualified students. C.R.S. [22-1-119.3](#) (3)(d.5)(IV). Federal law regards any form of marijuana as a controlled substance. Given that federal law regards marijuana as illegal, CASB highly recommends that the Board adopt a policy establishing parameters upon caregiver administration of medical marijuana to qualified students and prohibiting staff administration of medical marijuana, unless the staff member is the student's parent/guardian. That way, the Board's policies will be consistent and clear regarding when and how the administration of medical marijuana to qualified students is permitted.*

The administration of medical marijuana shall be in accordance with the Board's policy on administration of medical marijuana to qualified students.

The term "nonprescription medication" includes but is not limited to over-the-counter medications, homeopathic and herbal medications, vitamins and nutritional supplements.

*NOTE: CASB sample policy JLCDB\*, Administration of Medical Marijuana to Qualified Students, defines "medical marijuana" as cannabis products with a THC concentration greater than 0.3 percent, in accordance with state and federal law. As a result, administration of cannabis products with a THC concentration of 0.3 percent or less to students is covered by this policy, not CASB sample policy JLCDB\*. As provided below, a local Board of Education may elect to limit the*

*administration of a nonprescription cannabis product with a THC concentration of 0.3 percent or less to only those products that have been approved by the federal Food and Drug Administration.*

Medication may be administered to students only when the following requirements are met:

1. Medication shall be in the original properly labeled container. If it is a prescription medication, the student's name, name of the medication, dosage, how often it is to be administered, and name of the prescribing health care practitioner shall be printed on the container.
2. The school **must** ~~shall~~ have received written permission from the student's parent/guardian to administer the medication to the student and either:
  - a. written permission to administer the medication from the student's health care practitioner with prescriptive authority under Colorado law; or
  - b. a standing medical order, if the medication is an over-the-counter medication such as Advil or Tylenol.
3. The parent/guardian shall be responsible for providing all medication to be administered to the student, unless it is an over-the-counter medication such as Advil or Tylenol.

Our current policy does not include the optional language.

*[Optional language if Board elects to limit the administration of nonprescription medications to those approved by the federal Food and Drug Administration (FDA):*

**4. The nonprescription medication is a product that has been approved by the federal Food and Drug Administration (FDA).]**

*NOTE: State law permits local Boards of Education to adopt a policy authorizing a student to possess and self-administer any medication prescribed by a licensed health care practitioner on school grounds, upon a school bus, or at any school-sponsored event. C.R.S. [22-1-119.3](#); 1 CCR [301-68](#), Rule 6.00. However, such policy must prohibit students from possessing or self-administering medical marijuana on school grounds or at any school-sponsored event. C.R.S. [22-1-119.3](#) (3)(c). A Board that chooses to adopt such a policy is then exempt from the requirements of the Colorado Schoolchildren's Asthma, Food Allergy, and Anaphylaxis Health Management Act (the "Act"). C.R.S. [22-1-119.3](#) (5).*

*This sample policy does not permit students to self-carry any prescription medication and instead reflects the Act's requirements for self-administration of medication for asthma, allergy or anaphylaxis only. Districts should consult with their own legal counsel if they wish to permit students to self-carry and self-administer any prescription medication.*

### **Self-Administration of Medication for Asthma, Allergies or Anaphylaxis**

A student who is prescribed medication by a licensed health care practitioner may possess and self-administer medication to treat the student's asthma, food or other allergy, anaphylaxis or related, life-threatening condition, or other condition for which the medication is prescribed. ~~A student with asthma, a food allergy, other severe allergies, or a related, life-threatening condition may possess and self-administer medication to treat the student's asthma, food or other allergy, anaphylaxis or related, life-threatening condition.~~ Self-administration of such medication may occur during school hours, at school-sponsored activities, or while in transit to and from school or a school-sponsored activity. Student possession and self-administration of such medication shall be in accordance with the regulation accompanying this policy.

Authorization for a student to possess and self-administer medication, **for the purposes described above**, ~~to treat the student's asthma, food or other allergy, anaphylaxis or other related, life-threatening condition~~ may be limited or revoked by the school principal after consultation with the school nurse and the student's parent/guardian if the student demonstrates an inability to responsibly possess and self-administer such medication.

### **Use of Stock Epinephrine Auto-Injectors in Emergency Situations**

The ~~D~~istrict **will** shall have a stock supply of **emergency use** epinephrine auto-injectors for use in emergency anaphylaxis events that occur on school grounds. Any administration of a stock epinephrine **emergency use epinephrine** auto-injector to a student by a ~~D~~istrict employee **must** shall be in accordance with applicable state law, including applicable State Board of Education rules.

The ~~D~~istrict's stock supply of **emergency use** epinephrine auto-injectors is not intended to replace student-specific orders or medication provided by the student's parent/guardian to treat the student's asthma, food or other allergy, anaphylaxis or related, life-threatening condition.

~~Student possession, use, distribution, sale or being under the influence of medication inconsistent with this policy shall be considered a violation of Board policy concerning drug and alcohol involvement by students and may subject the student to disciplinary consequences, including suspension and/or expulsion, in accordance with applicable Board policy.~~

*Optional language if Board elects to stock "opioid antagonists" (i.e. naloxone) and allow district staff to administer opioid antagonists to students, staff or others in emergency situations:*

### **Use of Stock Opioid Antagonists**

The District will have a stock supply of opioid antagonists to assist a student, district employee, or any other person who is at risk of experiencing, or is experiencing, an opioid-related drug overdose event. For purposes of this policy, an opioid antagonist means naloxone hydrochloride or any similarly acting drug that is not a controlled substance and that is approved by the federal Food and Drug Administration (FDA) for the treatment of a drug overdose.

Administration of an opioid antagonist by a District employee to a student or any other person must be in accordance with applicable state law. In addition, it is encouraged that the District provide training to those administering an opioid antagonist.

Adopted June 23, 1980

Revised June 2, 2014; November 5, 2018; March 2, 2020; TBD

LEGAL REFS.: C.R.S. 12-38-132 (*delegation of nursing tasks*)  
C.R.S. 12-38-132.3 (*school nurses - over-the-counter medication*)  
C.R.S. 22-1-119 (*no liability for adverse drug reactions/side effects*)  
**C.R.S. 22-1-119.1 (*Board may adopt policy to acquire a stock supply of opioid antagonists*)**  
C.R.S. 22-1-119.3 (3)(c), (d) (*no student possession or self-administration of medical marijuana, but school districts must permit the student's primary caregiver to administer medical marijuana to the student on school grounds, on a school bus or at a school-sponsored event*)  
C.R.S. 22-1-119.5 (*Colorado Schoolchildren's Asthma, Food Allergy, and Anaphylaxis Health Management Act*)  
C.R.S. 22-2-135 (*Colorado School Children's Food Allergy and Anaphylaxis Management Act*)  
C.R.S. 24-10-101 *et seq.* (*Colorado Governmental Immunity Act*)  
1 CCR 301-68 (*State Board of Education rules regarding student possession and administration of asthma, allergy and anaphylaxis management medications or other prescription medications*)  
6 CCR 1010-6, Rule 6.13 (*requirements for health services in schools*)

CROSS REFS.: JICH, Drug and Alcohol Involvement by Students  
JKD/JKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions)  
JLCDA\*, Students with Food Allergies  
JLCDB\*, Administration of Medical Marijuana to Qualified  
**JLCE, First Aid and Emergency Medical Care**

*NOTE: The Colorado Department of Education (CDE), in collaboration with various school districts and other organizations, has created numerous guidelines regarding medication administration in the school setting. These guidelines are available on CDE's website.*

*NOTE: While Colorado school districts are not required by law to adopt a regulation on this subject, this regulation reflects legal requirements school districts must follow. This sample regulation contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate procedures that meet local circumstances and needs.*

### **Administering Medication to Students**

If under exceptional circumstances a student is required to take medication during school hours, only the school nurse or the nurse's designee may administer the medication to the student in compliance with the following regulation. In the alternative, the parent/guardian may come to school to administer the medication.

1. All directives of the accompanying policy shall be followed.
2. Written orders from the student's health care practitioner with prescriptive authority under Colorado law shall be on file in the school stating:
  - a. Student's name;
  - b. Name of medication;
  - c. Dosage;
  - d. Purpose of the medication;
  - e. Time of day medication is to be given;
  - f. Anticipated number of days it needs to be given at school;
  - g. Possible side effects.
3. The medication **must** ~~shall~~ be brought to school by an adult and in a container appropriately labeled by the pharmacy or health care practitioner.
4. An individual record **must** ~~shall~~ be kept of medications administered by school personnel.
5. Medication **must** ~~shall~~ be stored in a clean, locked cabinet or container. Emergency medications (such as epinephrine) **must be inaccessible to students, but immediately available to trained school personnel and not in a locked cabinet** ~~shall be kept in a secure location accessible to designated school staff.~~

Unless these requirements are met, medication will not be administered to students at school.

### **Self-Administration of Medication for Asthma, Allergies or Anaphylaxis**

A school **may** ~~shall~~ permit a student to possess and self-administer medication, such as an inhaler or epinephrine, **or other prescription medication**, if all of the following conditions are met:

1. Written authorization signed by the student's health care practitioner must be on file with the school which shall include the student's name; the name, purpose, prescribed dosage, frequency, and length of time between dosages of the medication(s) to be self-administered; and confirmation that the student has been instructed and is capable of self-administration of the medication.
2. The school nurse or school administrator, in consultation with the school nurse, the student's health care practitioner, and the student's parent/guardian collaborate to make an assessment of the student's knowledge of his or her condition and ability to self-administer medication.
3. A written statement signed by the student's parent/guardian must be on file with the school, which shall include permission for the student to self-administer his/her medication and a release from liability for any injury arising from the student's self-administration of such medication.
4. A written contract between the school nurse, school administrator, the student, and the student's parent/guardian must be on file with the school, assigning levels of responsibility to the student's parent/guardian, student, and school employees.

A treatment plan authorizing a student to possess and self-administer medication for asthma or anaphylaxis ~~is shall~~ be effective only for the school year in which it is approved.

A student ~~must shall~~ report to the school nurse or designee or to some adult at the school immediately after the student uses an **emergency use** epinephrine auto-injector during school hours. Upon receiving such report from a student, the school nurse, designee, or other adult will provide appropriate follow-up care to the student, which shall include making a 911 emergency call.

Revised June 15, 2009; May 7, 2012; June 2, 2014; TBD

*NOTE: Colorado school districts are required by law to adopt a policy on this subject and the law contains some specific direction as to the content or language. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.*

## **Screening/Testing of Students (and Treatment of Mental Disorders)**

Parents/guardians and eligible students have the right to review any survey, assessment, analysis or evaluation administered or distributed by a school to students whether created by the District or a third party. For purposes of this policy, "eligible student" means a student 18 years of age or older or an emancipated minor. Any survey, assessment, analysis or evaluation administered or distributed by a school to students will be subject to applicable state and federal laws protecting the confidentiality of student records.

### **Survey, Assessment, Analysis, or Evaluation for Which Consent is Required**

Except as otherwise permitted by law, students will not be required to submit to a survey, assessment, analysis, or evaluation that is intended to reveal information, whether the information is personally identifiable or not, without prior written consent of the parent/guardian or eligible student, if that survey, assessment, analysis, or evaluation reveals information in the following areas ("protected information"):

1. **P**olitical affiliations or beliefs of the student or the student's parent/guardian;
2. **M**ental or psychological conditions of the student or the student's family;
3. **S**exual behavior or attitudes;
4. **I**llegal, anti-social, self-incriminating, or demeaning behavior;
5. **C**ritical appraisals of other individuals with whom the student has a close family relationship;
6. **L**egally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
7. **R**eligious practices, affiliations or beliefs of the student or the student's parent/guardian;
8. **I**ncome (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program) ;

9. **S**ocial security number.

School personnel responsible for administering any such survey, assessment, analysis or evaluation will give written notice at least two weeks in advance to the student's parent/guardian or the eligible student and will make a copy of the document available for viewing at convenient times and locations. The notice will offer to provide the following written information upon request:

1. **R**ecords or information that may be examined and required in the survey, assessment, analysis or evaluation;
2. **T**he means by which the records or information will be examined, reviewed, or disseminated;
3. **T**he means by which the information is to be obtained;
4. **T**he purposes for which the records or information are needed;
5. **T**he entities or persons, regardless of affiliation, who will have access to the information; and
6. **A** method by which a parent/guardian can grant or deny permission to access or examine the records or information.

These notice provisions also apply to any survey, analysis or evaluation funded by the U.S. Department of Education.

### **Exceptions to Policy**

Nothing in this section of the policy will:

1. **P**revent a student who is working under the supervision of a journalism teacher or sponsor from preparing or participating in a survey, assessment, analysis or evaluation without obtaining consent as long as such participation is not otherwise prohibited by law;
2. **B**e construed to prevent a District employee from reporting known or suspected child abuse or neglect as required by state law;
3. **B**e construed to limit the ability of a health professional that is acting as an agent of the school District to evaluate an individual child;

4. **B**be construed to require parental notice or consent for a survey, assessment, analysis or evaluation related to educational products or services for or to students or educational institutions. These products and services include, but are not limited to, the following:
  - a. **C**ollege or other postsecondary education recruitment or military recruitment activities;
  - b. **B**ook clubs, magazines and programs providing access to low-cost literary products;
  - c. **C**urriculum and instructional materials used by District schools;
  - d. **T**ests and assessments used by District schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students;
  - e. **T**he sale by students of products or services to raise funds for school-related or education-related activities;
  - f. **S**tudent recognition programs.
5. **B**be construed to require parental notice or consent for assessments used to collect evidence of what a student knows and is able to do and to measure a student's academic progress toward attaining the District's academic standards;
6. **L**imit the ability of the District to administer a suicide assessment or threat assessment.

### **Surveys, Assessment, Analysis or Evaluation for Marketing Purposes**

Parents/guardians and eligible students will receive notice and have the opportunity to opt a student out of activities involving the collection, disclosure or use of personal information collected from the student for the purpose of marketing or selling that information or otherwise providing the information to others for that purpose.

### **Annual Notice**

At the beginning of each academic year, the District will inform parents/guardians and eligible students that the parent/guardian or eligible student has the right to consent before students are required to submit to a survey that concerns one or more of the protected areas and to opt out of the following:

1. **A**ctivities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information;
2. **T**he administration of any protected information survey; or
3. **A**ny non-emergency, invasive physical examination or screening (other than a hearing, vision or scoliosis screening) that is:
  - a. **R**equired as a condition of attendance;
  - b. **A**dministered by the school and scheduled by the school in advance; and
  - c. **N**ot necessary to protect the immediate health and safety of the student or of other students.

### **Psychiatric/Psychological/Behavior Testing Methods or Procedures**

School personnel are prohibited under state law from recommending or requiring the use of psychotropic drugs for students. They are also prohibited from testing or requiring testing for a student's behavior without giving notice to the parent/guardian describing the recommended testing and how any test results will be used. Prior to conducting any such testing, school personnel will obtain written permission from the parent/guardian or eligible student in accordance with applicable law.

School personnel are encouraged to discuss concerns about a student's behavior with the parent/guardian, and such discussions may include a suggestion that the parent/guardian speak with an appropriate health care professional regarding any behavior concerns that school personnel may have. Only those persons appropriately certified or licensed may expose students to any psychiatric or psychological method or procedure for the purpose of diagnosis, assessment or treatment of any emotional, behavioral or mental disorder or disability. Such methods or procedures may only be performed after acquiring written permission from a student's parent or guardian, or from the student in those circumstances in which federal or state law allows the student to obtain such services in confidence or without prior notice to the parent/guardian.

Licensed school personnel are encouraged to be knowledgeable about psychiatric or psychological methods and procedures but will not be involved in any diagnosis, assessment or treatment of any type of mental disorder or disability unless appropriately certified. In accordance with state law, school personnel including certified school psychologists are not authorized to practice psychotherapy or utilize any psychiatric or psychological procedure outside of or beyond their area of training, experience or competence.

Ordinary classroom instruction, activities and techniques involving the approved curriculum that teach about psychological or psychiatric methods or procedures will be permissible and considered outside the scope of this policy. It is understood that there is a significant difference between practicing therapy and providing activities that may be therapeutic in nature. Any teacher who questions whether a planned activity is one involving psychiatric or psychological methods or procedures for which the teacher may not be properly certified or licensed will consult with the school principal.

### **Special Education Evaluation**

The giving of parental permission for evaluation or re-evaluation of a student with disabilities and any required consent to the provision of special education services to a student with disabilities is governed by state and federal law and is outside the scope of this policy.

Adopted July 1996

Revised April 2000; February 7, 2006; September 17, 2012; March 2, 2020;  
August 12, 2024; TBD

LEGAL REFS.: 20 U.S.C. 1232g (*Family Education Rights and Privacy Act*)  
20 U.S.C. 1232h (*rights of students and parents to inspect instructional materials and give prior consent for certain surveys, analysis and evaluation*)  
~~C.R.S. 12-43-202.5 (*minor who is 12 years of age or older may consent to psychotherapy without parent/guardian consent, subject to specific requirements*)~~  
C.R.S. 13-22-101 (*18 is age of competence for certain purposes*)  
C.R.S. 22-1-123 (*district shall comply with federal law on protection of pupil rights; Colorado provisions regarding survey, assessment, analysis and evaluation of students*)  
C.R.S. 22-32-109 (1)(ee) (*duty to adopt policy prohibiting personnel from ordering behavior tests without parent permission*)  
C.R.S. 22-32-109.2 (*screening and treatment of emotional/mental disorders or disabilities*)  
C.R.S. 27-50-903 (*Sixth through Twelfth Grade Mental Health Screening Program*)  
C.R.S. 27-65-103 (*voluntary applications for mental health services*)

CROSS REFS.: GBEB, Staff Conduct (And Responsibilities)  
GCS, Professional Research and Publishing  
IKA, Grading/Assessment Systems  
JLCA, Physical Examinations of Students  
JRA/JRC, Student Records/Release of Information on Students

LC, Relations with Education Research Agencies

*NOTE 1: If a school district participates in the Mental Health Screening Program operated by the Colorado Behavioral Health Administration (BHA), the district must provide written notice within two weeks of the start of the school year to parents that a mental health screening will be conducted at school. This sample policy requires notification of all surveys at least two weeks prior to the survey, but if a district is participating in the Mental Health Screening Program, notification would likely need to be earlier. Districts that implement this survey may consider modifying their policy to reflect the earlier notification date for the Mental Health Screening Program.*

*NOTE: Colorado school boards are required by law to adopt a policy on this subject and the law contains some specific direction as to the policy content or language. This sample policy contains the content/language that CASB believes best meets the intent of the law. However, the board should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.*

## **Student Use of ~~Technology the Internet and Electronic Communications~~**

~~Technology, which includes t~~The Internet, ~~and~~ electronic communications, ~~social media, applications and artificial intelligence tools, has~~ (email, chat rooms and other forms of electronic communication) ~~have~~ vast potential to support curriculum and student learning. The Board of Education believes ~~appropriate technology~~ they should be used in schools as a learning resource to educate and to inform.

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

~~Through the use of technology, The Internet and electronic communications are fluid environments in which~~ students may access materials and information from many sources, including some that may be harmful to students. ~~Although~~ While it is impossible to predict with certainty what information students might locate or come into contact with, the ~~District will~~ shall take reasonable steps to protect students from accessing material and information that is obscene, ~~pornographic, child pornography~~ or otherwise harmful to minors, as defined by the Board. Students ~~are~~ shall take responsibility for their own use of ~~District~~ technology devices to avoid contact with material or information that may be harmful to minors. ~~For purposes of this policy, "District technology device" means any District-owned computer, hardware, software, or other technology that is used for learning purposes and has access to the Internet.~~

### **Blocking or Filtering Obscene, Pornographic and Harmful Information**

Technology that blocks or filters material and information that is obscene, ~~pornographic, child pornography~~ or otherwise harmful to minors, as defined by the Board, ~~has been~~ shall be installed on ~~all District~~ each ~~technology devices having Internet or electronic communication access.~~ provided by the district that allows for access to the Internet by a minor, from any school location. Students ~~must~~ shall report access to material and information that is ~~inappropriate, offensive obscene, child pornography, harmful to minors~~ or otherwise in violation of this policy to ~~a~~ the supervising staff member. If a student becomes aware of other students accessing such material or information, he or she ~~must~~ shall report it to ~~a~~ the supervising staff member.

### **No Expectation of Privacy**

District technology devices are owned by the ~~District~~ and are intended for educational purposes at all times. Students shall have no expectation of privacy when using ~~District technology devices~~

~~the Internet or electronic communications.~~ The ~~D~~district reserves the right to monitor, inspect, copy, review and store (at any time and without prior notice) all usage of ~~D~~district technology devices, including all Internet and electronic communications access and transmission/receipt of materials and information. All material and information accessed/received through ~~D~~district technology devices ~~shall remain~~s the property of the ~~school~~ ~~D~~district.

