

## SECTION I: INSTRUCTION

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

IC/ICA	School Year/School Calendar
ICA-E	School Year/School Calendar
ID	School Day
IE	Organization of Instruction
IGA	Curriculum Development
IGA-R	Curriculum Development Regulation
IGD	Curriculum Adoption
IGE	Curriculum Guides and Course Outlines
IGF	Curriculum Review
IGF-R	Curriculum Review Regulations
IHA	Basic Instructional Program
IHAIA	Work Experience Opportunities
IHAIA-E1	Work Study Employer Information
IHAIA-E2	Student Work Study Contract
IHAIA-E3	Student Work Program Agreement
IHAJ	Student Access to Networked Information Resources
IHAM	Health Education
IHAM-R	Health Education (Exemption Procedure)
IHAMA	Teaching about Drugs, Alcohol, and Tobacco
IHAMB	Family Life/Sex Education
IHAMB-R	Family Life/Sex Education (Exemption Procedure)
IHAMC	HIV/AIDS Education
IHAMC-R	HIV/AIDS Education (Exemption Procedure)
IHBA	Special Education/Programs for Handicapped/Disabled/ Exceptional Students
IHBD	Compensatory Education
IHBIB	Primary/Preprimary Education
IHBIB-R	Primary/Pre-Primary Education
IHCDA	Alternative Distance Educational Agreement
IHCDA-R	Postsecondary Options/Concurrent Enrollment
IIB	Class Size
IJJ	Individualized Instruction

*IHBB  
GIFTED AND  
TALENTED  
EDUCATION*

*IHBK-  
PREPARATION  
FOR  
POST-SECONDARY  
AND  
WORKFORCE  
SUCCESS*

*IHBK-R*

*ILBC-R  
EARLY LITERACY AND  
READING COMPREHENSION*

UJJ Textbook Adoption  
 UJJ-R Textbook Selection and Adoption  
 UJL Library Materials Selection and Adoption  
 UJL-R Library Materials Selection and Adoption  
 UJOA Field Trips  
 UJOC School Volunteers

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UKA Grading/assessment Systems  
 UKA-R Grading/Assessment System  
 U~~U~~KAB Report Cards/Progress Reports  
 U~~U~~KACA Parent Conferences, Staff Meetings and Social Meetings  
 (Also GCMC)

UKC Class Rankings/Grade Point Averages  
 UKD Honor Rolls  
 UKF Graduation Requirements  
 UKFB-R Graduation Exercises

U~~U~~L Evaluation of Instructional Programs  
 U~~U~~LBA District Program Assessments  
 U~~U~~LBB State Program Assessments  
 U~~U~~LBC Literacy and Reading Comprehension Assessments

U~~U~~M~~U~~BB Exemptions from Required Instruction  
 U~~U~~M~~U~~L Classroom Safety Instruction

*IMDB*  
*FLAG DISPLAY*

## School Year/School Calendar

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

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

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

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

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

Adopted February 17, 1976

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

CROSS REF.: EBCE, School Closings and Cancellations

# Prairie School

# 2019-2020

## Academic Year Calendar

Prairie School  
 42315 WCR 133 New Raymer, CO  
 970-437-5351 Phone  
 970-437-5732 Fax  
[www.prairieschool.org](http://www.prairieschool.org)

June 19						
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## Notes

- Approved 3/11/19
- August 12th and 13th Professional Development
- Aug. 14th Classes Begin Grades 6-12
- August 16th Back to School Night
- Aug. 19th Classes Begin Grades K--5
- Aug. 20st. 1st Day of Pre-School
- Sept. 2nd No School-Labor Day
- Sept. 6th School in Session
- Sept. 27th Professional Development
- Oct. 10th End of Quarter
- Oct. 17th Parents Teacher Conf. 6:30-9:00 p.m
- Nov. 11th Veteran's Day Program
- Nov. 27th-28th Thanksgiving Break
- Dec. 19th School Winter Program 7:00 p.m
- Dec. 20th End of 2nd Quarter-School in Session
- Dec. 23rd- Jan 6th Winter Break-
- Jan. 6th Professional Development
- January 10th School in Session
- Feb. 7th Professional Development
- Feb. 13th Parents Teacher Conf. 4:00-6:30p.m
- Feb. 28th Professional Development
- March. 13th End of 3rd Quarter
- March 16-19: Spring Break
- May 7th Spring Concert 7:00
- May 13th and 14th No Elem Classes (PK-5)
- May 14th End of 4th Quarter
- May 15th Teacher Mark Day
- May 17th Graduation @2:00
- Board Meetings: 3rd Monday 7:00
- Accountability Meetings: Most 3rd Monday 4:30
- Days: 147

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## School Day

The school day shall be from 7:50 a.m. until 3:35 p.m.