### Unauthorized and Unacceptable Uses

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

*Note: The Board has discretion to determine which uses are unacceptable. The following list provides examples the Board may wish to consider.*

~~No~~sStudent ~~shall~~ ~~must not~~ ~~shall~~ access, create, transmit, retransmit or forward material or information:

- that promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons;
- that is not related to ~~D~~district education objectives;
- that contains pornographic, obscene or other sexually oriented materials, either as pictures or writings, ~~that are intended to stimulate erotic feelings or appeal to prurient interests in nudity, sex or excretion;~~
- that harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons in violation of the ~~D~~district's nondiscrimination policies;
- for personal profit, financial gain, advertising, commercial transaction or political purposes;
- that plagiarizes the work of another ~~without express consent;~~
- that uses inappropriate or profane language ~~likely to be offensive to others in the school community;~~
- that is knowingly false or could be construed as intending to purposely damage another person's reputation;
- in violation of any federal or state law or ~~D~~district policy, including but not limited to copyrighted material and material protected by trade secret;
- that contains personal information about themselves or others, including information protected by confidentiality laws;

- ~~using another individual's Internet or electronic communications account without written permission from that individual;~~
- that impersonates another or transmits through an anonymous remailer;
- that accesses fee services without specific permission from the system administrator.

## Security

Security on ~~D~~istrict technology devices is a high priority. Students who identify a security problem while using ~~District technology devices~~ the Internet or electronic communications must immediately notify a staff ~~member~~ system administrator. ~~Students should not demonstrate the problem to other users.~~ Logging on to the Internet or electronic communications as a system administrator is prohibited.

Students **must** ~~shall~~ not:

- use another person's password or any other identifier;
- gain or attempt to gain unauthorized access to ~~D~~istrict technology devices; or
- read, alter, delete or copy, or attempt to do so, electronic communications of other ~~District technology devices~~ system users.

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

## Safety

In the interest of student safety, the ~~D~~istrict **will** ~~shall~~ educate **students** about appropriate online behavior, including cyberbullying awareness and response; ~~interacting on social media; appropriate use of artificial intelligence~~ networking sites and in-chat rooms, and other forms of direct electronic communications.

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

## Vandalism

Vandalism will result in cancellation of privileges and may result in **legal action and/or** school disciplinary action, including suspension or expulsion, ~~and/or legal action in accordance with Board policy concerning suspension, expulsion and other disciplinary interventions~~. Vandalism is defined as any malicious or intentional attempt to harm, destroy, modify, abuse or disrupt operation of any network within the ~~school~~ ~~D~~istrict or any network connected to the Internet, operation of any form of electronic communications, the data contained on any network or

electronic communications, the data of another user, usage by another user, or District-owned technology device. This includes, but is not limited to, the uploading or creation of computer viruses and the use of encryption software.

## Artificial Intelligence

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

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

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

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

## Unauthorized Content

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

## Assigning Student Projects and Monitoring Student Use

The District will make reasonable efforts to see that the Internet and electronic communications are used responsibly by students. Administrators, teachers, and staff have a professional responsibility to work together to monitor students' use of **technology** ~~the Internet and electronic communications~~, help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use information to meet their educational goals. Students **must** ~~shall~~ have specifically defined objectives and search strategies prior to accessing material and information **using technology** ~~on the Internet and through electronic communications~~.

Opportunities **will** ~~shall~~ be made available on a regular basis for parents to observe student use of **technology** ~~the Internet and electronic communications~~ in schools.

~~Student use of technology will be supervised by staff.~~ Staff members assigned to supervise student use ~~must~~ shall have received training in ~~technology~~ Internet and electronic communications safety and monitoring student internet use.

### **Student Use is a Privilege**

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

Students and parents/guardians ~~are~~ shall be required to sign the ~~District's~~ Acceptable Use Agreement annually before ~~the District permits the student's use of technology, including Internet or electronic communications accounts~~ Internet or electronic communications accounts shall be issued or access shall be allowed.

### **School District Makes No Warranties**

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

Adopted December 14, 2012

Revised TBD

LEGAL REFS.: 20 U.S.C. 6751*et seq.* (*Enhancing Education Through Technology Act of 2001*)  
47 U.S.C. 254(h) (*Children's Internet Protection Act of 2000*)  
47 C.F.R. Part 54, Subpart F (*Universal Support for Schools and Libraries*)  
C.R.S. 22-87-101 *et seq.* (*Children's Internet Protection Act*)

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity  
EGAEA, Electronic Communication  
JB, Equal Educational Opportunities  
JKD/JKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions)

*NOTE: Colorado school districts are required by law to adopt a policy on this subject and the law contains some specific direction as to the content or language. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.*

### **Public Concerns/Complaints about Instructional **Materials and Library Resources****

~~The Board is ultimately responsible for all curriculum and instructional materials including library books and recognizes the need and right of students to free access to many different types of books and materials. It also recognizes the right of the professional staff to select books and other materials supportive of the District's educational philosophy and goals.~~

The Board has approved principles governing the selection of all instructional materials including library books and has established policies pertaining to the selection process. However, the Board wishes to amplify its principles on the selection of books and other materials which present controversial topics or which for other reasons might be challenged.

Material that is challenged usually belongs to one of the three basic categories: religion, ideology or profanity/obscenity. Board policies regarding these areas will be as follows:

1. Religion - Factual, unbiased material on all major religions has a place in school libraries.
2. Ideologies - Libraries should, with no thought toward swaying reader judgment, make available a balanced collection of primary and factual material on the level of their students on various ideologies or philosophies which exert or have exerted a strong force, either favorably or unfavorably, in government, current events, politics, education, and other phases of life.
3. Profanity/obscenity - Materials shall be subjected to a test of literary merit by media specialists and teachers who will take into consideration the maturity of students and the standards of the community.

Criticism of a book or other materials used in the schools may be expected from time to time. In such instances:

1. The Board recognizes the right of an individual parent/guardian to request that his/her child not read a given book. When such a request is presented, the teacher and/or school administrator should resolve the situation, perhaps by arranging for use of alternative materials meeting essentially the same instructional purpose. This does not apply, however, to basic program texts and materials that the board has adopted.
2. The Board ~~shall~~ **will** not permit any individual or group to exercise censorship over instructional materials and library collections but recognizes that at all times a reevaluation of certain materials may be desirable. Should an individual or group ask to have any book or material withdrawn from school use, the following procedures will be followed:

- a. The person who objects to the book or other material shall be asked to sign a complaint on a standard form on which that person will document the criticism. [Any person requesting to have any book or material go through a reevaluation process must reside within the boundaries of Morgan County School District Re-3.](#)

NOTE: The last sentence of number 3 was added July 17, 2023.

- b. Following receipt of the formal complaint, the superintendent ~~will~~ ~~shall~~ provide for a reevaluation of the material in question.
- c. The reevaluation ~~will~~ ~~shall~~ be based on the points offered above as well as the principles governing the selection of all instructional materials. Additionally, the Board wishes to emphasize that:
  - i. A book ~~will~~ ~~shall~~ not be excluded because of the writer's race, ~~sexual orientation, gender identity, gender expression,~~ or nationality, or political or religious views.
  - ii. The value of any book or other material ~~will~~ ~~shall~~ be judged as a whole, taking into account the purpose of the material rather than individual, isolated expressions or incidents in the work.
- d. The superintendent or designee ~~will~~ ~~shall~~ review the complaint and reevaluation and ~~will~~ ~~shall~~ render a decision in the matter. Should the solution be unsatisfactory, the complainant may appeal the decision to the Board.

In summary, the Board assumes ~~final~~ responsibility for all books and instructional materials it makes available to students. ~~The Board~~ ~~It~~ holds its professional staff accountable for their proper selection. It recognizes rights of individual parents/guardians with respect to controversial materials used by their own children. It will provide for the reevaluation of materials in library collections upon formal request. [On the other hand, students' right to learn and the freedom of teachers shall be respected.](#)

NOTE: The last sentence is included in our current policy but is not included in the policy from CASB.

Adopted April 15, 2013  
Revised July 17, 2023; TBD

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

CROSS REF.: IJ Instructional Resource and Materials  
~~IJJ Textbook Selection and Adoption~~  
~~IJK Supplementary Materials Selection and Adoption~~  
IMB, Teaching about Controversial Issues and Use of Controversial Materials  
FMEA Master Agreement

*NOTE: Colorado school Boards are required by law to adopt a policy on this subject and the law contains some specific direction as to the content or language. This sample contains the content/language that CASB believes best meets the intent of the law. However, the Board should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.*

### **Public Conduct on District Property**

Persons using or upon school District property, including all District buildings, parking lots, and any District vehicle used to transport students, shall not engage in the conduct described below.

Any person considered by the superintendent or designee to be in violation of this policy ~~will~~ shall be instructed to leave District property and law enforcement may be contacted. Any person who has engaged or District officials reasonably believe will engage in conduct prohibited by this policy may be excluded from District property.

The following conduct by any person is prohibited:

1. Any conduct that obstructs, disrupts, or interferes with or threatens to obstruct, disrupt, or interfere with District operations or any activity sponsored or approved by the District.
2. Physical abuse of or threat of harm to any person or school District property.
3. Damage or threat of damage to District property regardless of the location, or property of a member of the community when such property is located on District property.
4. Forceful or unauthorized entry to or occupation of District facilities, including both buildings and grounds.
5. Use, possession, distribution or sale of drugs and other controlled substances, alcohol, and other illegal contraband on District property, at District or school sponsored functions, on any District vehicle transporting students. For purposes of this policy, "controlled substances" means drugs identified and regulated under federal law, including but not limited to marijuana, cocaine, opiates, phencyclidine (PCP) and amphetamines (including methamphetamine).

*NOTE: The following paragraph contains language stating that the Board has adopted a policy regarding the administration of medical marijuana to qualified students. State law requires school districts to allow "primary caregivers" to administer medical marijuana to qualified students on school property, on a school bus or at a school-sponsored event. C.R.S. [22-1-119.3](#) (3)(d)(I). State law permits Boards to adopt a policy regarding "who may act as a primary caregiver" and establishing "reasonable parameters" upon the administration and use of medical marijuana. C.R.S. [22-1-119.3](#) (3)(d)(III). State law also permits schools to adopt policies authorizing designated school personnel to administer medical marijuana to qualified students. C.R.S. [22-1-119.3](#) (3)(d.5)(IV). Federal law regards any form of marijuana as a controlled substance. Given that federal law regards marijuana as illegal, CASB highly recommends that the Board adopt a*

*policy establishing parameters upon caregiver administration of medical marijuana to qualified students and prohibiting staff administration of medical marijuana, unless the staff member is the student's parent/guardian. That way, the Board's policies will be consistent and clear regarding when and how the administration of medical marijuana to qualified students is permitted.*

If, however, the administration of medical marijuana is in accordance with the Board's policy on administration of medical marijuana to qualified students, such possession shall not be considered a violation of this policy.

6. Distribution, manufacture or sale of controlled substances or the possession of controlled substances with the intent to distribute them within 1,000 feet of the perimeter of school grounds.
7. Entry onto District buildings or grounds by a person known to be under the influence of alcohol or a controlled substance.
8. Unlawful use of any tobacco product.
9. Possession of a deadly weapon on school property or in school buildings, unless such possession is in accordance with C.R.S. 18-12-105.5 or 18-12-214(3). For the purposes of this policy, "deadly weapon" means:
  - a. a firearm, whether loaded or unloaded;
  - b. a fixed blade knife with a blade that exceeds three inches in length;
  - c. a spring-loaded knife or pocket knife with a blade exceeding three and one-half inches in length; or
  - d. any object, device, instrument, material, or substance, whether animate or inanimate, that is used or intended to be used to inflict death or serious bodily injury including, but not limited to, a BB gun, a slingshot, bludgeon, nunchucks, brass knuckles, or artificial knuckles of any kind.
10. Profanity or verbally abusive language.
11. Violation of any federal, state or municipal law or Board policy.

Adopted October 1996

Revised May 2013; June 2015; November 5, 2018; March 2, 2020; TBD

LEGAL REFS.: 21 U.S.C. 860 (*crime to distribute or manufacture controlled substances within 1,000 feet of a school*)  
C.R.S. 12-47-901 (1)(h) (*prohibits consumption of alcohol in any public place without a license or permit*)  
C.R.S. 18-9-106 (*disorderly conduct*)  
C.R.S. 18-9-108 (*disrupting lawful assembly*)

- C.R.S. 18-9-109 (*interference with staff, faculty or students of educational institutions*)  
C.R.S. 18-9-110 (*public buildings – trespass, interference*)  
C.R.S. 18-9-117 (*unlawful conduct on public property*)  
C.R.S. 18-12-105.5 (*unlawful carrying/possession of weapons on school grounds*)  
C.R.S. 18-12-214 (3)(a) (*person with valid concealed handgun permit may have a handgun on school property as long as hand gun remains in his or her vehicle and if, while the person is not in vehicle, the gun is kept in a compartment and the vehicle is locked*)  
C.R.S. 18-18-407 (2) (*crime to sell, distribute or possess with intent to distribute any controlled substance on or near school grounds or school vehicles*)  
C.R.S. 22-1-119.3 (3)(c), (d) (*no student possession or self-administration of medical marijuana, but school districts must permit the student’s primary caregiver to administer medical marijuana to the student on school grounds, on a school bus or at a school-sponsored event*)  
C.R.S. 25-1.5-106 (12)(b) (*possession or use of medical marijuana in or on school grounds or in a school bus is prohibited*)  
C.R.S. 25-14-103.5 (*boards of education must adopt policies prohibiting tobacco and retail marijuana use on school property*)  
C.R.S. 25-14-301 (*Teen Tobacco Use Prevention Act*)

CROSS REFS.: ADC, Tobacco-Free Schools  
GBEB, Staff Conduct (And Responsibilities)  
GBEC, Alcohol and Drug-Free Workplace  
JICH, Drug and Alcohol Involvement by Students  
JICI, Weapons in School  
JLCDB\*, Administration of Medical Marijuana to Qualified Students  
KI, Visitors to Schools

*NOTE: The exceptions in state law that permit possession of a deadly weapon on school property are that the person:*

- a. has legal authority to carry or possess a deadly weapon. C.R.S. [18-12-105.5](#) (3).*
- b. is presenting an authorized public demonstration or exhibition for the school or an organized class. C.R.S. [18-12-105.5](#) (1).*
- c. is carrying out duties for the school district which require the use of a deadly weapon. C.R.S. [18-12-105.5](#) (1).*
- d. is participating in an authorized extracurricular activity or on an athletic team. C.R.S. [18-12-105.5](#) (1).*
- e. has possession of the weapon for use in an approved educational program which includes but is not limited to any course designed for the repair and maintenance of weapons. C.R.S. [18-12-105.5](#) (3)(h).*
- f. is a school resource officer or peace officer on duty. C.R.S. [18-12-105.5](#) (3)(e).*

NOTE: Colorado school districts are required by law to adopt a policy on this subject and the law contains some specific direction as to the content or language. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

## **Nondiscrimination/Equal Opportunity**

The District is committed to providing a safe learning and work environment where all members of the school community are treated with dignity and respect. It is critical to this commitment that anyone who may have experienced discrimination or harassment in the context of the District's educational programs, activities, or employment can report their concerns without fear of retaliation.

This policy AC and the implementing regulations are designed to foster a climate that provides preventative measures and encourages the reporting of discrimination and harassment and related retaliation. The District administrators will engage in prevention efforts, train the school community, respond to all complaints promptly, provide supportive measures, and develop fair and equitable processes to investigate and address complaints of discrimination and harassment, and related retaliation, and ensure all parties are treated fairly and impartially.

This policy defines prohibited conduct and guides individuals to the specific regulation governing the applicable reporting and response processes. Complaints of harassment or discrimination against a student should be made pursuant to AC-R-1. Complaints of harassment and discrimination against applicants, employees or community members should be made pursuant to AC-R-2. Complaints of bullying against a student based on their membership in a protected class should be made under AC-R-1. Complaints under Title IX should be made under AC-R-3. Supportive measures and prompt response times are required components of all regulations.

### **Definitions**

- **"Bullying"** is any written or oral expression, physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental or emotional harm to another. Bullying is student-on-student behavior. The following policy has more details on the definition of bullying, the prevention process, and the reporting process:

- Policy JICDE\*, Bullying Prevention and Education

If the bullying is based on a student's protected class, the behavior may constitute discrimination or harassment. Bullying based on a student's protected class should be addressed through the following regulation:

- Regulation AC-R-1

- **"Protected Classes"** include race, color, gender, sex, sexual orientation, gender identity or expression, transgender status, religion, national origin, immigration/citizenship status,

ancestry, age, pregnancy, marital status, veteran status, disability, family composition and genetic information of an employee or applicant for employment.

For purposes of this policy and the implementing regulations:

- **"Race"** includes hair texture, hair type, hair length, or a protective hairstyle, such as braids, locs, twists, tight coils or curls, cornrows, Bantu knots, afros, and headwraps, that is commonly or historically associated with race.
- **"Sexual Orientation"** means an individual's identity (or another person's perception of their identity), in relation to the gender(s) to which the individual is sexually or emotionally attracted and the behavior or social affiliation that may result from the attraction.
- **"Gender Expression"** means an individual's way of reflecting and expressing gender to the outside world, typically demonstrated through appearance, dress, and behavior.
- **"Gender Identity"** means an individual's innate sense of the individual's own gender, which may or may not correspond with the individual's sex assigned at birth.
- **"Harassment"** is any unwelcome, physical or verbal conduct or any written, graphic, or visual communication directed at a student, employee, applicant, or member of the public based on their protected class that is objectively offensive to a reasonable individual who is a member of the same protected class, that also:
  - - for a student, is either made a term or condition of access to educational services, is used or threatened to be used as a basis for educational decisions affecting the student, interferes with a student's ability to participate in the District's educational services, or creates an intimidating, hostile, or offensive educational environment;
    - for an applicant or an employee, is subjectively offensive to the individual alleging harassment, is made a term or condition of employment, is used as a basis for employment decisions affecting the individual, unreasonably interferes with the individual's work performance, or creates an intimidating, hostile, or offensive working environment;
    - for a member of the community, is subjectively offensive to the individual alleging harassment, and unreasonably interferes with a community member's ability to participate in the District's services, activities, or opportunities.

Whether conduct constitutes harassment depends on a number of factors, including, but not limited to:

- the type, frequency, and duration of the conduct;
- the number of individuals involved and their relationships;
- the age and education level of individuals involved;

- the location and context in which the conduct occurred;
  - whether the conduct is threatening or any real or perceived power differential exists;
  - any use of stereotypes, epithets, slurs, or degrading conduct or communication;
  - whether the conduct includes an act of physical violence;
  - the effect on the complainant's education or employment, if applicable.
- **"Discrimination"** occurs when a student or community member is denied or limited in the ability to participate in or benefit from the District's services, activities, or opportunities on the basis of their protected class. Discrimination also occurs when the District fails or refuses to hire an employee, discharges an employee, or otherwise treats an employee differently with respect to compensation, terms, conditions, privileges, opportunities, or status on the basis of their protected class. Harassment of a student, employee, or community member is a form of discrimination.

The following regulations have more details on harassment and discrimination and the related complaint process:

- AC-R-1 Harassment and Discrimination Investigation Procedure for Students
  - AC-R-2 Harassment and Discrimination Investigation Procedure for Employees, Applicants for Employment and Members of the Public
  - AC-R-3 ~~Sexual-Based~~ Harassment Investigation Procedures under Title IX
- **"Retaliation"** is intimidating, threatening, coercing, or discriminating against an individual who has reported an incident of harassment, discrimination, or bullying. Retaliation includes charges against a student for code of conduct violations related to the incident for the purpose of punishing a student for making a report or otherwise interfering with a student's rights under this policy.
  - **"~~Sexual-Based~~ Harassment"** under Title IX is conduct on the basis of sex that could include unwelcome sexual advances, requests for sexual favors, or other unwelcome physical or verbal conduct or communication of a sexual nature. Because Title IX's definition of ~~sexual-based~~ harassment is a federal standard, the definitions and procedures differ slightly from ~~sexual-based~~ harassment under state law. More information on ~~sexual-based~~ harassment can be found in the following policies and regulation:
    - Policy GBAA, ~~Sexual-Based~~ Harassment [for Staff]
    - Policy JBB, ~~Sexual-Based~~ Harassment [for Students]
    - Regulation AC-R-3, ~~Sexual-Based~~ Harassment Investigation Procedures under Title IX
  - **"Respondent"** means a student or employee who has been reported to have engaged in conduct that could constitute harassment.
  - **"Complainant"** means a student, employee, or community member alleged to have experienced discrimination or harassment. A complainant may or may not be the reporting party.

- **“Reporting Party”** means a person who raises a concern or allegation of discrimination or harassment on behalf of a complainant with the compliance officer. Any District student, employee, or community member may be a reporting party.
- **“Compliance Officer”** means the District employee who is responsible for coordinating and overseeing the District’s discrimination and harassment prevention and response efforts. Among other responsibilities, the compliance officer will coordinate and oversee the District’s discrimination and harassment investigation, consultation, recordkeeping, monitoring, and training processes. To facilitate this work, all District employees must inform the compliance officer of all reports and complaints raising discrimination and harassment issues implicating this policy. The compliance officer may appoint a designee to perform any of their assigned duties, including performing the investigation and issuing the report.
- **“Supportive Measures”** are individualized services to restore or preserve equal access to education, protect student and employee safety, or deter harassment and discrimination. Supportive measures may be provided regardless of whether a complaint has been filed. Supportive measures may include, but are not limited to:
  - Counseling;
  - extensions of deadlines or other course-related adjustments;
  - extra time for homework or tests;
  - the opportunity to resubmit homework or retake a test;
  - remedying an impacted grade;
  - excused absences;
  - the opportunity for home instruction;
  - modifications to class schedules; and
  - restrictions on contact between the parties to a complaint of harassment or discrimination.
- **“Title IX Coordinator”** means the employee designated by the District to coordinate its efforts to comply with Title IX of the Education Amendments and the District’s Title IX program.
  - Title IX Coordinator:  
Assistant Superintendent of Human Resources  
Morgan County School District Re-3  
715 West Platte Avenue  
Fort Morgan, Colorado 80701  
hr@fortmorgank12.com

### **Harassment, Discrimination, and Retaliation Prohibited**

Discrimination, harassment, and bullying on the basis of protected class are prohibited at any District school, at any District or school-sanctioned activity or event, on any District property (or off school property when such conduct has a connection to the school), or any District curricular or non-curricular activity or event. Retaliation for reporting harassment or for participating in any way in an investigation of harassment or discrimination is also prohibited.