Passing time between classes is considered to be instructional and is to be included as part of the student's scheduled hours.

Adopted: November 17, 2003

## Organization of Instruction

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

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

The grouping and housing of instructional levels in school facilities shall be in accordance with what is commonly called the P6-2-4 plan. Under this plan, the preschool, kindergarten and first six grades will be the elementary schools and the secondary school shall contain grades seven through twelve.

Current practice codified 1993  
Adopted: August 19, 1996

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

## Curriculum Development

Curriculum shall refer to the subject areas and courses which are offered by the Prairie School District and shall include the following subject areas:

1. Art
2. Computer education
3. Driver education
4. English/language arts/reading
5. Health education
6. Mathematics
7. Music education
8. Physical education
9. Science
10. Social studies, including history
11. Vocational agriculture
12. Vocational business

Prior to implementation, the Board shall approve the following curricular components:

1. Major subject and course goals
2. The general curriculum scope (topics) and sequence
3. Curriculum outcomes for students
4. Textbooks and basal series to be used
5. General time allocation to be devoted to the subject and course.

The curriculum development and review process shall be conducted with extensive participation of teachers.

As standards for student outcomes and performance are adopted, the curriculum shall provide a program of instruction based on and designed to enable students to meet the Board-adopted standards.

Approved: March 19, 2001

LEGAL REF: 1 CCR 301-1, Rules 22-2-R-3. 13 (1)

Prairie School District Weld RE-11J, New Raymer, Colorado

## Curriculum Development (Curriculum Advisory Council)

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The superintendent will routinely convene a Curriculum Advisory Council that studies the curriculum, reviews textbooks and offers informed recommendations for curriculum development and textbook adoptions. The council will assist in organizing curricular task groups to complete curriculum assessments and revisions.

### Membership

1. An elementary and a secondary teacher representative selected by the superintendent
2. The school counselor
3. A representative from the district accountability committee. This representative will be selected by the accountability committee

### Role of Members

1. Teacher
  - a. To obtain faculty viewpoints on issues
  - b. To keep peers informed of curricula issues and council activities
  - c. To represent the viewpoint of peers on curricula issues
2. Accountability Committee Representative
  - a. To obtain parent, student and community viewpoints on curricula issues
  - b. To keep the accountability committee informed of curricula issues and council activities
3. Counselor

The counselor shall act as a resource person.

### Meetings

The council will meet at least once each quarter, during a released-time school day. The council, or subcommittees of the council, may meet more frequently if deemed necessary by the superintendent.



## Curriculum Adoption

The Board of Education is required by state statutes to determine the educational programs to be carried on in the schools of the district.

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

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

Current practice codified August 1993  
Adopted: date of manual adoption

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

## Curriculum Guides and Course Outlines

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Curriculum guides which offer teaching suggestions, activities and resources for meeting the outcomes and goals of the curriculum shall be developed through the direction of the superintendent and with the participation of teachers.

Teacher-designed and planned activities not requiring Board approval shall include:

1. Specific activities and materials used to implement the Board-approved curriculum
2. Subject content offered by the teacher when the approved curriculum permits an option
3. Content offered through speakers, assemblies and special school activities

Current practice codified August 1993

Adopted: date of manual adoption

*Note: For complete information on the district's curriculum, please refer to the "Curriculum Development Plan," on file in the administration office.*

## Curriculum Review

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The Board believes that a continuing process for development and review of the curriculum is essential to providing a quality educational program which is responsive to student and community needs in a rapidly changing world. The district shall have a continuing process for development, review, evaluation and revision of the curriculum. This process shall assure that each curricular area is monitored, evaluated and revised, as appropriate, on a five-year cycle.

Teachers, parents and members of the community shall have the opportunity to participate and provide input into the review of the curriculum and to offer suggestions for changes. The curriculum development and review process shall be structured to insure citizen participation.

The accountability committee shall participate in reviewing curriculum by directly contributing to the process or by reviewing the process used by staff and the results of work by the staff. Parents shall be encouraged to make their views about the school's instruction and curriculum known to the superintendent and/or to the accountability committee.

Any concerned citizen may file a request to have curricular materials reviewed and/or reconsidered.

Adopted May 1, 1993

LEGAL REF.: 1 CCR 301.1, Rules 2202-R-3.13(1)

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

*Note: For complete information about the district's curriculum, please refer to the "Curriculum Development Plan," on file in the administration office.*

## Curriculum Review

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The curriculum review process will follow a four-step approach of evaluation, revision, implementation and monitoring.