## **District Action**

The District encourages anyone - students, parents and family members, volunteers, educators, or staff members - who witness bullying, harassment, discrimination, or retaliation to report the conduct by making a complaint in accordance with the appropriate regulation. All school staff who witness or receive complaints of harassment or discrimination are required to promptly share any such complaints with the compliance officer.

The District will take appropriate action to promptly and impartially investigate allegations of discrimination and harassment, to end unlawful behavior, to prevent the recurrence of such behavior, and to prevent retaliation against the individual who files the complaint and/or any person who participates in the investigation. When appropriate, the District will take additional action during the investigation to protect against further discrimination, harassment, or retaliation.

To the extent possible, all complaints of discrimination and harassment will be kept confidential. Students or employees who knowingly file false complaints or give false statements in an investigation may be subject to discipline, up to and including suspension/expulsion for students and termination of employment for employees. No student, employee, or member of the public may be subject to adverse treatment in retaliation for any good faith complaint of harassment or discrimination under this policy.

Upon determining that incidents of discrimination or harassment are occurring in particular District settings or activities, the District will implement measures designed to stop the discrimination or harassment and otherwise remedy the problem in those areas or activities.

Any student or employee who engages in discrimination or harassment will be disciplined according to applicable Board policies and the District will take reasonable action to restore lost educational or employment opportunities to the complainant(s) and others impacted.

The compliance officer will refer any potential criminal charges to law enforcement.

## **Notice and Training**

The District will issue a written notice prior to the beginning of each school year that advises students, parents, employees, and the general public that the educational programs, activities, and employment opportunities offered by the District are offered without regard to disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, family composition, marital status, national origin, religion, ancestry, or need for special education services. With respect to employment practices, the written notice will prohibit discrimination on the basis of age, genetic information, and conditions related to pregnancy or childbirth.

The announcement will also include the name, address, email address, and telephone number of the person(s) designated to coordinate Title IX, Section 504, and ADA compliance activities. Where possible, the notice will be disseminated to persons with limited English language skills in the person's own language. It will also be made accessible to persons who are visually or hearing impaired.

This policy and the implementing regulations, which include the complaint process, must be prominently posted on the District's website in plain language, and made available to all students, parents, and staff through electronic or hard-copy distribution. Training materials regarding sex-based discrimination and sexual-based harassment are available to the public on the District's website.

Students and District employees will receive periodic training related to recognizing, reporting and preventing discrimination and harassment. District employees must receive additional training related to handling reports of discrimination and harassment.

The training will comply with Colorado state law and will include, but not be limited to, instruction on the following:

- Recognizing harassment or discrimination, including indicators of grooming and child sexual abuse;
- The appropriate immediate response when harassment or discrimination is reported to or witnessed by an employee;
- Reporting harassment or discrimination to the public school or school district.

*NOTE 1: SB23-296 requires that the policy and/or procedures protecting students from harassment must be made available in the following ways:*

- *displayed prominently on the district's website*
- *annually distributed electronically and separately from any other document to:*
  - o *parents and guardians of all students*
  - o *separately to students who are in sixth through twelfth grade*
- *provided via physical copy to each incoming student and their parent/guardian upon request*
- *annually distributed to employees*

*All policies distributed to parents/guardians or students must be available in Spanish upon request. State law also requires the policy posted on the district's website be in English, but specifies that the policy may also be posted in Spanish. C.R.S. [22-1-143](#)*

*Additionally, each public school is required to post notices in multiple places in the school, written in simple and age-appropriate language, describing how and to whom a student can report harassment or discrimination to the school. The notices must be conspicuously posted in easily accessible and well-lit places customarily frequented by students and employees. Bathroom stalls or hallways could be appropriate places to post notices.*

*In compliance with C.R.S. [22-1-143](#), the above requirements apply to student-focused policies – Policy [AC](#) and [AC-R-1](#). However, the district may also choose to make [AC-R-2](#) available to staff in the same manner.*

*NOTE 2: Although reports of harassment or discrimination are required to be confidential, districts are not prohibited from reporting known or suspected child abuse or neglect or reporting any other criminal activity to law enforcement, and are also not prohibited from*

*providing records to law enforcement for the investigation or prosecution of a crime. C.R.S. [22-1-143\(2\)\(b\)](#)*

Adopted August 1994

Revised February 2000; March 2010; August 2016; October 2018; July 17, 2020; September 30, 2021; February 28, 2022; August 12, 2024; TBD

LEGAL REFS.: 20 U.S.C. 1681 (*Title VII, Education Amendments of 1972*)  
20 U.S.C. 1701-1758 (*Equal Employment Opportunity Act of 1972*)  
29 U.S.C. 621 *et seq.* (*Age Discrimination in Employment Act of 1967*)  
29 U.S.C. 701 *et seq.* (*Section 504 of the Rehabilitation Act of 1973*)  
42 U.S.C. 12101 *et seq.* (*Title II of the Americans with Disabilities Act*)  
42 U.S.C. 2000d (*Title VI of the Civil Rights Act of 1964, as amended in 1972*)  
42 U.S.C. 2000e (*Title VII of the Civil Rights Act of 1964*)  
42 U.S.C. 2000ff *et seq.* (*Genetic Information Nondiscrimination Act of 2008*)  
34 C.F.R. Part 100 through Part 110 (*civil rights regulations*)  
C.R.S. 2-4-401 (3.4) (*definition of gender expression*)  
C.R.S. 2-4-401 (3.5) (*definition of gender identity*)  
C.R.S. 2-4-401 (13.5) (*definition of sexual orientation*)  
C.R.S. 18-9-121 (*bias-motivated crimes*)  
C.R.S. 22-1-143 (*definition of harassment or discrimination*)  
C.R.S. 22-32-109 (1)(II) (*Board duty to adopt written policies prohibiting discrimination*)  
C.R.S. 22-32-110 (1)(k) (*definition of racial or ethnic background includes hair texture, definition of protective hairstyle*)  
C.R.S. 24-34-301 *et seq.* (*Colorado Civil Rights Division*)  
C.R.S. 24-34-301 (3.3) (*definition of gender expression*)  
C.R.S. 24-34-301 (3.5) (*definition of gender identity*)  
C.R.S. 24-34-301 (7) (*definition of sexual orientation*)  
C.R.S. 24-34-402 *et seq.* (*discriminatory or unfair employment practices*)  
C.R.S. 24-34-402(1.3)(a) (*definition of "harass" or "harassment"*)  
C.R.S. 24-34-402.3 (*discrimination based on pregnancy, childbirth or related conditions; notice of right to be free from such discrimination must be posted "in a conspicuous place" accessible to employees*)  
C.R.S. 24-34-601 (*unlawful discrimination in places of public accommodation*)  
C.R.S. 24-34-602 (*penalty and civil liability for unlawful discrimination*)

CROSS REFS.: GBA, Open Hiring/Equal Employment Opportunity  
GBAA, Sexual Harassment  
JB, Equal Educational Opportunities  
JBB\*, Sex-Based Harassment

## **Nondiscrimination/Equal Opportunity**

In compliance with Titles VI & VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act, the Genetic Information Nondiscrimination Act of 2008, and Colorado law, Morgan County School District Re-3 does not unlawfully discriminate against otherwise qualified students, employees, applicants for employment, or members of the public on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, family composition, or need for special education services. Discrimination against employees and applicants for employment based on age, genetic information, and conditions related to pregnancy or childbirth is also prohibited in accordance with state and/or federal law. Harassment, if it rises to the level described in state law, in a prohibited form of discrimination.

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

- Policy AC-R-1: Students
- Policy AC-R-2: Employees, Applicants for Employment and Members of the Public
- Policy AC-R-3: ~~Sexual~~-Based Harassment (Title IX)

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

Superintendent of Schools  
Morgan County School District Re-3  
715 West Platte Avenue  
Fort Morgan, CO 80701  
(970) 867-5633 X 48110  
superintendent@fortmorgank12.com

Title IX Coordinator  
Assistant Superintendent of Human Resources  
Morgan County School District Re-3  
715 West Platte Avenue  
Fort Morgan, CO 80701  
(970) 867-5633 X 48120  
hr@fortmorgank12.com

### **Outside Agencies**

Complaints regarding violations of Title VI, (race, national origin), Title IX (sex/gender), Section 504/ADA (handicap or disability), may be filed directly with the Office for Civil Rights, U.S. Department of Education, 1244 North Speer Blvd., Suite 310, Denver, CO 80204. Complaints regarding violations of Title VII (employment) and the ADEA (prohibiting age discrimination in employment) may be filed directly with the Federal Office of Equal Employment Opportunity Commission, 950 17th Ave., Suite 300, Denver, CO 80202, or the Colorado Civil Rights Commission, 1560 Broadway, Suite 825, Denver, CO 80202.

Approved March 2000  
Revised November 1, 2010; August 2016; October 2018; July 17, 2020; August 15, 2022;  
August 12, 2024; TBD

**Nondiscrimination/Equal Opportunity  
(Complaint Form)**

Date: \_\_\_\_\_

Name of complainant: \_\_\_\_\_

School: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Please check here for allegations of ~~sexual-based~~ discrimination and/or sex-based harassment. (Note: Investigator will use investigation procedures consistent with allegations of sex-based discrimination and/or ~~sexual-based~~ harassment).

Summary of alleged discrimination or harassment:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name(s) of individual(s) allegedly engaging in prohibited conduct:

\_\_\_\_\_  
\_\_\_\_\_

Date(s) alleged discrimination occurred: \_\_\_\_\_

Name(s) of witness(es) to alleged conduct: \_\_\_\_\_

If others are affected by the possible discrimination or harassment, please give their names:

\_\_\_\_\_  
\_\_\_\_\_

Your suggestions regarding resolving the complaint: \_\_\_\_\_

\_\_\_\_\_

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Please describe any corrective action you wish to see taken with regard to the alleged discrimination or harassment. You may also provide other information relevant to this complaint.

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Printed Name of Complainant

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Signature of Complainant

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Date

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Printed Name of Person Receiving Complaint

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Signature of Person Receiving Complaint

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Date

Approved November 1, 2010  
Revised July 17, 2020; August 12, 2024; TBD

*NOTE: Colorado school districts are required by law to adopt a regulation on this subject, some content in this sample reflects legal requirements school districts must follow. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.*

*NOTE: State law requires districts to make a good faith effort to complete an investigation into discrimination and harassment within sixty days after receiving a report. C.R.S. [22-1-143\(2\)\(d\)\(I\)](#). There is a possible thirty-day extension for good cause with prior written notice of the reasons for the delay, or at the request of a law enforcement agency. Based on the sixty day requirement, this sample policy includes suggested timelines for completion of various parts of the investigation. Districts may deviate from CASB's recommendations, but should make sure that their policy's timeline does not exceed 60 days.*

*NOTE: The district must select a compliance officer who is responsible for a variety of discrimination and harassment compliance tasks. The district may choose (i) a district employee, or (ii) the superintendent to be the compliance officer.*

## **Harassment and Discrimination Investigation Procedures for Students**

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

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

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

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

### **Investigation Process**

Throughout the investigation, the District will keep information related to the investigation confidential to the extent possible. The investigation will be fair, impartial, and prompt. The

District will make a good faith effort to complete an investigation within sixty days after the complaint, with an additional thirty-day extension possible for good cause. The compliance officer will attempt to adhere to all timelines. If the compliance officer needs more time with regard to any aspect of the investigation, they will notify the parties in writing as to the reason for the extension.

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

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

## **1. Making a Complaint**

Any person who witnesses or experiences bullying on the basis of protected class, harassment, discrimination, or retaliation against students are encouraged to report the conduct to school staff by making a complaint with the District's compliance officer.

Any staff member who receives information about an incident or who witnesses harassment, discrimination, or retaliation must report the incident to the compliance officer.

Complaints may be made by phone, by email, in person, or through an online form and should include a detailed description of the alleged event(s), the date(s) the alleged event(s) occurred, and name(s) of the party/parties involved, including any witnesses. The complaint should be made as soon as possible after the incident.

- **Compliance Officer:**  
Superintendent of Schools  
Morgan County School District Re-3  
715 West Platte Avenue  
Fort Morgan, Colorado 80701  
superintendent@fortmorgank12.com
- **Complaint Form Link:** [www.fortmorgank12.com](http://www.fortmorgank12.com)

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

- **Assistant Superintendent of Human Resources**  
Morgan County School District Re-3  
715 West Platte Avenue  
Fort Morgan, Colorado 80701  
hr@fortmorgank12.com

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

## **2. Evaluation by Compliance Officer**

The compliance officer will review the complaint to determine whether the alleged conduct constitutes harassment or discrimination. The compliance officer will refer the matter back to the building principal or appropriate administrative department if the conduct alleged does not implicate a protected class or otherwise fit the characteristics of harassment or discrimination.

The compliance officer will refer any potential criminal charges to law enforcement. Upon the request of law enforcement, the compliance officer will delay action on a complaint for a reasonable amount of time to allow law enforcement to investigate the matter and will notify the parties of the delay. The compliance officer will not rely solely on a criminal investigation by a law enforcement agency in lieu of responding to a report of harassment or discrimination but may consider any evidence shared by law enforcement in making any determinations.

The compliance officer may assign any or all aspects of the investigation to a qualified alternate for any reason, including conflict of interest, bias concerns and/or insufficient capacity due to other matters.

As used in this regulation, the term "compliance officer" refers to the compliance officer or their designee.

## **3. Initial Meetings with the Parties**

The following details actions to be taken by the compliance officer upon the determination that the underlying allegations, if proved to be true, constitute harassment or discrimination.

- Initial meeting with Reporting Party, if any, and Complainant:* Within five school days following receipt of the complaint, the compliance officer will meet with the complainant and any reporting party and their parents or guardians.

The purpose of the initial meeting is for the compliance officer to:

- i. provide the complainant with the information detailed in paragraph (c) below; and
- ii. collect any additional information necessary to complete the complaint and determine whether the allegations, if proven to be true, constitute prohibited discrimination or harassment.

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

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

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

#### **4. Informal Complaint Resolution**

When the compliance officer deems it appropriate, an informal resolution process may be instituted. Informal resolution is not appropriate in all circumstances. It may only be used if both parties are students and both parties agree, with agreement voluntary, non-

coerced, and documented in writing. Informal resolution may not be used if the underlying offense involves sexual assault or other act of violence. No party will be forced to participate in informal resolution and either party may request an end to an informal process at any time.

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

## **5. Formal Complaint Resolution**

If informal resolution is inappropriate, unavailable, or unsuccessful, the compliance officer will engage in formal complaint resolution.

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

- ix. patterns of misconduct of the respondent;
- x. real or perceived power differentials between the parties;
- xi. any other relevant circumstances.

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

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

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

## **6. Disciplinary Measures and Outcome**

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

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

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

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

## **Resources**

Throughout the investigation, or after the investigation concludes, affected individuals may choose to use the following resources:

National Domestic Violence Hotline: 1-800-799-SAFE (7233)  
National Sexual Assault Hotline: 1-800-656-4673  
Violence Free Colorado: <https://www.violencefreecolorado.org/>  
The Crisis Center 24/7 Hotline: *303-688-8484*

Any local resources for use by students

## Outside Agencies

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

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

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

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

*NOTE 1: Training for employees on discrimination and harassment against students is required pursuant to Colorado state law, beginning no later than July 1, 2024. Training is required for all new employees, and at least every three years afterwards. Training is also required if an employee switches from working primarily with secondary students to elementary students, or vice versa.*

*A pending bill in the Colorado Legislature (SB24-162) would extend the training deadline to the 2025-2026 school year and no later than December 31, 2025. As of the date of the publication of this SPU, the bill has not passed, so check C.R.S. [22-1-143\(1\)\(4\)](#) to determine the training deadline or check with CASB.*

*Training must be provided during an employee's normal working hours, and include the following content:*

- recognizing harassment or discrimination, including indicators of grooming and child sexual abuse and distinguishing harassment and discrimination from bullying;*

- the appropriate immediate response when harassment or discrimination is reported to or witnessed by an employee; and
- reporting harassment or discrimination to the public school or school district.

For all employees who have direct supervision of students, the training must be specific to the age of the students they supervise and must also include:

- the procedure for responding to allegations of discrimination or harassment;
- the difference between the requirements of the policy, mandatory reporting laws, and federal laws including Title IX, Section 504, Title VI, and Title VII;
- best practices for avoiding victim-blaming; the effect of trauma on victims of harassment or discrimination;
- communicating with victims sensitively, compassionately, and in a gender-inclusive and culturally responsive manner;
  - the impact of harassment or discrimination on students with disabilities; and
  - the types of supportive measures available to students and the provision of effective academic, mental health, and safety accommodations for students who report harassment or discrimination.

C.R.S. [22-1-143](#)(1)(4)

*NOTE 2: State law requires local education providers to retain the records of a harassment or discrimination report or complaint concerning a student(s) for at least 7 years. C.R.S. [22-1-143](#). The record of a report includes any accommodations or supportive measures taken in response to a report or complaint and documentation of the basis for the local education provider's action and response. This documentation likely includes all evidence reviewed and/or considered in the report.*

*Note 3: SB23-296 also has reporting requirements. By July 1, 2025, schools must report the below information to the district for the previous 12 months. The district will then report the information to the Colorado Department of Education by August 1, 2025. The information must be aggregated and must not include personally identifiable information about the parties.*

- Number of formal harassment or discrimination reports received by the school and the type of bias reported when harassment or discrimination was found
- The time to complete each investigation and make findings related to each report.

Adopted November 1, 2010

Revised October 15, 2018; July 17, 2020; September 16, 2024; TBD

*NOTE: Colorado school districts are required by law to adopt a policy and regulations (or procedures) on this subject and the law contains some specific direction as to the content or language. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.*

## **Sexual-Based Harassment Investigation Procedures**

(Title IX)

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

### **Definitions**

For purposes of this regulation, these terms have the following meanings:

**Actual Knowledge** means when any District employee receives notice of an incident of alleged sexual harassment. When this standard is met, the District has an obligation to respond under Title IX. This standard is not met when the only employee with knowledge of alleged sexual harassment is the respondent.

**Complainant** means an individual who is alleged to be the victim of have been subjected to conduct that could constitute sexual-based discrimination or sex-based harassment under Title IX.

**Decision Maker** means an individual(s) charged with considering who assess the relevant evidence contained in the investigation report, making findings of fact, and analyzing the relevant policy provisions to determine whether the allegations constitute a policy violation, including party and witness credibility, to decide if the District has met the burden of proof showing the respondent to be responsible for the alleged sex-based harassment. The District's decision maker cannot may be the same person as the Title IX Coordinator or investigator superintendent, another designated administrator, or a third-party.

**Disciplinary Sanction** means a consequence imposed by the District on a respondent who is found to have violated this policy, however, the grievance process must be completed before any disciplinary sanctions are imposed. Disciplinary sanctions are designed to remedy and prevent the recurrence of discrimination, harassment, and/or retaliation. Disciplinary sanctions may include: disciplinary sanctions, such as no-contact orders, required training, loss of privileges, suspension, or expulsion.

**Education Program or Activity** means locations, events, or circumstances over which the District exercises substantial control, including disciplinary authority, over both the complainant and respondent and the context in which the sexual-based harassment occurs.

Formal Complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment by a respondent and requesting that the District investigate the allegation. At the time of the filing of a formal complaint, a complainant must be participating in or attempting to participate in the educational programs or activities of the District.

Investigator means the individual charged with conducting interviews, gathering evidence, and producing an investigation report. The investigator may be the same person as the Title IX Coordinator, but cannot serve as the decision-maker.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment have violated the District's prohibition on sex discrimination.

Retaliation means threats, intimidation, coercion, discrimination, or other adverse action against any person for the purpose of interfering with any right or privilege secured by Title IX or because the person has made a report or complaint, testified, assisted, or participated or refused to participate in an investigation, [hearing,] or proceeding under this policy.

Sex Discrimination is discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

- Sexual-Based Harassment means conduct on the basis is a form of sex discrimination and includes sexual harassment and other harassment on the basis of sex that falls into satisfies one or more of the following categories:
  1. Quid pro quo harassment. A school District employee conditioning an educational aid, benefits, or services on participation in unwelcome sexual conduct (i.e., quid pro quo);
  2. Hostile environment harassment. Unwelcome sex-based conduct determined by a reasonable person to be a that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe, or pervasive, and objectively offensive that it limits or effectively denies a person's ability to participate in or benefit from equal access to the District's education program or activity; or
  3. Specific offenses. An offense that falls into the FBI's Uniform Crime Reporting categories of sSexual assault, dating violence, domestic violence, or stalking.

Supportive Measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge, to the complainant and/or respondent in order to restore or preserve the party's access to the education program/activity, without unreasonably burdening the other party including safety measures, or provide support during the grievance procedures, before or after the filing of a formal complaint or where no formal complaint has been filed. Supportive measures may be provided after the filing of a formal complaint or where no formal

**complaint has been filed.** Possible supportive measures are academic support, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual no-contact directives, leaves of absence, changes in work/school locations, access to identified trusted adults at school, increased monitoring of locations, safety planning and referral to outside agencies and supports.

**“Remedies”** means measures provided, as appropriate, to a complainant or any other person the District identifies as having had their equal access to the education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person’s access to the education program or activity after the District determines that sex discrimination occurred. Remedies may include: counseling, updating policies, staff or student training, accommodations.

**“Retaliation”** means threats, intimidation, coercion, discrimination, or other adverse action against any person for the purpose of interfering with any right or privilege secured by Title IX or because the person has made a report or complaint, testified, assisted, or participated or refused to participate in an investigation, proceeding, or hearing under this policy.

**“Title IX Coordinator”** means the employee designated by the District to coordinate its efforts to comply with Title IX responsibilities. The Title IX Coordinator **is to be informed of all reports or formal complaints of violations of this policy. The Title IX Coordinator may delegate certain responsibilities under this policy to an alternate who has received appropriate training. The Title IX Coordinator cannot serve as the decision-maker, but may serve as the investigator if appropriate will also objectively evaluate the credibility of parties and witnesses and synthesize all available evidence—including both inculpatory and exculpatory evidence—and take into account the unique and complex circumstances of each situation.**

- The District's Title IX Coordinator is:  
Assistant Superintendent of Human Resources  
Morgan County School District Re-3  
715 West Platte Avenue  
Fort Morgan, Colorado 80701  
hr@fortmorgank12.com

### **Complaint Resolution Process**

Investigations into complaints alleging violations of Title IX will proceed as described below. The investigation will be adequate, reliable, and impartial. All parties will be treated equitably and will be provided equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible. Throughout the investigation, the District will take reasonable steps to protect the privacy of the parties and witnesses during the investigation, provided this does not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures.

The District will make a good faith effort to complete the investigation and make any findings within sixty days after the complaint, and the Title IX Coordinator will adhere to all timeframes.

Reasonable extensions of timeframes will be granted on a case-by-case basis for good cause with written notice to the parties that includes the reason for the delay.

~~No person can serve as a Title IX Coordinator or decisionmaker if they have a conflict of interest or bias for or against complainants or respondents generally, or an individual complainant or respondent. An alternate will be designated in the event it is claimed that an employee with responsibilities under this regulation is the one who committed the alleged discrimination. Additionally, the Title IX Coordinator may assign any or all aspects of the complaint response process to a qualified alternate for any reason, including conflict of interest, bias concerns and/or insufficient capacity due to other matters. **As used in this regulation, the term "Title IX Coordinator" refers to the Title IX Coordinator or their alternate.**~~

~~The Title IX Coordinator must offer and coordinate supportive measures, as appropriate, for both the complainant and the respondent. A complainant may request modification of supportive measures if circumstances have changed materially, or they disagree with the District's decision to provide, deny, modify, or terminate supportive measures. Challenges of a District's decision must be submitted to the Title IX Coordinator within ten (10) days of the decision, and an impartial employee other than the Title IX Coordinator will review the challenge.~~

### **Title IX Resolution Process**

The Title IX Coordinator is responsible for receiving and acting on reports and formal complaints, filing complaints on behalf of a complainant if necessary, dismissing complaints if necessary, and ensuring all other requirements of Title IX are followed by the District. The Title IX Coordinator must also offer and coordinate supportive measures, as appropriate, for both the complainant and respondent, or for any party who may have been affected by sexual harassment. Additionally, the Title IX Coordinator may assign any or all aspects of the complaint response process to a qualified alternate for any reason, including conflict of interest, bias concerns, and/or insufficient capacity due to other matters. As used in this regulation, the term "Title IX Coordinator" refers to the Title IX Coordinator or their alternate.

Investigations into complaints alleging violations of Title IX will proceed as described below. The investigation will be adequate, reliable, and impartial. All parties will be treated equitably and will be provided equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible. However, it is the District's responsibility to gather evidence and determine whether this policy was violated, not the responsibility of either party. Throughout the investigation, the District will take reasonable steps to protect the privacy of the parties and witnesses during the investigation, provided this does not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses, consulting with their family members, confidential resources, or advisors, or otherwise preparing for or participating in the grievance procedures.

The District will make a good faith effort to complete the investigation and make any findings within sixty days after the complaint, and the Title IX Coordinator will adhere to all timeframes. Reasonable extensions of timeframes will be granted on a case-by-case basis for good cause with written notice to the parties that includes the reason for the delay.

No person can serve as a Title IX Coordinator, investigator, decision-maker, or informal resolution

facilitator if they have a conflict of interest or bias for or against complainants or respondents generally, or an individual complainant or respondent. An alternate will be designated in the event it is claimed that an employee with responsibilities under this regulation is the one who committed the alleged discrimination.

## 1. Making a Complaint

A formal complaint may be filed with the Title IX Coordinator in person, by mail, or through email and can be filed by a complainant or by a parent or guardian who has the legal right to act on behalf of a minor complainant. Individuals requiring other accommodations for purposes of making a complaint due to a disability or other reasons should contact the Title IX Coordinator.

Complaints must include a detailed description of the alleged sexual harassment, the date(s), the full names of the parties involved, any witnesses, and a signature.

~~A complainant, or a parent or guardian with the legal right to act on the complainant's behalf, may file a complaint with the Title IX Coordinator. Complaints are an oral or written request that objectively can be understood as a request for the school to investigate and make a determination about alleged discrimination. If a complaint is given to a District employee, the District employee will promptly forward all information regarding the complaint to the Title IX Coordinator. Complaints must be filed within 180 days of the event giving rise to the complaint or from the date the complainant could reasonably become aware of such occurrence. The complainant will receive assistance as needed in filing a complaint.~~

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

## 2. ~~Evaluation and Dismissal by Title IX Coordinator~~

Upon receipt of a formal complaint, the Title IX Coordinator will review it to determine whether it falls under the jurisdiction of this policy. If it does not, the Title IX Coordinator will dismiss the complaint. A formal complaint must be dismissed when the investigation reveals that the complaint does not constitute sexual harassment, the event did not occur in a District program or activity, or the event did not occur against a person in the United States (mandatory dismissal). Further, a complaint may be dismissed at any time upon written request of a complainant or as determined by the Title IX Coordinator in accordance with applicable law, including when a respondent is no longer enrolled with or employed by the District, and when specific circumstances prevent the District from gathering evidence sufficient to reach a determination (discretionary dismissal). Written notice of a dismissal will be promptly submitted simultaneously to the parties.

- Formal complaints may be consolidated when allegations of sexual harassment arise out of the same facts or circumstances.
- Dismissal of a formal complaint does not prevent the District from taking action to remedy the complained-of behavior consistent with other applicable District policies. Allegations in a dismissed complaint may constitute discrimination or harassment

prohibited by Policy [AC](#), in which case the investigation will continue under the associated regulations: [AC-R-1](#) or [AC-R-2](#). A dismissal does not prohibit the complainant from pursuing other remedies under state or federal law or local board policy, nor does it prohibit the District from addressing the allegations in any manner the District deems appropriate.

~~Within five school days after a complaint is received, the Title IX Coordinator will determine if the alleged conduct occurred in the District's education program or activity. If the alleged conduct is not part of the education program or activity, the complaint must be dismissed under these procedures.~~

~~At any point throughout the investigation, the Title IX Coordinator may dismiss the complaint if the respondent cannot be identified or is not participating/employed in District programs or activities, or the complainant voluntarily withdraws the complaint and the Title IX coordinator declines to initiate a complaint.~~

~~Upon dismissal, the Title IX Coordinator will promptly notify the complainant as to the basis of the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, the respondent will also be notified. Additionally, the District will provide both parties with an opportunity to appeal the dismissal. Dismissals may be appealed on one of the following bases, if it would change the outcome: new evidence, procedural irregularities, or a conflict of interest.~~

~~Allegations in a dismissed complaint may constitute discrimination or harassment prohibited by Policy AC, in which case the investigation will continue under the associated regulations: AC R-1 or AC R-2. A dismissal does not prohibit the complainant from pursuing other remedies under state or federal law or local board policy, nor does it prohibit the District from addressing the allegations in any manner the District deems appropriate.~~

~~If the dismissal is appealed, the District will: notify the parties of any appeal, including notice of the allegations if not already provided; implement appeal procedures equally for the parties; ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint; ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations; provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and notify the parties of the result of the appeal and the rationale for the result.~~

~~When a complaint is dismissed, the District will offer supportive measures to the complainant and respondent and take other prompt and effective steps to ensure that prohibited sex discrimination does not occur, including directing the parties to AC R-1.~~

### 3. **District Resolution** Initial Meetings with the Parties

Following the filing of a complaint, the Title IX Coordinator will provide the parties with written notice of the complaint. The written notice will include all information required by law, including the names of the parties involved, the specific section of this policy allegedly violated, this policy's grievance and informal resolution process, the precise conduct allegedly constituting the potential violation, and the date and location of the alleged incident(s). If additional allegations are discovered during the grievance process, the Title IX Coordinator will issue an amended notice

including additional allegations and details regarding those allegations. The written notice must also inform the parties of any provision in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process. Upon receipt of a complaint and notice sent to the parties, there are two available options for resolution: (a) the grievance process, which involves an investigation, report, and potential sanctions, and (b) an informal resolution, which involves a variety of informal options for addressing complaints.

(a) Grievance Process. If a complaint proceeds to the grievance process, the Title IX Coordinator will designate appropriate trained individuals to serve as the investigator and the decision-maker. The Title IX Coordinator may serve as the investigator if appropriate. Either party may challenge the appointment of the investigator or decision-maker based on bias or conflict of interest by contacting the Title IX Coordinator.

- Credibility. The investigator will objectively evaluate the credibility of parties and witnesses and synthesize all available evidence – including both inculpatory and exculpatory evidence – and take into account the unique and complex circumstances of each situation. Credibility determinations cannot be made based on a person's status as a complainant, respondent, or witness.
- Timeframe for Process. Generally, the timeframe from the commencement of investigation through the release of the written determination will not exceed 60 days, unless good cause is shown. If there is a need for a delay, the investigator or decision-maker will notify both parties in writing of the delay and reason for it.
- Right to an Adviser. During the process, each party is entitled to the adviser of their choice who may, but is not required to be, an attorney. During interviews and meetings, the adviser may not speak for the party and must limit their role to consulting with and advising the party. The District retains the right to establish restrictions regarding the extent to which the adviser may participate in the proceedings. Any restrictions on participation of adviser(s) will apply equally to both parties.
- Interviews and Evidence. Both parties will have an equal opportunity to be heard, to provide evidence, and to review evidence obtained through the course of the grievance process. The investigator will interview the parties and any witnesses, and will review any available evidence. The investigator will also determine the relevance of evidence and what evidence will be included in the investigation report for consideration by the decision-maker.
- Written Notice of All Meetings. Prior to any investigative interviews, hearings, or other meetings, a party will receive written notice of the date, time, location, purpose, and participants to ensure the party is adequately prepared to participate.
- Evidence Review. Prior to the issuance of the investigation report, the parties will be provided an electronic or hard copy of all evidence gathered by the investigator that is directly related to the allegations in the formal complaint, including evidence

the investigator does not intend to rely upon in the investigation report, for their review. Evidence may be redacted, if appropriate, in accordance with applicable law and District policy. The parties will have ten business days to review the evidence and may choose to provide a written response for the investigator to consider prior to the issuance of the investigation report. The response can include corrections, additions, or arguments regarding the relevance of specific evidence. The investigator will consider any written response to the evidence when preparing the investigation report.

- Investigation Report. Once the parties have reviewed the evidence, and prior to the issuance of any findings regarding a policy violation, both parties will have ten business days to review the investigation report, which is a summation of the evidence to be submitted to the decision-maker. If either party wishes to correct or add to the evidence, submit arguments regarding relevance of certain evidence, or suggest additional witnesses they must notify the investigator during the review period. Corrections, arguments regarding relevance, additional evidence, or new witnesses may not be submitted after the review period has ended and will not be considered an appeal.
- Extension to Review Periods. If a party requires additional time to review the evidence or investigation report, they must contact the Title IX Coordinator to make a request. The request must include the reason for the extension and a proposed new deadline. Such extensions are granted at the discretion of the Title IX Coordinator based on a showing of good cause.
- Submission of Investigation Report. Following the review period, the investigator will submit the investigation report and any documentary evidence to the decision-maker for their review. The parties will also receive copies of the investigation report.
- Questioning of Parties and Witnesses. After the investigator submits the finalized investigation report to the decision-maker and parties, the parties will have the opportunity to submit relevant written questions to one another and to the witnesses. Each party will be provided copies of the questions posed and answers to those questions, and will have an additional opportunity for limited follow-up based on the first round of questions. The decision-maker has discretion to determine the relevance of any proposed questions and will provide a written explanation for any decision to exclude a question as not relevant.
  - Questions or evidence about a complainant's sexual predisposition or prior behavior are not relevant unless offered to (1) demonstrate that someone other than a respondent committed the alleged sexual harassment, or (2) demonstrate consent based on specific incidents of a complainant's prior sexual behavior with a respondent.
- Standard of Review. In determining whether alleged sexual harassment constitutes a policy violation, the decision-maker will use the preponderance of the

evidence standard. This means that the decision-maker will determine whether it is more likely than not that a policy violation occurred.

- How Evidence is Evaluated by the Decision-Maker. In evaluating the allegations, the decision-maker will consider the totality of the facts, circumstances, and evidence. No single factor will be conclusive in the evaluation of evidence and/or the determination or whether the policy has been violated.
- Written Determination. The decision-maker will consider the investigation report and prepare a written determination regarding responsibility with (1) findings of fact, (2) conclusions about whether the alleged conduct occurred, (3) a rationale for the result as to each allegation, (4) any disciplinary sanctions imposed on a respondent, and (5) whether remedies will be provided to the complainant.
  - The written determination must be sent simultaneously to the parties along with information about how to appeal.
- Potential Disciplinary Sanctions. If the decision-maker determines that a respondent violated the policy, consequences appropriate for the misconduct will be imposed in accordance with applicable law and District policy, including but not limited to a warning, restorative justice, alternatives to suspension or expulsion, suspension, expulsion, or termination. Nothing in this policy will be construed to prohibit discipline for conduct which, although not rising to the level of sexual harassment as defined by this policy, otherwise violates other District policies.
  - If the decision-maker determines that a respondent is responsible for violations of District policy other than AC-R-3, the decision-maker must discuss this determination with the District's Title IX Coordinator and/or District legal counsel as to next steps.
- Release of Written Determination. Upon completion of the written determination, the decision-maker will provide it to the Title IX Coordinator, who will simultaneously provide it to the parties.
- Appeals. If either party is not satisfied with the written determination or the dismissal of a complaint, the party may appeal the decision within ten business days following the release of the written determination. If no appeal is filed, the determination will become final after ten business days. Both parties will receive written notice of any appeal and both will have the opportunity to submit written statements either in support of or challenging the written determination within ten business days of receiving the appeal notice.
  - Decision-Maker for Appeal. The decision-maker for the appeal will be determined by the superintendent's office, but the decision-maker for the appeal may not be the same person as the decision-maker that reached the determination regarding responsibility or dismissal, the investigator, or

the Title IX Coordinator. The decision-maker for the appeal will render their final decision within ten business days of the receipt of the appeal.

- Grounds for Appeal. There are three grounds for appeal and other asserted grounds will not be considered. A party's appeal must state the grounds for appeal and facts supporting those grounds in order to be considered.
  - (1) Procedural irregularity that affected the outcome of the grievance process;
  - (2) New evidence that was not reasonably available at the time the determination regarding the existence of a policy violation was made that could affect the outcome of the grievance process; and/or
  - (3) The Title IX Coordinator, the investigator, or the decision-maker had a conflict of interest or bias that affected the outcome of the grievance process.
- Making a False Report. Any person who knowingly makes a false report of sexual harassment will be subject to disciplinary action in accordance with applicable District policies. Standing alone, the outcome of a grievance process is insufficient evidence of a false report.

(b) Informal Resolution can be used if both parties agree and the Title IX Coordinator deems it appropriate. An informal resolution process does not involve an investigation, but rather may involve mediation or other restorative justice models. The parties' agreement must be voluntary, non-coerced, and documented in writing. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

- Unavailability of Informal Resolution. Informal resolution is not available in cases where a District employee is alleged to have sexually harassed a student.
- Potential Student Disciplinary Sanctions. An informal resolution may result in disciplinary sanctions appropriate for the misconduct, which must be imposed in accordance with applicable law and District policy, including but not limited to a warning, restorative justice, alternatives to suspension or expulsion, suspension, or expulsion.

~~Following this determination, the Title IX Coordinator will begin the investigation in a reasonably prompt manner and take the following steps:~~

- ~~a. Initial meeting with Reporting Party, if any, and Complainant: The Title IX Coordinator will meet with the complainant to provide the information detailed in paragraph (c) below. If the complainant does not want to proceed with their complaint, the Title IX Coordinator may elect to proceed with the investigation if necessary to stop any harassment or discrimination and otherwise ensure the safety of the school environment.~~

~~b.—Initial Meeting with Respondent: As soon as possible after meeting with the complainant and any reporting party, the Title IX Coordinator will meet with the respondent and, if this individual is a student, their parents/guardians in order to obtain a response to the complaint. At the initial meeting, the Title IX Coordinator will provide the respondent written notice as to the allegations against them and give the respondent a chance to respond to those allegations.~~

~~The Title IX Coordinator may meet with the respondent to advise them of the allegations even if the Title IX Coordinator determines, after meeting with the Complainant and any reporting party, that there is no merit to the allegations.~~

~~c.—Notice of Allegations. At the initial meetings, the Title IX Coordinator will provide to both the complainant and respondent notice of the allegations, which includes the following information:~~

- ~~i.—Available supportive measures;~~
- ~~ii.—Copies of Board Policy AC and this implementing regulation;~~
- ~~iii.—Timeline for the investigation process and the District's legal obligations;~~
- ~~iv.—Information on the informal resolution process, if offered;~~
- ~~v.—Sufficient information regarding identities to allow parties to respond;~~
- ~~vi.—Retaliation is prohibited;~~
- ~~vii.—Parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or a description of the evidence; and~~
- ~~viii.—Additional notice will be provided if the District decides to investigate additional allegations.~~

~~If the complainant or respondent is a student with a disability, the Title IX Coordinator must consult with the student's IEP/504 Plan Team to determine supportive measures and other actions that comply with the requirements of federal law.~~

#### **4. Informal Resolution**

~~When the Title IX Coordinator deems it appropriate, an informal resolution process may be instituted with an impartial facilitator who is not the Title IX Coordinator or decision maker. Informal resolution is not appropriate in all circumstances. It may only be used if both parties must agree, with agreement voluntary, non-coerced, and documented in writing. Informal resolution is not available in cases where a District employee is alleged to have sexually harassed a student.~~

~~Prior to initiating an informal resolution process, both parties must be provided written notice explaining the allegations, the requirements of the informal resolution process, that either party has the right to withdraw from the informal resolution process, that an agreement at the conclusion of the informal resolution process would prevent the parties from initiating grievance procedures arising from the same allegations; the potential terms that may be requested or offered in an informal resolution agreement, including notice that an informal resolution agreement is binding only on the parties; and what information the District will maintain and whether/how that information could be disclosed for use in~~

~~the investigation, if informal resolution is not successful and the investigation resumes.~~

~~Generally, the informal resolution process should be completed within sixty school days from the parties' agreement to the process, unless good cause is shown.~~

## 5. **Formal Complaint Grievance Process**

~~Title IX Coordinator or their qualified designee will investigate the complaint and provide a report to the decision maker, who will determine whether discrimination occurred. Any designee must be free of bias and able to act with independence. Either party may raise a concern regarding lack of qualification or bias by contacting the Title IX Coordinator (identified in AC-E-1).~~

~~The burden is on the District—not on the parties—to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The Title IX Coordinator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.~~

- ~~a. *Collect Evidence:* The Title IX Coordinator will collect evidence, including, but not limited to: statements by any witness to the incident and any available physical or documentary evidence; evidence about the credibility of the parties involved; evidence about whether the respondent has engaged in other incidents of misconduct; evidence of the complainant and respondent's respective reactions or changes in behavior following the incident; and evidence regarding whether the complainant took action to protest the conduct. Evidence may be collected by interviews with parties and witnesses, reviewing information, requesting written statements, or ways as appropriate.~~

~~During the investigation, the Title IX Coordinator will presume that the respondent is not responsible for the alleged sex discrimination until a determination is made (the "presumption of innocence" standard). The Title IX Coordinator may question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. However, the Title IX Coordinator will protect the complainant from inappropriate questions and evidence about the complainant's prior sexual history and will not make credibility determinations based on a person's status as a complainant, respondent, or witness.~~

~~The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by the District to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:~~

- ~~● Evidence protected under legal privilege or provided to a confidential employee, unless waived voluntarily;~~

- ~~A party's or witness's records that are made or maintained by a recognized health professional or paraprofessional in connection with the provision or treatment, unless voluntary, written consent for use in the grievance procedures is obtained;~~
- ~~Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless offered to prove someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment.~~
  - b. ~~*Report:* Within sixty calendar days of the receipt of the complaint, the Title IX Coordinator must issue a report to the decision maker. The Title IX Coordinator's report must be advisory and must not bind the decision maker to any particular course of action or remedial measure.~~
  - c. ~~*Determination:* The decision maker will determine whether discrimination or harassment occurred, by applying the preponderance of the evidence standard. In making the determination, the decision maker will consider the following:~~
    - i. ~~The degree to which the conduct affected the complainant's ability to access the District's education program or activity;~~
    - ii. ~~The type, frequency, and duration of the conduct;~~
    - iii. ~~The parties' ages, roles within the District's education program or activity, previous interactions, and other relevant factors;~~
    - iv. ~~Location and context of the conduct;~~
    - v. ~~Other sex-based harassment in the District's education program or activity;~~
    - vi. ~~Any other relevant considerations.~~

~~The decision maker will notify the parties in writing of the determination that sex discrimination occurred under Title IX including the rationale for such determination.~~

## 6. ~~Disciplinary Sanctions and Remedies~~

~~If there is a determination that sex discrimination occurred, the Title IX Coordinator will coordinate the provision and implementation of remedies to a complainant and other impacted individuals; coordinate any disciplinary sanctions and notify the complainant; and take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur.~~

~~Disciplinary sanctions will not be imposed until the grievance procedures are completed, and parties will not be disciplined under Title IX for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether sex discrimination occurred.~~

## Notice and Training

To reduce discrimination and harassment and ensure a respectful school environment, the administration is responsible for providing notice of these procedures to all District schools and departments. The policy and complaint procedures must be prominently posted on the District's

website, referenced in student and employee handbooks and otherwise be made available to all students, staff, and members of the public through electronic or hard-copy distribution.