### Step 1 - Evaluate the Current Curriculum

Subjects and specific courses will be evaluated. The evaluation will include the following:

1. Evaluating achievement of outcomes. Are identified outcomes being attained by students at a level in keeping with district expectations?
2. Evaluating achievement with standardized tests. Are students' knowledge and skills at levels in keeping with state or national standards?
3. Evaluating outcomes and content. Do the district's stated outcomes and/or curricular content need to be changed from the viewpoints of students, parents, teachers, administrators or district committees?

Recommendations for deleting outcomes, adding outcomes, changing course offerings, altering curriculum scope or sequence or modifying time allotments may result.

Do outcomes/content need to be change based upon state or national standards?

4. Evaluating curriculum/instructional needs. Are there any needs related to implementation of this curriculum (need for new texts, a different basal series or new guides; need for materials; need for staff inservice education?)

### Step 2 - Revise the Current Curriculum

Based upon the evaluation, a subject area or course curriculum may be revised. Revisions may focus on outcomes, scope and sequence, time allotments, text adoptions, teaching guides, resources and/or materials to be used.

Task groups will be established to address recommendations derived from the evaluation. Revisions completed by the task group will be submitted to the curriculum advisory council. Upon endorsement by the council the district accountability committee and Prairie School District citizens will be provided the opportunity to review the revision. The council may then modify the revisions prior to recommending approval.

Task group activities may start immediately following the evaluation and continue through the summer into the fall as necessary. Faculty and advisory team reviews will occur between January and May, during the second year of the process.

Staff inservice will be initiated as necessary for implementation.

## **Basic Instructional Program**

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

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

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

### **Elementary Program**

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

### **Junior High School Program**

At the junior high level, schools will continue to provide instruction and assessment in content standards. This instruction shall include a minimum of two years English language arts, two years mathematics, two years of science, and two years of social studies, including instruction in civics, geography, history, and economics. Junior high schools will provide interventions to prepare students for high school. In addition, the junior high schools will instruct students about, and expect students to adhere to, the student code of conduct.

### **Senior High School Program**

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

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

## Work Experience Opportunities

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

Students in such programs may divide their time between instruction in school and specific training on a job.

The in-school schedule shall include, for most students, subjects which are required for high school graduation, as well as those related to the student's employment. Only students in their last semester as seniors are eligible for this program.

Each program shall be planned cooperatively by a work-study coordinator and the employer and shall be in accordance with state and federal laws and regulations governing employment of students under age 18 and shall be subject to approval by the Board of Education.

The particular program designed for each student shall be set forth in a written agreement approved by the student, his parents or guardian, the work-study coordinator, and the employer. The agreement shall state the terms of employment and the provisions for academic credit.

Students enrolled in the work-study programs may receive both pay and school credit for work experience.

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

ADOPTED: April 15, 1996.

LEGAL REFS.: C.R.S. 8-40-202(1)(a)(IV)  
C.R.S. 8-40-302(7)

Work Study Employer Information

STUDENT NAME \_\_\_\_\_ WORKSITE \_\_\_\_\_  
 ADDRESS \_\_\_\_\_ ADDRESS \_\_\_\_\_  
 CITY ZIP \_\_\_\_\_ CITY ZIP \_\_\_\_\_  
 PHONE \_\_\_\_\_ PHONE \_\_\_\_\_  
 PARENT/GUARDIAN \_\_\_\_\_ SUPERVISOR \_\_\_\_\_  
 GRADE: 12TH ONLY. JOB TITLE \_\_\_\_\_  
 WORK STUDY COORDINATOR \_\_\_\_\_ DATE JOB STARTED \_\_\_\_\_  
 PAY \_\_\_\_\_

FILE WITH COUNSELOR: SIGNED WORK STUDY CONTRACT \_\_\_\_\_  
 SIGNED TRAINING AGREEMENT \_\_\_\_\_

WHEN THE ABOVE HAVE BEEN COMPLETED,  
 RECOMMEND TO SUPERINTENDENT FOR WORK STUDY PLACEMENT.

VERIFIED HOUR LOG

EVALUATION LOG		VERIFIED HOUR LOG		
DATE	GRADE	FROM	- TO	HOURS WORKED
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____

FINAL PROJECT FOR EACH 1/2 CREDIT EARNED.

DATE \_\_\_\_\_ DATE \_\_\_\_\_ DATE \_\_\_\_\_ DATE \_\_\_\_\_

TOTAL CREDITS EARNED FOR \_\_\_\_\_ SCHOOL YEAR.

Prairie School District RE-11J, New Raymer, Colorado

## Student Work Study Contract

### Work Study Is A Pass or Fail Class To Receive a Passing Grade You Must:

1. Complete the registration process with the counselor. This includes:
  - a. Having on file a completed Work Study Employer Information sheet.
  - b. Having on file a completed Student Work Study Contract.
  - c. Having on file a completed Work Study Program Agreement.
2. Complete 75 hours of work for 1/2 credit. You may earn work study credits during the last semester of your senior year.
3. Have your employer complete Work Study Evaluations. Work Study Evaluations are a required part of the work study program. Your school work study coordinator will personally contact your supervisor at least once a month to complete the evaluation.