All students and District employees will receive periodic training related to recognizing and preventing sexual-based harassment. District employees must receive additional periodic training related to handling reports of sexual-based harassment. Title IX Coordinators, decision makers, informal resolution facilitators, and other persons involved in the grievance procedures or with authority to modify or terminate supportive measures must receive additional periodic training specific to their role relating to handling reports of sexual-based harassment as required by law, including training on serving impartially without prejudging the circumstances.

~~The Title IX Coordinator must monitor the District for barriers to reporting information that may constitute sex discrimination under Title IX. Additionally, all employees who are not confidential employees must notify the Title IX Coordinator when the employee has information about conduct that may reasonably constitute sex discrimination under Title IX.~~

Training materials are available to the public on the District's website.

### **Reporting to a Federal or State Agency**

In addition to, or as an alternative to, filing a formal complaint pursuant to this policy, a person may file a complaint with the U.S. Department of Education, Office for Civil Rights, or with the Colorado Civil Rights Division at the addresses below:

Denver Office for Civil Rights  
U.S. Department of Education Federal Building  
1244 Speer Boulevard, Suite 310  
Denver, CO 80204-3582  
Telephone: 303-844-5695  
TDD: 800-877-8339  
Fax: 303-844-4303  
Email: [OCR.Denver@ed.gov](mailto:OCR.Denver@ed.gov)

Colorado Civil Rights Division  
1560 Broadway, Suite 825  
Denver, CO 80202  
Telephone: 303-894-2997 or 800-262-4845  
Fax: 303-894-7830  
Email: [DORA\\_CCRDIntake@state.co.us](mailto:DORA_CCRDIntake@state.co.us)

Questions or concerns about the District's application of Title IX may be addressed to the District's Title IX Coordinator or the United States Department of Education, Office for Civil Rights ([OCR.Denver@ed.gov](mailto:OCR.Denver@ed.gov)).

*NOTE 1: The 2020 Title IX regulations require districts to establish "reasonably prompt" time frames for the major stages of the grievance procedures, which includes the informal resolution process and the appeal process. In the 2011 Dear Colleague Letter, the Office for Civil Rights recommended up to a 60-calendar day time frame based on OCR's experience that "a typical*

*investigation takes approximately 60 calendar days following receipt of the complaint.” This guidance has since been withdrawn, but may still represent a reasonable time frame depending on the circumstances associated with a specific situation. Additionally, Colorado law requires districts to make a good faith effort to complete investigations of discrimination or harassment in 60 days.*

*NOTE 2: Districts must keep the following records for seven years: 1) records documenting informal resolution process or investigation for any complaint, including any recordings, disciplinary sanctions, remedies, and appeals; 2) for any notification the Title IX Coordinator receives of information about conduct that may constitute sex discrimination, records documenting the actions the district took to meet obligations; and 3) all materials used to provide training, which must also be available upon request for members of the public.*

Adopted September 16, 2024  
Revised TBD

*NOTE: The United States Department of Agriculture (USDA) requires school districts receiving federal funding for child nutrition programs to have a written civil rights complaint procedure. This sample contains the language CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.*

*This exhibit does not need to be filed in the Board's policy manual and should be kept by the district in another location, such as the district's nutrition services manual.*

## **Civil Rights Complaint Procedure for School Nutrition Program**

In accordance with the United States Department of Agriculture (USDA) civil rights regulations and policies, the District is prohibited from discriminating on the basis of race, color, national origin, religion, sex (including gender identity, gender expression, and sexual orientation), disability, age, family/parental status, political beliefs, or disability reprisal or retaliation for prior civil rights activity in any school nutrition program.

A participant in the District's school nutrition program who alleges discrimination on the basis of any of the above-listed federally-protected classes has the right to file a complaint within 180 days of the alleged discrimination, in accordance with this procedure.

### **Filing a Complaint**

If an individual has an unlawful discrimination complaint concerning his or her participation in a school nutrition program, the complaint may be directed to:

Superintendent  
715 West Platte Avenue  
Fort Morgan, Colorado 80701  
970-867-5633  
superintendent@fortmorgank12.com

Complaints may be made verbally (in person or over the phone) or may be submitted in writing to the District contact listed above. Complaints may be filed anonymously.

When filing a complaint, the following information will be requested:

1. C~~e~~omplainant's name, address and telephone number (unless the complainant wishes to remain anonymous);
2. T~~h~~e nature of the incident or action that led the complainant to feel discrimination was a factor;
3. T~~h~~e basis on which the complainant believes discrimination exists;

4. The names, telephone numbers, titles and business or personal addresses of persons who may have knowledge of the alleged discriminatory action; and
5. The date(s) during which the alleged discriminatory action(s) occurred.

### Forwarding a Complaint

Upon ~~within 90 days~~ of the District's receipt of the complaint, the District ~~will~~ shall forward the complaint **as soon as possible but no later than five business days** to the following agency:

Colorado Department of Education Office of School Nutrition  
1580 Logan Street Suite 760  
Denver, CO 80205

Our current policy only lists the Colorado Department of Education Office of School Nutrition.

OR

USDA Office of Civil Rights  
1400 Independence Ave., SW, Rm 1095-S, Stop 0115  
Washington, DC 20250  
(or emailed to [program.intake@usda.gov](mailto:program.intake@usda.gov))

OR

USDA Mountain Plains Regional Office  
1244 Speer Blvd Suite 903  
Denver, CO 80204

The designated agency will then conduct the complaint review and investigation within the required timeline (90 days).

Adopted July 17, 2017  
Revised August 15, 2022; December 9, 2024; TBD

LEGAL REF.: USDA Food and Nutrition Service (FNS) Instruction 113-1 (*civil rights compliance and enforcement – nutrition programs and activities*)  
7 C.F.R. §15d.2 (*definition of discrimination in programs or activities conducted by the U.S. Department of Agriculture*)  
*USDA Nondiscrimination Statement*

**NOTE:** The USDA has a program complaint form available on its website or at any USDA office. To request a copy of the complaint form, call 866-632-9992.

*NOTE: Colorado school districts are required by law to adopt a policy on this subject and the law contains some specific direction as to the content or language. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.*

## **Open Hiring/Equal Employment Opportunity**

The Board subscribes to the principles of the dignity of all people and of their labors. It also recognizes that it is both culturally and educationally sound to have persons of diverse backgrounds on the school District's staff.

Therefore, the District promotes and provides for equal opportunity in recruitment, selection, promotion, and dismissal of all personnel. Commitment on the part of the District towards equal employment opportunity applies to all people without regard to disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, **family composition**, ~~marital status~~, national origin, religion, ancestry, age, genetic information, or conditions related to pregnancy or childbirth. **See Board policy AC-E-1 for more information.**

The District will ensure that it does not unlawfully discriminate in any area of employment including job advertising, pre-employment requirements, recruitment, compensation, fringe benefits, job classifications, promotion, and termination.

Current practice codified 1995

Adopted Date of manual adoption

Revised July 17, 2020; September 30, 2021; September 16, 2024; TBD

LEGAL REFS.: 20 U.S.C. §1681 (*Title IX of the Education Amendments of 1972*)  
29 U.S.C. §201 *et seq.* (*Fair Labor Standards Act*)  
29 U.S.C. §621 *et seq.* (*Age Discrimination in Employment Act of 1967*)  
29 U.S.C. §794 (*Section 504 of the Rehabilitation Act of 1973*)  
42 U.S.C. §12101 *et seq.* (*Title II of the Americans with Disabilities Act*)  
42 U.S.C. §2000d (*Title VI of the Civil Rights Act of 1964*)  
42 U.S.C. §2000e (*Title VII of the Civil Rights Act of 1964*)  
42 U.S.C. §2000ff *et seq.* (*Genetic Information Nondiscrimination Act of 2008*)  
C.R.S. 2-4-401 (3.4) (*definition of gender expression*)  
C.R.S. 2-4-401 (3.5) (*definition of gender identity*)  
C.R.S. 2-4-401 (13.5) (*definition of sexual orientation*)  
C.R.S. 22-32-110 (1)(k) (*definition of racial or ethnic background includes hair texture, definition of protective hairstyle*)  
C.R.S. 22-61-101 (*discrimination in employment prohibited*)  
C.R.S. 24-34-301 *et seq.* (*Colorado Civil Rights Division procedures*)  
C.R.S. 24-34-301 (9) (*definition of gender expression*)  
C.R.S. 24-34-301 (10) (*definition of gender identity*)  
C.R.S. 24-34-301 (24) (*definition of sexual orientation*)  
C.R.S. 24-34-402 *et seq.* (*discriminatory or unfair employment practices*)

C.R.S. 24-34-402.3 (*discrimination based on pregnancy, childbirth or related conditions; notice of right to be free from such discrimination must be posted "in a conspicuous place" accessible to employees*)

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity  
AC-E-1, Nondiscrimination/Equal Opportunity  
GBAA, Sexual-Based Harassment

CONTRACT REF.: FMEA Agreement, Article 3 – General Statement, Section A

*NOTE: For purposes of this policy, these terms have the following meanings:*

- "Race" includes hair texture, hair length, hair type, or a protective hairstyle that is commonly or historically associated with race. C.R.S. [22-32-110](#) (1)(k).
- "Protective Hairstyle" includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps. *Id.*
- "Sexual Orientation" means an individual's identity, or another individual's perception thereof, in relation to the gender or genders to which the individual is sexually or emotionally attracted and the behavior or social affiliation that may result from the attraction. C.R.S. [2-4-401](#) (13.5) and C.R.S. [24-34-301](#) (24).
- "Gender Expression" means an individual's way of reflecting and expressing the individual's gender to the outside world, typically demonstrated through appearance, dress, and behavior. C.R.S. [2-4-401](#) (3.4) and C.R.S. [24-34-301](#) (9).
- "Gender Identity" means an individual's innate sense of the individual's own gender, which may or may not correspond with the individual's sex assigned at birth. C.R.S. [2-4-401](#) (3.5) and C.R.S. [24-34-301](#) (10).

*NOTE: Colorado school districts are required by law to adopt a policy on this subject and the law contains some specific direction as to the content or language. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.*

## **Sexual-Based Harassment**

The District is committed to a learning and working environment that is free from sexual-based harassment. Sexual-based harassment is recognized as a form of sex discrimination and thus a violation of the laws which prohibit sex discrimination.

It will be a violation of policy for any member of the District staff to harass another staff member or student through conduct or communications of a sexual nature. Any conduct or communication of a sexual nature directed toward students by teachers or others to whom this policy applies, will be presumed to be unwelcome. Sexual-based harassment committed by an employee of the District in the course of employment will be deemed a breach of duty, and as such, will subject the offending employee to disciplinary action. This policy similarly applies to non-employee volunteers or any other persons who work subject to the control of school authorities.

### **Sexual-Based Harassment Prohibited**

**For the purposes of this policy, and pursuant to Title IX of the Educational Amendments of 1972, unwelcome sexual advances, requests for sexual favors, or other unwelcome physical or verbal conduct or communication of a sexual nature constitutes sexual harassment if, under the totality of the circumstances:** ~~“sex-based harassment” means conduct on the basis of sex that satisfies one of more of the following:~~

- ~~1. A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);~~
- ~~2. Unwelcome conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person’s ability to participate in or benefit from the education program or activity or~~
- ~~3. Sexual assault, dating violence, domestic violence, or stalking.~~

~~Pursuant to state law unwelcome sexual advances, requests for sexual favors, or other unwelcome physical or verbal conduct or communication of a sexual nature constitutes sex-based harassment if the conduct or communication is subjectively offensive to the individual alleging harassment and objectively offensive to a reasonable individual who is a member of the same protected class, and if under the totality of the circumstances:~~

- ~~1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person’s employment or educational development;~~

2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual;
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive working or educational environment.

The prohibition against ~~sexual-based~~ harassment applies whether the harassment is between people of the same or different gender.

~~Sexual-based~~ harassment as defined above may include but is not limited to:

1. Sex-oriented verbal "kidding," abuse or harassment;
2. Pressure for sexual activity;
3. Repeated remarks to a person with sexual implications;
4. Unwelcome touching, such as patting, pinching or constant brushing against another's body;
5. Suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, employment status or similar personal concerns;
6. Sexual violence.

### **Reporting, Investigation, and Sanctions**

It is the express desire of the Board to encourage victims of, or witnesses to, ~~sexual-based~~ harassment to report such claims through the District's complaint process (AC-R-3).

Employees who feel that their superiors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the appropriate administrator or to the District's compliance officer.

All reports of ~~sexual-based~~ harassment received by any District employee will be promptly forwarded to the compliance officer (AC-E-1). The compliance officer will ensure that every complaint is promptly investigated and responded to as set forth in the District's complaint and compliance process (AC-R-3). No reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of ~~sexual-based~~ harassment or participation in an investigation. Requests for confidentiality will be honored so long as doing so does not preclude the District from responding effectively to the harassment and preventing such conduct in the future.

Any employee found to have engaged in ~~sexual-based~~ harassment will be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination, subject to applicable procedural requirements. Conduct of a sexual nature directed toward students will, in appropriate circumstances, be reported as child abuse for investigation by appropriate authorities in conformity with policy JLF.

Filing of a complaint or otherwise reporting ~~sexual-based~~ harassment will not reflect upon the individual's status or affect future employment or work assignments. All matters involving ~~sexual-based~~ harassment complaints will remain confidential to the extent possible.

**Notice of Policy**

Notice of this policy will be circulated to all District schools and departments and incorporated in employee handbooks.

Adopted August 1994  
Revised August 12, 2024; TBD

LEGAL REFS.: 20 U.S.C. §1681 *et seq.* (*Title IX of the Education Amendments of 1972*)  
42 U.S.C. §2000e *et seq.* (*Title VII of the Civil Rights Act of 1964*)  
C.R.S. 24-34-301 *et seq.* (*Colorado Civil Rights Division procedures*)  
C.R.S. 24-34-401 *et seq.* (*discrimination or unfair employment practices*)

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity  
JLF, Reporting Child Abuse/Child Protection

*NOTE: Colorado school districts are required by law to adopt a policy on this subject and the law contains some specific direction as to the policy content or language. This sample policy contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.*

## **Staff Use of ~~Technology~~ Internet and Electronic Communications**

~~Technology, which includes t~~The Internet, and electronic communications, ~~social media, applications and artificial intelligence tools~~ (email, chat rooms and other forms of electronic communication) have vast potential to support curriculum and learning. The Board of Education believes ~~appropriate technology~~ they should be used in schools as a learning resource to educate and to inform.

The Board of Education supports the use ~~of the Internet and electronic communications~~ technology by staff to improve teaching and learning through interpersonal communication, access to information, research, training, and collaboration and dissemination of successful educational practices, methods and materials.

~~Through the use of technology,~~ The Internet and electronic communications are fluid environments in which users may access materials and information from many sources. Staff members ~~are responsible~~ shall take responsibility for their own use of ~~D~~district technology devices and must to avoid contact with material or information that violates this policy. For purposes of this policy, "~~D~~district technology device" means any ~~D~~district-owned computer, hardware, software, or other technology that is used for instructional or learning purposes and has access to the internet.

### **Blocking or Filtering Obscene, Pornographic, and Harmful Information**

To protect students from material and information that is obscene, ~~pornographic,~~ child pornography or otherwise harmful to minors, as defined by the Board, technology that blocks or filters such material and information has been installed on all ~~D~~district computers having Internet or electronic communications access. Blocking or filtering technology may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by staff members over the age of 18.

### **No Expectation of Privacy**

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

### **Public Records**

Electronic communications sent and received by District employees may be considered a public record subject to public disclosure or inspection under the Colorado Open Records Act (CORA). All employee electronic communications ~~must be~~ shall be monitored to ensure that all public electronic communication records are retained, archived, and destroyed in accordance with applicable law.

### Unauthorized and Unacceptable Uses

Staff members ~~must~~ shall use District technology devices in a responsible, efficient, ethical, and legal manner.

Because technology and ways of using technology are constantly evolving, every unacceptable use of District technology devices cannot be specifically described in policy. Therefore, examples of unacceptable uses include, but are not limited to, the following.

No staff member shall access, create, transmit, retransmit or forward material or information:

*NOTE: The Board has discretion to determine which uses are unacceptable. The following list provides examples the Board may wish to consider.*

- that promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons;
- that is not related to District education objectives;
- that contains pornographic, obscene or other sexually oriented materials, either as pictures or writings, ~~that are intended to stimulate erotic feelings or appeal to prurient interests in nudity, sex or excretion;~~
- that harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons in violation of the District's nondiscrimination policies;
- for personal profit, financial gain, advertising, commercial transaction or political purposes;
- that plagiarizes the work of another;
- that uses inappropriate or profane language ~~likely to be offensive to others in the school community;~~
- that is knowingly false or could be construed as intending to purposely damage another person's reputation;
- in violation of any federal or state law **or District policy**, including but not limited to copyrighted material and material protected by trade secret;
- that contains personal information about themselves or others, including information protected by confidentiality laws;
- ~~using another individual's Internet or electronic communications account without written permission from that individual~~
- that impersonates another or transmits through an anonymous remailer; **or**
- that accesses fee services without specific permission from the system administrator.

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

## Security

Security on District technology devices is a high priority. Staff members who identify a security problem while using District technology devices must immediately notify an system administrator. ~~Staff members should not demonstrate the problem to other users.~~ Logging on to the Internet or electronic communications as a system administrator is prohibited.

Staff members shall not:

- use another person's password or any other identifier;
- gain or attempt to gain unauthorized access to District technology devices; or
- read, alter, delete or copy, or attempt to do so, electronic communications of other system users.

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

## Confidentiality

Staff members shall not access, receive, transmit or retransmit material regarding students, parents/guardians, District employees or District affairs that is protected by confidentiality laws unless such access, receipt or transmittal is in accordance with their assigned job responsibilities, applicable law and District policy. It is imperative that staff members who share confidential student information via electronic communications understand the correct use of the technology, so that confidential records are not inadvertently sent or forwarded to the wrong party. Staff members who use email to disclose student records or other confidential student information in a manner inconsistent with applicable law and District policy may be subject to disciplinary action.

If material is not legally protected but is of a confidential or sensitive nature, great care shall be taken to ensure that only those with a "need to know" are allowed access to the material. Staff members shall handle all employee, student and District records in accordance with applicable District policies.

Disclosure of confidential student records, including disclosure via electronic mail or other telecommunication systems, is governed by state and federal law, including the Family Educational Rights and Privacy Act (FERPA).

## Use of Social Media

Staff members may use, ~~for example,~~ social media within school District guidelines for instructional purposes, including promoting communications with students, parents/guardians and the community concerning school related activities and for purposes of supplementing classroom instruction. As with any other instructional material, the application/platform and content shall be appropriate to the student's age, understanding and range of knowledge.

Staff members are discouraged from communicating with students through social media platforms/applications or texting. Staff members are expected to protect the health, safety, and emotional well being of students and to preserve the integrity of the learning environment. Online or electronic conduct that distracts or disrupts the learning environment or other conduct in violation of this or related District policies may form the basis for disciplinary action up to and including termination.

### **Use of Artificial Intelligence**

The District supports staff use of Artificial Intelligence (AI) tools that enhance the District's commitment to high-quality learning. Staff must follow the direction of the District regarding permissible AI tools, use of AI tools and acceptable and unacceptable uses for staff and students.

Generally, staff may use AI tools for ideas, outlines and to enhance the educational experience, such as supplementing lesson plans, providing differentiated instruction and aiding in curriculum development. Staff are prohibited from relying solely or primarily on AI tools to carry out their work duties, unless expressly authorized.

Staff may only use AI tools that are approved by the District. Staff should carefully evaluate the appropriateness of AI tools for educational purposes on a case-by-case basis, considering its appropriateness for each educational context, accuracy, reliability, and alignment with curriculum standards.

Staff must comply with all applicable federal, state and local student privacy laws, including FERPA and the Colorado Student Data Transparency Act. To that end, staff should not upload or input any confidential, proprietary or sensitive information into any AI tool.

Teachers who suspect plagiarism or use of AI that violates District policy should first have a conversation with a student to ensure that they understand expectations for acceptable use. Teachers should consult with administration to determine appropriate steps to investigate any possible violation of policy.

### **Vandalism**

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

#### **Unauthorized Software**

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

### **Staff Member Use is a Privilege**

Use of ~~technology the Internet and electronic communications~~ demands personal responsibility and an understanding of the acceptable and unacceptable uses of such tools. Staff member use of ~~technology and District technology devices the Internet and electronic communications~~ is a privilege, not a right. Failure to follow the use procedures contained in this policy ~~will~~ shall result in the loss of the privilege to use these tools and restitution for costs associated with damages, and may result in disciplinary action and/or legal action. The ~~school~~ District may deny, revoke, or suspend access to ~~D~~district technology or close accounts at any time.

Staff members ~~are~~ shall be required to sign the ~~D~~district's Acceptable Use Agreement annually before ~~the District permits the staff member's use of technology, including~~ Internet or electronic communications accounts ~~shall be issued or access shall be allowed~~.

### **School District Makes No Warranties**

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

Adopted January 2000

Revised June 2014; October 2, 2017; TBD

LEGAL REFS.: 20 U.S.C. 6751 *et seq.* (*Enhancing Education Through Technology Act of 2001*)  
47 U.S.C. 254(h) (*Children's Internet Protection Act of 2000*)  
47 U.S.C. Part 54, Subpart F (*Universal Support for School's and Libraries*)  
C.R.S. 22-87-101 *et seq.* (*Children's Internet Protection Act*)  
C.R.S. 24-72-204.5 (*monitoring electronic communications*)

CROSS REFS.: EGAEA, Electronic Communication  
AC, Nondiscrimination/Equal Opportunity

*NOTE: While Colorado school districts are not required by law to adopt an exhibit on this subject, CASB believes this sample contains the content/language that reflects "best practices." However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.*

### **Staff Use of Technology Acceptable Use Agreement**

#### **Staff Member**

I have read, understand, and will abide by the District's policy on Staff Use of Technology. Should I commit any violation or in any way misuse my access to the District's technology devices, including use of the Internet and electronic communications, I understand and agree that my access privileges may be revoked and disciplinary and/or legal action may be taken.

I hereby release the District from all costs, claims, damages or losses resulting from my use of District technology devices, including use of the Internet and electronic communications, including but not limited to any user fees or charges incurred through the purchase of goods or services.

The signing of this Acceptable Use Agreement is binding and indicates I have read the District's policy on Staff Use of Technology and understand its significance.

\_\_\_\_\_  
Staff Member's Name (printed)

\_\_\_\_\_  
Staff Member's Signature

\_\_\_\_\_  
Date

Adopted TBD

*NOTE: Colorado school Boards are required by law to adopt a policy that requires screening of new and current employees for criminal activities. The screening provisions have been included in this sample policy. However, the Board should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.*

## **Professional Staff Recruiting/Hiring**

### **Recruiting**

The Board desires the superintendent to develop and maintain a recruitment program designed to attract and hold the best possible professional personnel in the District's schools.

It is the responsibility of the superintendent, with the assistance of other administrators, to determine the personnel needs of the District in general and of each individual school and to locate suitable candidates to recommend to the Board for employment. The search for good teachers and other professional personnel will extend to a wide variety of educational institutions and geographical areas. It will take into consideration the diverse characteristics of the school system and the need for staff members of various backgrounds.

Recruitment procedures will not overlook the talents and potential of individuals already employed in the District's schools. Any present employee of the District may apply for a position for which they are licensed and/or meet other stated requirements.

### **Background Checks**

Prior to hiring any person, in accordance with state law, the District must conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment. In all cases where credit information or reports are used in the hiring process, the District must comply with the Fair Credit Reporting Act and applicable state law.

### **Hiring**

Discrimination in the hiring process on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, genetic information, age, or conditions related to pregnancy or childbirth is prohibited. [See Board policy AC-E-1 for more information.](#)

All candidates will be considered on the basis of their merits, qualifications, and the needs of the school District.

All interviewing and selection procedures will ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection and that, where applicable, the school principal has an opportunity to consent.

Unless otherwise required by law, the final selection for nomination will be made only by the superintendent.

## Appointment of Candidates

Nominations will be made at meetings of the Board of Education. The vote of a majority of the Board is necessary to approve the appointment of teachers, administrators, or any other employee of the school District. If there is a negative vote by the Board, the superintendent must submit a new recommendation to the Board for approval.

Upon the hiring of any employee, information required by federal and state child support laws will be timely forwarded by the District to the appropriate state agency.

Adopted April 1988

Revised November 1990; April 1996; July 16, 2012; August 2015; April 2018;

March 2, 2020; July 17, 2020; September 30, 2021; September 16, 2024; TBD

LEGAL REFS.: 15 U.S.C. 1681 *et seq.* (Fair Credit Reporting Act)  
20 U.S.C. 6312 (c)(6) (teacher licensure requirements under Every Student Succeeds Act)  
42 U.S.C. 653 (a) (Personal Responsibility and Work Opportunity Reconciliation Act)  
28 C.F.R. 50.12 (b) (notification requirements regarding fingerprints)  
C.R.S. 2-4-401 (3.4) (definition of gender expression)  
C.R.S. 2-4-401 (3.5) (definition of gender identity)  
C.R.S. 2-4-401 (13.5) (definition of sexual orientation)  
C.R.S. 8-2-126 (limits employers' use of consumer credit information)  
**C.R.S. 8-2-131 (employers prohibited from asking age-related questions on initial job applications)**  
C.R.S. 13-80-103.9 (liability for failure to perform an education employment required background check)  
C.R.S. 14-14-111.5 (Child Support Enforcement procedures)  
C.R.S. 22-2-119 (inquiries prior to hiring)  
C.R.S. 22-2-119.3 (6)(d) (name-based criminal history record check – definition)  
C.R.S. 22-32-109 (1)(f) (Board duty to employ personnel)  
C.R.S. 22-32-109 (1)(pp) (annual employee notification requirement regarding federal student loan repayment programs and student loan forgiveness programs)  
C.R.S. 22-32-109.7 (duty to make inquiries prior to hiring)  
C.R.S. 22-32-109.8 (non-licensed personnel – submittal of fingerprints and name-based criminal history record check)  
C.R.S. 22-32-126 (principal's role in hiring and assignment)  
C.R.S. 22-60.5-114 (3) (State Board can waive some requirements for initial license applicants upon request of school district)  
C.R.S. 22-60.5-201 (types of teacher licenses issued)  
C.R.S. 22-61-101 (prohibiting discrimination)  
C.R.S. 22-61-103 (requirement for teacher's oath or written pledge)  
C.R.S. 22-63-201 (licensure required)  
C.R.S. 22-63-202 (employment contracts and mutual consent placement)

C.R.S. 22-63-206 (*transfers*)  
C.R.S. 24-5-101 (*effect of criminal conviction on employment*)  
C.R.S. 24-34-301 (9) (*definition of gender expression*)  
C.R.S. 24-34-301 (10) (*definition of gender identity*)  
C.R.S. 24-34-301 (24) (*definition of sexual orientation*)  
C.R.S. 24-34-402 (1) (*discriminatory and unfair employment practices*)  
C.R.S. 24-34-402.3 (*discrimination based on pregnancy, childbirth or related conditions; notice of right to be free from such discrimination must be posted "in a conspicuous place" accessible to employees*)  
C.R.S. 24-72-202 (4.5) (*definition of personnel file in open records law*)  
**3 C.C.R. 708-1:40.2 (*definition of age-based bona fide occupational qualification*)**

CROSS REFS.: **AC-E-1, Nondiscrimination/Equal Opportunity**  
GBA, Open Hiring/Equal Employment Opportunity  
GCKAA\*, Teacher Displacement

*NOTE 1: Specific procedures for background checks need to follow as a regulation. The regulations might also include specific procedures for making applications, for screening and for selection of candidates to be recommended to the Board.*

*NOTE 2: State law requires public school teachers to take an oath/affirmation or sign a written pledge that states the following: "I solemnly (swear) (affirm) (pledge) that I will uphold the constitution of the United States and the constitution of the state of Colorado, and I will faithfully perform the duties of the position I am about to enter." C.R.S. 22-61-103 (1). A person authorized to administer oaths in Colorado must administer the oath or affirmation, or the teacher must sign the pledge. C.R.S. 22-61-103 (2). The Colorado Department of Education has stated that a school district's hiring officials must ensure that teachers take the oath orally or in writing at the time of hiring or during the signing of the teacher's contract.*

*NOTE 3: State law requires school districts to annually distribute to employees "informational materials related to federal student loan repayment and student loan forgiveness programs, including updated materials received from the department of education." C.R.S. 22-32-109 (1)(pp). In addition to annual distribution, school districts must "distribute the informational materials to newly hired district employees as part of its employee orientation process." Id. Distribution to employees may be made via e-mail "or as part of a mailing or regular communication to employees" Id.*

*NOTE 4: For purposes of this policy, these terms have the following meanings:*

- *"Race" includes hair texture, hair length, hair type, or a protective hairstyle that is commonly or historically associated with race. C.R.S. 22-32-110 (1)(k).*
- *"Protective Hairstyle" includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps. Id.*
- *"Sexual Orientation" means an individual's identity, or another individual's perception thereof, in relation to the gender or genders to which the individual is sexually or emotionally*

*attracted and the behavior or social affiliation that may result from the attraction. C.R.S. 2-4-401 (13.5) and C.R.S. 24-34-301 (24).*

- *"Gender Expression" means an individual's way of reflecting and expressing the individual's gender to the outside world, typically demonstrated through appearance, dress, and behavior. C.R.S. 2-4-401 (3.4) and C.R.S. 24-34-301 (9).*
- *"Gender Identity" means an individual's innate sense of the individual's own gender, which may or may not correspond with the individual's sex assigned at birth. C.R.S. 2-4-401 (3.5) and C.R.S. 24-34-301 (10).*

*NOTE 5: In the case of school-based therapists, a school or school district may employ school-based therapists who are not licensed by CDE but hold a Colorado license for their profession to work in coordination with licensed special service providers to coordinate mental health support for students. If an eligible school-based therapist provides services to a student related to the student's IEP, the eligible school-based therapist must have qualifications consistent with the student's IEP. C.R.S. 22-60.5-218.*

*NOTE: Colorado school Boards are required by law to adopt a policy that requires screening of new and current employees for criminal activities. The screening provisions have been included in this sample policy. However, the Board should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.*

## **Support Staff Recruiting/Hiring**

The Board will establish and budget for classified positions in the school District on the basis of need and the financial resources of the District.

### **Recruiting**

The recruitment and selection of candidates for these positions is the responsibility of the superintendent or designee who must confer with principals and other supervisory personnel in making a selection.

All vacancies will be made known to the present staff. Anyone qualified for a position may submit an application.

### **Background Checks**

Prior to hiring any person, in accordance with state law, the District must conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment. In all cases where credit information or reports are used in the hiring process, the District must comply with the Fair Credit Reporting Act and applicable state law.

All applicants recommended for a position in the District must submit a set of fingerprints and information about felony or misdemeanor convictions as required by law. (This requirement does not apply to any student currently enrolled in the District applying for a job.) Applicants may be conditionally employed prior to receiving the fingerprint results.

### **Hiring**

Discrimination in the hiring process on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, age, genetic information, or conditions related to pregnancy or childbirth is prohibited. [See Board policy AC-E-1 for more information.](#)

The Board will officially appoint all employees upon the superintendent's recommendation; however, temporary appointments may be made pending Board action.

Upon the hiring of any employee, information required by federal and state child support laws will be timely forwarded by the District to the appropriate state agency.

Current practice codified 1995

Revised: April 1996; August 2015; May 2018; March 2, 2020; July 17, 2020; September 30, 2021; September 16, 2024; TBD

LEGAL REFS.: 15 U.S.C. 1681 *et seq.* (*Fair Credit Reporting Act*)  
42 U.S.C. 653 (a) (*Personal Responsibility and Work Opportunity Reconciliation Act*)  
42 U.S.C. 2000ff *et seq.* (*Genetic Information Nondiscrimination Act of 2008*)  
28 C.F.R. 50.12 (b) (*notification requirements regarding fingerprints*)  
C.R.S. 2-4-401 (3.4) (*definition of gender expression*)  
C.R.S. 2-4-401 (3.5) (*definition of gender identity*)  
C.R.S. 2-4-401 (13.5) (*definition of sexual orientation*)  
C.R.S. 8-2-126 (*limits employers' use of consumer credit information*)  
**C.R.S. 8-2-131 (*employers prohibited from asking age-related questions on initial job applications*)**  
C.R.S. 13-80-103.9 (*liability for failure to perform an education employment required background check*)  
C.R.S. 14-14-111.5 (*Child Support Enforcement procedures*)  
C.R.S. 22-2-119 (*duty to make inquiries prior to hiring*)  
C.R.S. 22-2-119.3 (6)(d) (*name-based criminal history record check – definition*)  
C.R.S. 22-32-109 (1)(f) (*Board duty to employ personnel*)  
C.R.S. 22-32-109 (1)(pp) (*annual employee notification requirement regarding federal student loan repayment programs and student loan forgiveness programs*)  
C.R.S. 22-32-109.7 (*duty to make inquiries prior to hiring*)  
C.R.S. 22-32-109.8 (*non-licensed personnel – submittal of fingerprints and name-based criminal history record check*)  
C.R.S. 24-5-101 (*effect of criminal conviction on employment*)  
C.R.S. 24-34-301 (9) (*definition of gender expression*)  
C.R.S. 24-34-301 (10) (*definition of gender identity*)  
C.R.S. 24-34-301 (24) (*definition of sexual orientation*)  
C.R.S. 24-34-402 (1) (*discriminatory and unfair employment practices*)  
C.R.S. 24-34-402.3 (*discrimination based on pregnancy, childbirth or related conditions; notice of right to be free from such discrimination must be posted "in a conspicuous place" accessible to employees*)  
**3 C.C.R. 708-1:40.2 (*definition of age-based bona fide occupational qualifications*)**

CROSS REFS.: **AC-E-1, Nondiscrimination/Equal Opportunity**  
GBA, Open Hiring/Equal Employment Opportunity  
GDA, Support Staff Positions

*NOTE 1: Specific procedures for background checks, fingerprinting, and submission of child support information need to follow as a regulation. The regulation might also include specific procedures for making applications, for screening and for selection of candidates to be recommended to the Board.*

*NOTE 2: Federal law requires school districts to notify individuals fingerprinted that the fingerprints will be used to check the criminal history records of the Federal Bureau of Investigation (FBI). Districts must also notify fingerprinted applicants about the opportunity to challenge the accuracy of the information contained in the FBI identification record and the procedure to obtain a change, correction, or update of an FBI identification record. 28 C.F.R. 50.12 (b). Districts must retain documentation that this notification was provided. For sample notification and acknowledgment forms that meet these federal requirements, visit the Colorado Bureau of Investigation's website:  
<https://www.colorado.gov/pacific/cbi/identification-unit>.*

*NOTE 3: State law requires school districts to annually distribute to employees "informational materials related to federal student loan repayment and student loan forgiveness programs, including updated materials received from the department of education." C.R.S. 22-32-109 (1)(pp). In addition to annual distribution, school districts must "distribute the informational materials to newly hired district employees as part of its employee orientation process." Id. Distribution to employees may be made via email "or as part of a mailing or regular communication to employees" Id.*

*NOTE 4: For purposes of this policy, these terms have the following meanings:*

- *"Race" includes hair texture, hair length, hair type, or a protective hairstyle that is commonly or historically associated with race. C.R.S. 22-32-110 (1)(k).*
- *"Protective Hairstyle" includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps. Id.*
- *"Sexual Orientation" means an individual's identity, or another individual's perception thereof, in relation to the gender or genders to which the individual is sexually or emotionally attracted and the behavior or social affiliation that may result from the attraction. C.R.S. 2-4-401 (13.5) and C.R.S. 24-34-301 (24).*
- *"Gender Expression" means an individual's way of reflecting and expressing the individual's gender to the outside world, typically demonstrated through appearance, dress, and behavior. C.R.S. 2-4-401 (3.4) and C.R.S. 24-34-301 (9).*
- *"Gender Identity" means an individual's innate sense of the individual's own gender, which may or may not correspond with the individual's sex assigned at birth. C.R.S. 2-4-401 (3.5) and C.R.S. 24-34-301 (10).*

*NOTE: Colorado school districts are required by law to adopt a policy on this subject and the law contains some specific direction as to the content or language. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.*

## **Instructional Resources and Materials**

As the governing body of the District, ~~the~~ the Board of Education is legally responsible for the selection of instructional materials, which includes library resources ~~all matter relating to the operation of district schools.~~ Since the Board is a policymaking body, it delegates to the District's professional personnel the authority for the selection of instructional materials and library resources in accordance with this policy. ~~Responsibility for selecting and recommending materials shall be delegated to the professional trained staff employed by the district.~~

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

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

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

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

Adopted October 1989

Revised May 1996; Reviewed June 2005; TBD

LEGAL REFS.: C.R.S. 22-1-104(2)  
C.R.S. 22-32-109 (1)(t) (Board duty to determine educational programs and prescribe textbooks)  
C.R.S. 22-32-110 (1)(~~o~~),(p),(q),(r) (Board power to exclude immoral or pernicious materials and books)  
C.R.S. 22-54-105 (1) (Budgeting for instructional supplies and materials)  
C.R.S. 22-1-148 (Board must adopt policy regarding acquisition, retention, display, and use of library resources)

CROSS REFS.: DB, Annual Budget, and Subcodes  
~~IB, Academic Freedom~~  
~~IJJ, Textbook Selection and Adoption~~  
~~IJK, Supplementary Materials Selection and Adoption~~  
~~IJL, Library Materials Selection and Adoption~~  
IMB, Teaching about Controversial/Sensitive Issues and Use of Controversial Materials  
KEC, Public Concerns/Complaints about Instructional Materials and Library Resources  
Article 11, Master Agreement

*NOTE: Colorado school districts are required by law to adopt a policy on this subject and the law contains some specific direction as to the content or language. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.*

## **Equal Educational Opportunities**

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

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

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

1. Curriculum and materials – review curriculum guides, textbooks, and supplemental materials for discriminatory bias.
2. Training – provide training for students and staff to identify and alleviate problems of discrimination.
3. Student access – review programs, activities, and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
4. District support – ensure that District resources are equitably distributed among school programs including but not limited to staffing and compensation, facilities, equipment, and related matters.
5. Student evaluation instruments – review tests, procedures, and guidance and counseling materials for stereotyping and discrimination.
6. Discipline – review discipline records and any relevant data to ensure the equitable implementation and application of Board discipline policies.

Adopted August 1994

Revised August 18, 2008; December 2012; July 17, 2020; September 30, 2021;  
September 16, 2024; TBD

LEGAL REFS.: 20 U.S.C. §1681 (*Title IX of the Education Amendments of 1972*)

20 U.S.C. §1701-1758 (*Equal Educational Opportunities Act of 1974*)  
29 U.S.C. §701 *et seq.* (*Section 504 of the Rehabilitation Act of 1973*)  
C.R.S. 2-4-401 (3.4) (*definition of gender expression*)  
C.R.S. 2-4-401 (3.5) (*definition of gender identity*)  
C.R.S. 2-4-401 (13.5) (*definition of sexual orientation*)  
C.R.S. 22-32-109 (1)(II) (*Board duty to adopt written policies prohibiting discrimination*)  
C.R.S. 22-32-109.1 (2) (*safe school plan to be revised as necessary in response to relevant data collected by the school district*)  
C.R.S. 22-32-110 (1)(k) (*definition of racial or ethnic background includes hair texture, definition of protective hairstyle*)  
C.R.S. 24-34-301 (9) (*definition of gender expression*)  
C.R.S. 24-34-301 (10) (*definition of gender identity*)  
C.R.S. 24-34-301 (24) (*definition of sexual orientation*)  
C.R.S. 24-34-601 (*unlawful discrimination in places of public accommodation*)  
C.R.S. 24-34-602 (*penalty and civil liability for unlawful discrimination*)

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity  
**AC-E-1, Nondiscrimination/Equal Opportunity**  
JBB\*, Sex-Based Harassment

*NOTE: For purposes of this policy, these terms have the following meanings:*

- "Race" includes hair texture, hair length, hair type, or a protective hairstyle that is commonly or historically associated with race. C.R.S. 22-32-110 (1)(k).
- "Protective Hairstyle" includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps. *Id.*
- "Sexual Orientation" means an individual's identity, or another individual's perception thereof, in relation to the gender or genders to which the individual is sexually or emotionally attracted and the behavior or social affiliation that may result from the attraction. C.R.S. 2-4-401 (13.5) and C.R.S. 24-34-301(24).
- "Gender Expression" means an individual's way of reflecting and expressing the individual's gender to the outside world, typically demonstrated through appearance, dress, and behavior. C.R.S. 2-4-401 (3.4) and C.R.S. 24-34-301(9).
- "Gender Identity" means an individual's innate sense of the individual's own gender, which may or may not correspond with the individual's sex assigned at birth. C.R.S. 2-4-401 (3.5) and C.R.S. 24-34-301 (10).

*NOTE: Colorado school districts are required by law to adopt a policy on this subject and the law contains some specific direction as to the content or language. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.*

## **Sexual-Based Harassment**

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

### **District's Commitment**

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

### **Sexual-Based Harassment Defined**

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

1. A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);
2. Unwelcome conduct that, ~~based on the totality of the circumstances, is subjectively and objectively offensive and~~ **a reasonable person would determine** is so severe, ~~or pervasive,~~ **and objectively offensive** that it ~~effectively limits or denies a person's ability to participate in or benefit from the~~ **equal access to the school's** education program or activity; or
3. Sexual assault, dating violence, domestic violence, or stalking.

~~Pursuant to state law, sex-based harassment means any unwelcome physical, verbal, pictorial, or visual conduct or communication directed at a student or group of students~~

~~based on sex, sexual orientation, gender identity, or gender expression. To be considered sex-based harassment, the conduct or communication must be objectively offensive, and must meet one or multiple of the following:~~

- ~~1. A school employee conditioning education benefits, services, or opportunities on submission to the conduct or communication; (i.e., quid pro quo)~~
- ~~2. A school employee making educational decisions affecting the student based on submission to, objection to, or rejection of the conduct or communication; or~~
- ~~3. The conduct or communication unreasonably interferes with the student's access to their educational service or creates an intimidating, hostile, or offensive educational environment.~~

### **Reporting, Investigation, and Sanctions**

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

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

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

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

## Notice and Training

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

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

Adopted August 1994

Revised October 2015; July 17, 2020; August 12, 2024; TBD

LEGAL REF.: 20 U.S.C. 1681 *et seq.* (*Title IX of the Education Amendments of 1972*)  
C.R.S. 22-32-109 (1)(II) (*Board duty to adopt written policies prohibiting discrimination*)  
C.R.S. 24-34-402 (*definition of "harass" in employment practices*)

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity  
~~AC-R, Nondiscrimination/Equal Opportunity (Complaint and Compliance Process)~~  
**AC-R-1 Harassment and Discrimination Investigation Procedures for Students**  
AC-R2, ~~Sexual-Based~~ Discrimination and Sexual Harassment Investigation Procedures  
**AC-R-3, Sexual Harassment Investigation Procedures**  
AC-E-1, Nondiscrimination/Equal Opportunity (Sample Notice)  
JLF, Reporting Child Abuse/Child Protection

*NOTE: Colorado school boards are required by law to adopt a policy on this subject and the law contains some specific direction as to the content or language. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.*

## **Name Changes**

This policy outlines the process by which students may change the name they are referred to at school **for any reason, including** to align with their gender identity. Students may choose to be identified in school by the first name that they have designated in accordance with this policy, and may request a change to their name or gender on their official student record through regulation JRA/JRC-R.

### **Definitions**

- a.—“Chosen Name” as defined in Colorado law, is any name a student requests to be known as that differs from the student’s legal name, to reflect the student’s gender identity.
- b.—“Legal Name” is an individual’s legal name as it appears on official government documents such as licenses, passports, and birth certificate.

### **Use of a Chosen Name or Preferred First Name**

The Board directs the superintendent to establish procedures allowing students to inform the school of their chosen name (or a preferred first name such as a nickname) without altering their official name in school records. Students will not be required to provide proof of a legal name change to select a chosen or preferred name for use at school and during extracurricular activities, and do not need parental approval. However, parents may be notified of their student’s name change if appropriate.

*NOTE 2: Districts may have an existing process for students to select a nickname or another preferred first name at school. Please ensure this policy conforms to your District’s process before adopting. Approaches vary by district, but may include students selecting a preferred name in a system such as Infinite Campus, students submitting a form to administration, students informing a teacher, or teachers proactively asking students.*

Personnel must strive to use the chosen or preferred name of all students. The District understands that honest mistakes may occur, but the intentional or knowing refusal to use a student's chosen name (for example, intentionally referring to the student by their legal name, another name that does not correspond to the student's gender identity or avoiding use of their name) is prohibited under this policy and under Colorado law.

The District reserves the right to deny a preferred first name if it is vulgar or offensive, obscene, or is used for misrepresentation.

*NOTE 3: Under CASB's interpretation of Colorado law, schools are not obligated to proactively inform parents if a student requests to use a chosen name or expresses a desire to assert their gender identity at school. HB24-1039 does not address this issue, leaving it up to each school district to decide how much they involve and communicate with parents regarding a student's request to use a chosen name. Because preferences and interpretations can vary by community, CASB has not provided recommended language on this matter in this policy and advises districts to seek legal counsel.*

### **Name Changes on Official Student Records**

The District is required to maintain a permanent student record ("official record") that includes a student's name and gender. Students or parents who wish to alter the student's name or gender must follow the process in JRA/JRC-R. The District will not process a name change on a student's official record without a parent signature or a court order.

Students who request a name change that is different from their legal first name agree that the **chosen name or preferred** designated name is, or will be, truly used to identify themselves. A name change cannot be used for any illegal purpose.

*NOTE 4: C.R.S. [22-1-145](#) specifically states that a policy enacted pursuant to HB24-1039 must comply with the Family Education Rights Privacy Act (FERPA). All students have a right to privacy, including the right to maintain privacy about one's transgender status. Under FERPA, only those school employees with a legitimate educational need should have access to a student's records or the information contained within those records. Disclosing confidential student information to other employees, students, or other third parties may violate privacy laws, including FERPA. However, FERPA allows parents to access their child's records in most circumstances, which may reveal a student's transgender status. FERPA also allows both parents and students to request to alter student records. For more information, districts should review CASB Sample Policy JRA/JRC and JRA/JRC-R and consult legal counsel.*

### **Disclosure to Third Parties**

Information about a transgender student's gender identity, legal name, or sex assigned at birth may constitute confidential personally identifiable information. Disclosing transgender status to students, staff, or third parties may violate privacy laws, such as the federal Family Educational Rights and Privacy Act (FERPA). Accordingly, the District will work with students and their families to keep personally identifiable information related to gender identity confidential in accordance with state and federal privacy laws.

In situations where school staff or administrators are required by law to use or to report the legal name or biological sex of a student who is transgender but whose official record has not been amended, school staff and administrators must adopt practices to avoid the inadvertent disclosure of such confidential information.

Adopted August 1994

Revised August 1995; September 16, 2024; TBD

LEGAL REFS.: 34 C.F.R. §99.1 *et seq.* (*Family Educational Rights and Privacy Act regulations*)  
34 C.F.R. §99.20(d) (*parents and students have the right to request a school change name and gender marker on their record if they feel it is incorrect, misleading, or violates privacy, and schools must provide parents with an opportunity to inspect and review educational records*)  
34 C.F.R. §99.31 (*permitted reasons for disclosure of student records*)  
3 C.C.R. 708-1:81.6(A)(4) (*sexual orientation harassment is deliberately misusing an individual's preferred name, form of address, or gender-related pronouns*)  
C.R.S. 22-1-145 (*knowing or intentional failure to use a chosen name is discriminatory, and schools required to use a student's chosen name and adopt a policy on the subject*)  
C.R.S. 22-1-145(b) (*gender identity means an individual's innate sense of the individual's own gender, which may or may not correspond with the individual's sex assigned at birth*).

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity  
JRA/JRC, Student Records/Release of Information on Students  
JRA/JRC-R, Student Records/Release of Information on Students

<b>Code</b>	<b>Topic</b>	<b>Policy Required by Law</b>	<b>Related Article(s)</b>	<b>Date</b>
AC	Nondiscrimination/Equal Opportunity	X	Title IX Regulation Changes	02/11/25
ACA	Name Changes	X	N/A	06/07/25
AC-E-1	Nondiscrimination/Equal Opportunity	X	Title IX Regulation Changes	02/11/25
AC-E-2	Nondiscrimination/Equal Opportunity	X	Title IX Regulation Changes	02/11/25
AC-R-1	Harassment and Discrimination Investigation Procedures for Students	X	Title IX Regulation Changes	02/11/25
AC-R-3	Sexual Harassment Investigation Procedures	X	Title IX Regulation Changes	02/11/25
EF-E-2	Civil Rights Complaint Procedure for School Nutrition Program	X	N/A	06/07/25
GBA	Open Hiring/Equal Employment Opportunity	X	Title IX Regulation Changes	02/11/25
GBAA	Sexual Harassment	X	Title IX Regulation Changes	02/11/25
GBEE	Staff Use of Technology	X	Artificial Intelligence Parameters	02/11/25
GBEE-E	Staff Use of Technology Acceptable Use Agreement		N/A	06/07/25
GCE/GCF	Professional Staff Recruiting/Hiring	X	Title IX Regulation Changes	02/11/25
GDE/GDF	Support Staff Recruiting/Hiring	X	Title IX Regulation Changes	02/11/25
IJ	Instructional Materials and Library Resources		N/A	06/07/25
JB	Equal Educational Opportunities	X	Title IX Regulation Changes	02/11/25
JBB	Sexual Harassment	X	Title IX Regulation Changes	02/11/25
JF	Admission and Denial of Admission	X	Title IX Regulation Changes	02/11/25
JFBA	Intra-District Choice/Open Enrollment	X	Title IX Regulation Changes	02/11/25
JFBB	Inter-District Choice/Open Enrollment	X	Title IX Regulation Changes	02/11/25
JICA	Student Dress Code	X	Title IX Regulation Changes	06/07/25
JICDD	Violent and Aggressive Behavior		Title IX Regulation Changes	02/11/25
JICDE	Bullying Prevention and Education	X	Title IX Regulation Changes	02/11/25
JICDE-E-2	Bullying Investigation Form		N/A	06/07/25
JICJ	Student Use of Cell Phones and Other Personal Technology Devices	X	N/A	06/07/25
JII	Student Concerns, Complaints, and Grievances		Title IX Regulation Changes	02/11/25
JLCD	Administering Medications to Students	X	N/A	06/07/25
JLCD-R	Administering Medications to Students	X	N/A	06/07/25
JLDAC	Screening/Testing of Students and Treatment of Mental Disorders	X	N/A	06/07/25
JS	Student Use of Technology	X	Artificial Intelligence Parameters	02/11/25
KEC	Public Concerns/Complaints about Instructional Materials and Library Resources		N/A	06/07/25
KFA	Public Conduct on District Property	X	N/A	06/07/25

**MORGAN COUNTY SCHOOL DISTRICT RE-3  
PERSONNEL ACTION REPORT  
BOARD MEETING: July 14, 2025**

**ADMINISTRATIVE HIRING**

NAME	POSITION	LEVEL/STEPS	LOCATION	EFFECTIVE DATE
Patti Kugler Moots	Special Education Coordinator	MA + 30 – V	District Support Center	07/30/2025

**CERTIFIED HIRING**

NAME	POSITION	LEVEL/STEPS	LOCATION	EFFECTIVE DATE
Emily Hernandez	Teacher – 5 <sup>th</sup> Grade	Perm Sub	Green Acres Elementary	08/05/2025
Saadiah Townsend	Teacher – Science	BA-A	Fort Morgan High School	08/05/2025
Danyelle Phillips	Teacher – Kindergarten	Perm Sub	Sherman Early Childhood Center	08/05/2025
Albert Castillo	Counselor	MA-I	Lincoln High School	08/05/2025
Vaughn Gessley	Teacher – Industrial Arts	BA-A	Fort Morgan High School	08/05/2025
Taylor Schneider	Teacher – ELA	MA-H	Fort Morgan Middle School	08/05/2025

**CLASSIFIED HIRING**

NAME	POSITION	LEVEL/STEPS	LOCATION	EFFECTIVE DATE
Angelica Avila Gonzalez	Kindergarten Paraprofessional	IV-1	Sherman Early Childhood Center	08/11/2025
Aracely Munoz	Preschool Licensing Specialist	V-1	Sherman Early Childhood Center	07/01/2025
Annastasia Anderson	Kindergarten Paraprofessional	IV-3	Sherman Early Childhood Center	08/11/2025
German Carias	Family Liaison/Interpreter	IV-1 & VIII-1	Lincoln/Baker/FMMS/DSC	08/11/2025
Riley Goumas	Paraprofessional – SPED	V-2	Fort Morgan High School	08/11/2025
Emma Roberts	Preschool Paraprofessional	IV-1	Sherman Early Childhood Center	8/11/2025
Johanna Arteaga	Paraprofessional – SPED	V-1	Green Acres Elementary	08/11/2025

**CLASSIFIED SUBSTITUTE HIRING**

NAME	POSITION	LEVEL/STEPS	LOCATION	EFFECTIVE DATE
Abigail Stream	Substitute Custodian	II-2	District Wide	07/03/2025

**STIPEND HIRING**

NAME	POSITION	LOCATION	EFFECTIVE DATE
Jayne Stringham	Varsity Girls Basketball Coach	Fort Morgan High School	07/01/2025

Recommend  
for Action

*Signature on File*

Assistant Superintendent of Human  
Resources

Recommend  
for Action

*Signature on File*

Superintendent of Schools

**SEASONAL IT HIRING**

NAME	POSITION	LOCATION	EFFECTIVE DATE
Liam Garvin	Seasonal – IT	District Support Center	06/17/2025

**CERTIFIED RESIGNATION**

NAME	POSITION	LOCATION	EFFECTIVE DATE
Meagan Morrow	Teacher	Fort Morgan High School	05/30/2025

**CLASSIFIED RESIGNATION**

NAME	POSITION	LOCATION	EFFECTIVE DATE
Beatriz Hernandez	Custodian	Pioneer Elementary	07/07/2025
Ingrid Francisco Marcos	Family Liaison/Interpreter	Lincoln-Baker-FMMS-DSC	05/30/2025
Guadalupe Alvarez	Paraprofessional	Sherman Early Childhood Center	05/30/2025

**PROFESSIONAL/TECHNICAL RESIGNATION**

NAME	POSITION	LOCATION	EFFECTIVE DATE
Stephanie Lopez	Communications Manager	District Support Center	07/03/2025

**SEASONAL RESIGNATION**

NAME	POSITION	LOCATION	EFFECTIVE DATE
Paige Grossman	Seasonal Grounds	Facilities	06/30/2025

## A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
08	00005635	-39.00	06/11/25	1490 CCTM MEMBERSHIP	CV
08	00007615	81.00	06/05/25	121398 ACT, INC	C
08	00007616	2,424.00	06/05/25	90549 AFFILIATED BENEFITS CONSULTANTS, INC.	C
08	00007617	350.00	06/05/25	94880 AKRON R-1 SCHOOL DISTRICT	C
08	00007618	2,125.00	06/05/25	119890 ALLO COMMUNICATIONS	C
08	00007619	12,159.02	06/05/25	97453 AMAZON CAPITAL SERVICES	C
08	00007620	81.47	06/05/25	110167 AUTOZONE	C
08	00007621	772.50	06/05/25	120766 LILIBETH BENDOL	C
08	00007622	1,948.32	06/05/25	119024 BIMBO BAKERIES USA	C
08	00007623	307.65	06/05/25	123846 SHANA BOKELMAN	C
08	00007624	950.00	06/05/25	125474 LADY MARIE BONGANCISO	C
08	00007625	175.28	06/05/25	118877 CHRISTINE BROWN	C
08	00007626	45.90	06/05/25	109720 BUCKEYE WELDING SUPPLY CO., INC	C
08	00007627	3,250.00	06/05/25	1217 CASB	C
08	00007628	2,424.58	06/05/25	1397 CASH-WA DISTRIBUTING	C
08	00007629	1,025.00	06/05/25	1288 CHSAA	C
08	00007630	68,025.31	06/05/25	81251 CITY OF FORT MORGAN	C
08	00007631	489.00	06/05/25	7056 COLORADO DEPT OF LABOR AND EMPLOYMENT	C
08	00007632	221.90	06/05/25	124192 STEPHANIE CONGER	C
08	00007633	175.00	06/05/25	125920 DATASHIELD CORPORATION	C
08	00007634	950.00	06/05/25	122777 MONNETTE DEFEO	C
08	00007635	650.00	06/05/25	114090 DOUBLE R EMBROIDERY COMPANY	C
08	00007636	458.39	06/05/25	1526 EDWARDS RIGHT PRICE MARKET	C
08	00007637	798.00	06/05/25	96695 NATIONAL MEMBERSHIP DUES	C
08	00007638	2,142.84	06/05/25	121649 FOLLETT CONTENT SOLUTIONS, LLC	C
08	00007639	18.86	06/05/25	105724 FRONTLINE TECHNOLOGIES GROUP, LLC	C
08	00007640	1,837.87	06/05/25	1860 GENERAL FUND - PRINTING	C
08	00007641	5,102.53	06/05/25	1861 GREAT COPIER SERVICE	C
08	00007642	34,200.00	06/05/25	123943 JAMES TRULL PK FIRE	C
08	00007643	565.78	06/05/25	117820 EPIC BUSINESS ESSENTIALS LLC	C
08	00007644	18.79	06/05/25	117307 BETTY JAMES	C
08	00007645	22,864.48	06/05/25	92250 L.L. JOHNSON DISTRIBUTING CO	C
08	00007646	242.95	06/05/25	5054 SHELLI LANGFORD	C
08	00007647	500.00	06/05/25	8974 CBI CHECK	C
08	00007648	5,637.03	06/05/25	5243 MEADOW GOLD DAIRIES	C
08	00007649	470.40	06/05/25	3177 MORGAN COUNTY SCHOOL DISTRICT Re-3	C
08	00007650	10,265.99	06/05/25	4428 MCGRAW HILL LLC	C
08	00007651	24.00	06/05/25	1075 ADRIANNA NICKELL	C
08	00007652	388.00	06/05/25	4071 NORTHEAST COLO HEALTH DEPT	C
08	00007653	13.29	06/05/25	106267 O'REILLY AUTO PARTS	C
08	00007654	331.88	06/05/25	122076 ODP BUSINESS SOLUTIONS, LLC	C
08	00007655	140.86	06/05/25	123650 ITAMARI PARIS	C
08	00007656	14.08	06/05/25	5547 PETTY CASH - MICHELE PARKS	C
08	00007657	776.25	06/05/25	127086 RAFAELA RAFOLS	C
08	00007658	19.00	06/05/25	80578 JEAN RIDL	C
08	00007659	750.00	06/05/25	121282 LILIBETH SACEDA	C
08	00007660	843.90	06/05/25	102067 SEMPLE, FARRINGTON, EVERALL & CASE, P.C.	C
08	00007661	1,067.96	06/05/25	123293 SENERGY PETROLEUM LLC.	C
08	00007662	107.80	06/05/25	79154 LANETTE SHAFFER	C
08	00007663	29,676.12	06/05/25	3202 SHAMROCK FOODS COMPANY	C
08	00007664	42.00	06/05/25	127108 ROCHELLE SONNENBERG	C
08	00007665	900.00	06/05/25	128317 SPARK AND COMPASS CONSULTING	C
08	00007666	1,777.15	06/05/25	127418 TEC INTEGRATION, INC	C
08	00007667	1,050.00	06/05/25	125458 BREGETTE TUBALLA	C
08	00007668	950.00	06/05/25	123137 ROSE TUBAY	C

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
08	00007669	1,340.51	06/05/25	6689 TUNDRA RESTAURANT SUPPLY, LLC	C
08	00007670	3,990.76	06/05/25	88573 CAPITAL ONE	C
08	00007671	132.63	06/05/25	125504 AILYN WEIMER	C
08	00007672	250.00	06/12/25	128392 DONOVAN ALLEN	C
08	00007673	641.49	06/12/25	110167 AUTOZONE	C
08	00007674	54,111.90	06/12/25	125008 BANK OF COLORADO (VISA CARD)	C
08	00007675	600.00	06/12/25	5204 ERIC GUERRERO	C
08	00007676	33.71	06/12/25	91420 BLICK ART MATERIALS-REMIT	C
08	00007677	125.05	06/12/25	3683 BLOEDORN LUMBER	C
08	00007678	5,722.68	06/12/25	91145 BSN SPORTS, LLC	C
08	00007679	38.00	06/12/25	115886 CAPITAL ONE N.A.	C
08	00007680	14,457.10	06/12/25	6134 CENTENNIAL BOCES	C
08	00007681	87.01	06/12/25	1226 CENTRAL AUTO PARTS	C
08	00007682	202.00	06/12/25	98932 CHARTER COMMUNICATIONS	C
08	00007683	202.00	06/12/25	98932 CHARTER COMMUNICATIONS	C
08	00007684	202.00	06/12/25	98932 CHARTER COMMUNICATIONS	C
08	00007685	101.00	06/12/25	98932 CHARTER COMMUNICATIONS	C
08	00007686	202.00	06/12/25	98932 CHARTER COMMUNICATIONS	C
08	00007687	101.00	06/12/25	98932 CHARTER COMMUNICATIONS	C
08	00007688	202.00	06/12/25	98932 CHARTER COMMUNICATIONS	C
08	00007689	202.00	06/12/25	98932 CHARTER COMMUNICATIONS	C
08	00007690	202.00	06/12/25	98932 CHARTER COMMUNICATIONS	C
08	00007691	200.00	06/12/25	1288 CHSAA	C
08	00007692	110,068.22	06/12/25	81251 CITY OF FORT MORGAN	C
08	00007693	6,891.00	06/12/25	81274 COLLEGE BOARD	C
08	00007694	528.00	06/12/25	6385 OUT ON THE TOWN ENTERTAINMENT, INC.	C
08	00007695	17,280.00	06/12/25	116904 DEEPA MATHEW, LLC	C
08	00007696	9,000.00	06/12/25	128341 ROBERT DEUMBERTO	C
08	00007697	320.00	06/12/25	114090 DOUBLE R EMBROIDERY COMPANY	C
08	00007698	100.00	06/12/25	107247 ELV COLORADO ALLIANCE	C
08	00007699	29.08	06/12/25	1526 EDWARDS RIGHT PRICE MARKET	C
08	00007700	900.00	06/12/25	107387 EL JACAL MEXICAN RESTAURANT	C
08	00007701	2,130.00	06/12/25	128350 TAMMY FEHRINGER	C
08	00007702	2,200.00	06/12/25	1711 FLESHER HINTON MUSIC CO.	C
08	00007703	11.17	06/12/25	123897 FORT MORGAN ACKLEY ACE LLC	C
08	00007704	13.50	06/12/25	1326 FORT MORGAN CULLIGAN	C
08	00007705	201.00	06/12/25	8014 FORT MORGAN ROTARY CLUB	C
08	00007706	70.91	06/12/25	127647 INGRID FRANSISCO MARCOS	C
08	00007707	2,060.00	06/12/25	1803 GARRETSON'S SPORT CENTER	C
08	00007708	584.13	06/12/25	3309 GENERAL FUND - LUNCH PROGRAM	C
08	00007709	942.81	06/12/25	1860 GENERAL FUND - PRINTING	C
08	00007710	11,798.25	06/12/25	1859 GENERAL FUND - TRANSPORTATION	C
08	00007711	3,429.12	06/12/25	1866 GENERAL FUND - WAREHOUSE	C
08	00007712	47,613.58	06/12/25	125156 GILLEM STAFFING - ACCOUNTS RECEIVABLE	C
08	00007713	5,793.64	06/12/25	1861 GREAT COPIER SERVICE	C
08	00007714	157.50	06/12/25	128090 JULIANNA GREENLEAF	C
08	00007715	164,485.00	06/12/25	127264 HSS SECURITY, LLC	C
08	00007716	1,500,000.00	06/12/25	128406 INTERSTATE RESTORATION LLC	C
08	00007717	6,211.77	06/12/25	6846 J.W. PEPPER & SON, INC.	C
08	00007718	306.85	06/12/25	121118 LANGUAGE LINE SERVICES	C
08	00007719	253.73	06/12/25	7221 LAWSON PRODUCTS, INC.	C
08	00007720	16.80	06/12/25	124206 LAURA LIMA	C
08	00007721	650.00	06/12/25	109525 LOVELAND HIGH SCHOOL	C
08	00007722	2,411.81	06/12/25	9500 MCCANDLESS TRUCK CENTER, LLC.	C
08	00007723	169,721.92	06/12/25	124109 MILLIG LLC	C

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
08	00007724	712.50	06/12/25	124109 MILLIG LLC	C
08	00007725	5,814.00	06/12/25	124109 MILLIG LLC	C
08	00007726	437,666.20	06/12/25	124109 MILLIG LLC	C
08	00007727	33.53	06/12/25	6765 BEV MORFORD	C
08	00007728	385.00	06/12/25	2578 NASSP	C
08	00007729	4,875.00	06/12/25	119121 COLLEEN R. O'DONNELL, PhD. P.C.	C
08	00007730	3,098.56	06/12/25	125660 OD SPORTS ACUSITION, INC	C
08	00007731	10,000.00	06/12/25	117846 CYNTHIA WARD	C
08	00007732	125.00	06/12/25	87238 OTIS ELEVATOR COMPANY	C
08	00007733	65.00	06/12/25	110639 WILLOW PEREZ	C
08	00007734	3,000.00	06/12/25	2816 PERMA BOUND BOOKS	C
08	00007735	87.25	06/12/25	4154 PETTY CASH - AMBER VONFELDT	C
08	00007736	1,000.00	06/12/25	122793 MATTHEW PORTER	C
08	00007737	490.82	06/12/25	2956 QUILL LLC (Acct 1003767)	C
08	00007738	600.00	06/12/25	121924 RIVAL SERVICES LLC	C
08	00007739	1,500.00	06/12/25	128376 ROCKY MOUNTAIN ELECTRIC SYSTEMS	C
08	00007740	86.71	06/12/25	126152 ANDY ROGERS - DISTRIBUTOR FOR MATCO TOOL	C
08	00007741	54.38	06/12/25	3157 SAILSBERY SUPPLY	C
08	00007742	164.08	06/12/25	3175 SCHOOL SPECIALTY, LLC	C
08	00007743	5.00	06/12/25	104655 JUANITA SIEGLING	C
08	00007744	995.00	06/12/25	125741 SMARTPASS INC.	C
08	00007745	8,280.00	06/12/25	93998 SMITH AGENCY/SERENITY	C
08	00007746	1,051.84	06/12/25	127337 SOUTHERN TIRE MART LLC	C
08	00007747	620.00	06/12/25	1042 STUDIO 5	C
08	00007748	6,380.00	06/12/25	128040 SUMMIT FIRE PROTECTION	C
08	00007749	2,570.07	06/12/25	124176 V.T.L INC dba TUMBLE TRAK	C
08	00007750	27.00	06/12/25	119199 USA CLEAN BY JON-DON	C
08	00007751	779.91	06/12/25	4234 VIAERO WIRELESS	C
08	00007752	3,298.76	06/12/25	88573 CAPITAL ONE	C
08	00007753	444.15	06/12/25	88846 WAXIE SANITARY SUPPLY	C
08	00007754	80.62	06/12/25	115606 WELD CENTRAL HIGH SCHOOL	C
08	00007755	14,758.90	06/12/25	7002 WEX BANK	C
08	00007756	150.00	06/12/25	2911 WRAY JUNIOR SENIOR HIGH SCHOOL	C
08	00007757	1,200.00	06/12/25	128384 ZENZERO LLC	C
08	00007758	375.02	06/23/25	58 ACP/CEA	C
08	00007759	1,084.84	06/23/25	103101 AMERICAN HERITAGE LIFE INSURANCE COMPANY	C
08	00007760	466,003.48	06/23/25	3540 C.E.B.T.	C
08	00007761	709,498.84	06/23/25	11 CLEARING ACCT PERA	C
08	00007762	12,910.25	06/23/25	80 CLEARING ACCT PERA 401K	C
08	00007763	289,833.79	06/23/25	3 CLEARING ACCT TAXES SCHOOL DISTRICT RE-3	C
08	00007764	1,221.00	06/23/25	46 FAMILY SUPPORT REGISTRY	C
08	00007765	59,688.00	06/23/25	31 CREDIT UNION	C
08	00007766	179,563.66	06/23/25	1841 GENERAL FUND	C
08	00007767	9,923.98	06/23/25	52 MEA	C
08	00007768	4,045.56	06/23/25	19 MISCELLANEOUS/SCHOOL DIST RE-3	C
08	00007769	1,687,117.15	06/23/25	2810 PAYROLL FUND	C
08	00007770	8,118.86	06/23/25	20 S.D. RE 3 CAFETERIA PLAN	C
08	00007771	375.02	06/26/25	58 ACP/CEA	C
08	00007772	6,850.60	06/26/25	97453 AMAZON CAPITAL SERVICES	C
08	00007773	17,638.45	06/26/25	126853 BELLA ASPHALT MAINTENANCE, LLC.	C
08	00007774	12.78	06/26/25	31645 COLORADO DEPARTMENT OF EDUCATION	C
08	00007775	93.79	06/26/25	1005 CONTRACT PAPER GROUP, INC	C
08	00007776	42,189.79	06/26/25	5100 COUNTER TRADE PRODUCTS INC	C
08	00007777	730.00	06/26/25	125920 DATASHIELD CORPORATION	C
08	00007778	17,295.00	06/26/25	127922 EMERALD HYDRO-TURF, INC.	C

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
08	00007779	168.00	06/26/25	5684 ENVIROPEST	C
08	00007780	649.08	06/26/25	121649 FOLLETT CONTENT SOLUTIONS, LLC	C
08	00007781	1,330.25	06/26/25	1859 GENERAL FUND - TRANSPORTATION	C
08	00007782	434.99	06/26/25	1866 GENERAL FUND - WAREHOUSE	C
08	00007783	1,443.96	06/26/25	1861 GREAT COPIER SERVICE	C
08	00007784	617.10	06/26/25	128368 GREATLAND CORPORATION	C
08	00007785	14,052.00	06/26/25	123943 JAMES TRULL PK FIRE	C
08	00007786	7,086.67	06/26/25	1950 HERTZ FURNITURE SYSTEMS, LLC	C
08	00007787	3,696.00	06/26/25	127264 HSS SECURITY, LLC	C
08	00007788	2,093.92	06/26/25	6846 J.W. PEPPER & SON, INC.	C
08	00007789	5,205.00	06/26/25	122050 LEAVITT GROUP OF COLORADO	C
08	00007790	24,789.29	06/26/25	82430 MORGAN COMMUNITY COLLEGE	C
08	00007791	392.75	06/26/25	116548 MYBINDING LLC	C
08	00007792	199.10	06/26/25	122076 ODP BUSINESS SOLUTIONS, LLC	C
08	00007793	9,000.00	06/26/25	117846 CYNTHIA WARD	C
08	00007794	3,193.08	06/26/25	8417 PINNACOL ASSURANCE	C
08	00007795	367.50	06/26/25	127426 SAFE BUILT LLC LOCKBOX #88135	C
08	00007796	3,767.52	06/26/25	125695 SINGLEPOINT, LLC	C
08	00007797	26,996.00	06/26/25	126101 STERLING COMMUNICATION TECHNOLOGIES, INC	C
08	00007798	23,007.20	06/26/25	126837 TRANS-WEST, INC dba TRANS-WEST CHEVROLET	C
08	00007799	44.66	06/26/25	88573 CAPITAL ONE	C
08	00007800	1,064.51	06/26/25	8800 XESI XEROGRAPHIC EQUIPMENT SYSTEM, INC.	C

Total Bank No 08 6,526,682.48

Total Manual Checks	.00
Total Computer Checks	6,526,721.48
Total ACH Checks	.00
Total Other Checks	.00
Total Electronic Checks	.00
Total Computer Voids	-39.00
Total Manual Voids	.00
Total ACH Voids	.00
Total Other Voids	.00
Total Electronic Voids	.00

Grand Total 6,526,682.48

Number of Checks 187

Batch Yr	Batch No	Amount
25	000307	-39.00
25	001258	71,909.69
25	001259	55,269.30
25	001260	12,159.02
25	001261	3,990.76
25	001262	2,424.00
25	001263	2,125.00
25	001264	1,777.15
25	001265	5,102.53
25	001266	3,000.00
25	001267	68,025.31
25	001268	470.40
25	001269	1,837.87
25	001301	1,526.94
25	001302	11,798.25
25	001303	3,429.12
25	001304	3,298.76

A/P Summary Check Register

FPREG01A

<u>Bank</u>	<u>Check No</u>	<u>Amount</u>	<u>Date</u>	<u>Vendor</u>	<u>Type</u>
					<b>Batch Yr    Batch No    Amount</b>
					25    001305    38.00
					25    001306    1,897,860.50
					25    001307    64,708.01
					25    001308    54,111.90
					25    001309    779.91
					25    001310    1,616.00
					25    001311    613,914.62
					25    001312    385.00
					25    001313    995.00
					25    001326    -2.80
					25    001333    1,562,706.42
					25    001334    1,866,680.81
					25    001335    375.02
					25    001336    168.00
					25    001337    14,052.00
					25    001338    5,205.00
					25    001339    1,765.24
					25    001340    189,451.23
					25    001349    3,767.52

**CALL FOR NOMINATIONS FOR SCHOOL BOARD DIRECTORS  
MORGAN COUNTY SCHOOL DISTRICT RE-3  
FORT MORGAN, COLORADO**

The Board of Education of Morgan County School District Re-3 in the County of Morgan, State of Colorado, calls for nomination of candidates for school directors to be placed on the ballot for the regular biennial school election to be held on Tuesday, November 4, 2025.

At this election, three (3) directors will be elected At Large, for a term of office of four years. To be qualified, a candidate must have been a registered elector of the school district for at least 12 consecutive months before the election and a resident of the School District of Morgan County. A person is ineligible to run for school director if he or she has been convicted of committing a sexual offense against a child.

A person who desires to be a candidate for school director shall file a written notice of intention to be a candidate and a nomination petition signed by at least 50 eligible electors who are registered to vote in the regular biennial school election.

Nomination petitions may be obtained at 715 West Platte Avenue, Fort Morgan. Office hours are 7:30 a.m. – 4:30 p.m., Monday through Friday. Completed petitions shall be submitted to Bev Morford, Designated Election Official for Morgan County School District Re-3, no later than 4:00 p.m. on August 29, 2025.

IN WITNESS WHEREOF, the Board of Education of Morgan County School District Re-3, County of Morgan, State of Colorado, has caused this call for nominations to be given on this 14th day of July, 2025.

By: \_\_\_\_\_  
Mrs. Nancy Hopper, Board President

ATTEST: \_\_\_\_\_  
Mrs. Kati Jess, Board Secretary



### Agenda Item Details

Meeting	May 05, 2025 - Board of Education - Regular Meeting
Category	6. ACTION ITEMS
Subject	A. Addendum to Superintendent's Contract
Access	Public
Type	Action, Discussion
Recommended Action	Recommend the Board Approve the Contract Addendum for Superintendent Rob Sanders as presented.

### Public Content

### Administrative Content

### Executive Content

[Addendum to MCSDRe3 - Superintendent's Contract.2025.05.02.pdf \(401 KB\)](#)

**ADDENDUM TO  
FORT MORGAN SCHOOL DISTRICT RE-3  
SUPERINTENDENT'S CONTRACT**

This **Addendum** to the Superintendent's Contract (the "Agreement") is made and entered into on May 5, 2025, by and between Morgan County School District RE-3 (the "District"), acting through its Board of Education (the "Board") and Robert L. Sanders (the "Superintendent") (collectively, the "parties").

**WHEREAS**, the District hired the Superintendent in 2022, and the parties have entered into the Agreement, which has provided for the District's employment of the Superintendent since that time, and by its extended terms, now continues in effect through a fourth school year expiring June 30, 2026; and

**WHEREAS**, the Superintendent has indicated a desire to retire as a member of the Colorado Public Employees Retirement Association ("PERA") upon expiration of the Agreement at the end of the 2025–2026 school year, and upon completion of a requisite 30-day separation period, return to the District as superintendent of schools for one more school year as a working retiree consistent with consistent with C.R.S. § 24-51-1101(1.8); and

**WHEREAS**, the parties now desire to amend the Agreement in the manner stated below.

**NOW, THEREFORE**, the parties, in consideration of the terms, conditions, and mutual covenants set forth herein, agree that the Agreement is amended as follows:

**A.** Paragraph **IV.** of the Agreement, titled "**COMPENSATION**", is hereby replaced in full with the following:

For the remainder of the 2024–2025 school year ending June 30, 2025, the District shall pay the Superintendent for his services salary at a rate based on an annual amount to be paid in equal monthly installments each month that this Agreement continues in effect, and such salary shall be two hundred thousand, four hundred dollars (\$200,400) for the school year commencing July 6, 2022 and ending June 30, 2025. For the 2025–2026 school year ending June 30, 2026, the District shall pay the Superintendent for his services salary at a rate based on an annual amount of two hundred thirteen thousand, nine hundred eighteen dollars (\$213,918), to be paid, provided this Agreement continues in effect, as follows: for the months of July 2025 through December 2025, installments in the amount of sixteen thousand, seven hundred dollars (\$16,700); and for the months of January 2026 through June 2026, installments in the amount of eighteen thousand, nine hundred fifty-three dollars (\$18,953). The Superintendent's salary and installment schedule as set forth above shall only be altered as the parties may agree by written addendum to this Agreement signed by each of the parties hereto, there shall be no reduction in compensation or benefits without mutual agreement of the parties, the Superintendent may receive additional benefits in addition to the compensation as contained in this paragraph and as otherwise provided in this Contract. The Superintendent's salary is subject to appropriate state and federal taxes, and deductions authorized by law or District policy may be made by the District from the installments of the salary due to the Superintendent.

**B.** Paragraph IV.A. of the Agreement, titled "**INSURANCE BENEFITS**", "A. Insurance Plans", is hereby replaced in full with the following:

The parties understand that the District presently has a health insurance plan for its employees.

So long as the District continues said plan, and up to December 31, 2025, the District shall contribute one hundred percent (100%) of the medical, dental, and vision insurance premiums for the Superintendent, his spouse, and dependents at the lowest level offered. The District shall make no further health insurance contributions for the Superintendent, his spouse, or his dependents after December 31, 2025 because effective January 1, 2026, the Superintendent opts not to participate in the District's health insurance plan and instead opts to participate in a health insurance plan available through his spouse's employer. The Superintendent shall promptly provide the District with proof of his new health insurance coverage effective January 1, 2026. While this Agreement continues in effect, the Superintendent nonetheless may elect to purchase at his own cost, through payroll deduction, any insurance coverage or plans offered by the District, including but not limited to accident and critical illness insurance.

**C.** This Addendum is incorporated by reference into the Agreement, and all prior amendments thereto, if any, remain in full force and effect except as specifically modified herein. In all other respects, the Agreement remains unchanged.

**D.** This Addendum is intended to provide for the Superintendent's salary and insurance benefits through the 2025–2026 school year, and nothing in this Addendum is intended to resolve the Superintendent's potential return to the District as superintendent of schools in the 2026–2027 school year as a working retiree. The parties agree to explore the terms and conditions of such employment under the same salary and benefits provided above when appropriate, and should agreement be reached, the parties anticipate entering into a new written agreement in advance of the commencement of such employment.

**IN WITNESS WHEREOF**, the parties have hereunto set their hands and seals to this Addendum to the Superintendent's Contract on the date and year first written above.

**SUPERINTENDENT**

\_\_\_\_\_  
Robert L. Sanders

**MORGAN COUNTY SCHOOL DISTRICT RE-3**

\_\_\_\_\_  
Nancy Hopper, President, Board of Education

ATTEST:

\_\_\_\_\_  
Kati Jess, Secretary, Board of Education

# Morgan County School District Re-3

District Support Center

715 West Platte Avenue

Fort Morgan, Colorado 80701



## *From the Human Resources Department*

TO: Morgan County School District BOE  
FROM: Jason Frasco, Assistant Superintendent of HR  
DATE: July 8, 2025  
RE: SPED - Differentiated Salary

BOE,

In recent changes in staffing of our SPED department at the district level, we have changed the “Assistant Director of SPED”, paid at an administrative salary, to a “SPED Coordinator” paid at a certified teacher salary with 9 extended days. This will result in cost savings to the district.

The district has an approved “Differentiated Salary”, based on SPED positions held within the district:

- \$3,000 Differentiated Salary
  - PTA, SLPA, Special Education Teacher
- \$5,500 Differentiated Salary
  - SLP, Psychologist, Social Worker, Physical Therapist, Nurse

This request is to add “SPED Coordinator” to the higher of the differentiated salary schedules due to the nature of working across the district, providing professional development, managing paperwork and compliance, and supporting IEP development at all buildings throughout the district. We believe that the SPED Coordinator is a step up from a building level SPED teacher and the position requirements will align with the employee groups at a higher level. This change would result in a \$2,500 increase and would align the position requirements with other employee groups that work across the district to service students.

Respectfully,

A handwritten signature in black ink that reads "Jason L. Frasco". The signature is written in a cursive style with a long, sweeping underline.

Jason Frasco



## Morgan County School District Re-3 2025-2026



### Orientation Schedule for New Certified Staff and Beginning of School Year Schedule

#### **THURSDAY, JULY 31, 2025**

##### **New Certified Staff Orientation & Capturing Kids Hearts**

7:30 – 4:00 New Certified Staff Orientation – District Support Center

#### **FRIDAY, AUGUST 1, 2025**

##### **New Certified Staff Orientation & Capturing Kids Hearts**

7:30 – 4:00 New Certified Staff Orientation – District Support Center

#### **MONDAY, AUGUST 4, 2025**

7:30-4:00 New Certified Staff report to individual buildings

\*CPR/CPI/Medication Administration training times and locations TBD and announced by Special Services

#### **TUESDAY, AUGUST 5, 2025**

##### **All Certified Staff PK – 12**

7:15-4:15 Report to Individual Buildings – Welcome Backs and Trainings and Curriculum Work

#### **WEDNESDAY, AUGUST 6, 2025**

##### **All Certified Staff PK-12**

7:15-4:15 District Professional Development- Character Strong Secondary 8-11 and Elementary 12-3 @ FMMS Cafetorium Elementary 8-11 MTSS and Secondary 12-3 MTSS

#### **THURSDAY, AUGUST 7, 2025**

##### **All Certified Staff PK-12**

7:15-4:15 AM Building Professional Development and PM Clerical

#### **FRIDAY, AUGUST 8, 2025**

##### **All Certified Staff PK-12**

7:15-4:15 AM Building Professional Development and PM Clerical

#### **MONDAY, AUGUST 11, 2025**

7:30 – 3:30 Clerical Day for Certified and 1st day back for paraprofessionals

#### **TUESDAY, AUGUST 12, 2025**

First Day of Classes for Grades 1-9 and Lincoln

#### **WEDNESDAY, AUGUST 13, 2025**

First Day of Classes for FHMS Grades 10-12

*First Draft – 2024.25.04.17*