UNSATISFACTORY EVALUATIONS WILL RESULT IN LOSS OF CREDIT  
AND REMOVAL FROM THE WORK STUDY PROGRAM.

4. Submit copies of documents which verify hours worked. Verification can be a copy of your pay stub, time sheet, or a statement of hours worked from your employer. Your work study coordinator will determine what is appropriate documentation.
5. Submit a typed, one-page, double-spaced final paper for each 1/2 credit earned. Include any new information you have learned on the job, problems encountered on the job and how you resolved them, etc. Credit will not be given until this paper is submitted and evaluated.
6. Give a two week notice before terminating any employment. Failure to do so will result in loss of credit and privilege of participating in another work study program.

I HAVE READ THE CONTRACT FOR WORK STUDY AND AGREE TO COMPLY WITH ALL REQUIREMENTS FOR CREDIT.

_____ STUDENT SIGNATURE	_____ DATE	_____ PARENT/GUARDIAN SIGNATURE	_____ DATE
_____ COUNSELOR SIGNATURE	_____ DATE	_____ COORDINATOR SIGNATURE	_____ DATE

Prairie School District RE-11J, New Raymer, Colorado



Prairie School District RE-11J  
New Raymer, Colorado

Student Work Program Agreement

\_\_\_\_\_ will be permitted to enter into a work study  
Student's Name

experience with \_\_\_\_\_ located at \_\_\_\_\_  
Employer's Name

\_\_\_\_\_. The purpose of this Agreement is for the student  
to gain experience and knowledge relating to \_\_\_\_\_  
Area of Employment

The student will be supervised by \_\_\_\_\_ at the above location.  
Name of Employer/Trainer

1. Employment and training of the student shall be in accordance with federal, state and local laws and regulations pertaining to student trainees in a Work Experience Study Program. The employer/trainer agrees to instruct the student in safety procedures while on the premises.
2. This Work Experience and/or Study Program is designed for the Prairie School District school year. The student trainee may be employed during the summer months for work study credit only if on a government training job. The student may earn 1/2 credit for each 75 hours of training.
  - a. ~~The school may provide class time during the school day for generally job-related instruction. If a student's class schedule indicates work during a particular block, the student should be on the job during this block.~~
  - b. The student may work for work study credit outside of school hours (before/after school or weekends).
3. The student shall receive a variety of experiences on the job as determined by a vocational plan.
4. The work study coordinator will consult with the employer regarding the plan and evaluation of the student's progress. Any complaints will be made to the coordinator and any necessary adjustments made through the cooperation of student, coordinator, and the employer.
5. The student's parent/guardian will be responsible for the conduct and attendance of the student while in training. Prior notice of the student's absence is expected. The employer/trainer will notify the work study coordinator of absences.

## STUDENT ACCESS TO NETWORKED INFORMATION RESOURCES

The Board recognizes that as telecommunications and other new technologies shift the ways that information may be accessed, communicated and transferred by the members of society, those changes may also alter instruction and student learning. The Board generally supports access by students to rich information resources along with the development by staff of appropriate skills to analyze and evaluate such resources. In a free and democratic society, access to information is a fundamental right of citizenship.

Telecommunications, because they may lead to any publicly available fileservers in the world, will open classrooms to electronic information resources which have not been screened by educators for use by students of various ages.

Electronic information research skills are now fundamental to preparation of citizens and future employees during the Age of Information. The Board expects that staff will blend thoughtful use of such information throughout the curriculum and that the staff will provide guidance and instruction to students in the appropriate use of such resources.

Students are responsible for good behavior on school computer networks just as they are in a classroom or school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply. The network is provided for students to conduct research and communicate with others. Access to network services will be provided to students who agree to act in a considerate and responsible manner.

Independent student use of telecommunications and electronic information will be permitted upon submission of permission forms and agreement forms by parents of minor students (under 18 years of age) and by the students themselves.

Access to telecommunications will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with people throughout the world. The Board believes that the benefits to students from access in the form of information resources and opportunities for collaboration, exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Prairie School supports and respects each family's right to decide whether or not to apply for independent access.

Adopted: January 1998

Prairie School District Re-11J, New Raymer, Colorado

## Health Education

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

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

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

1. Instructional materials to be used in comprehensive health education courses shall be available for inspection by the public during school hours.

Adopted: January 17, 2005

LEGAL REFS: 20 U.S.C. 7906 (prohibition against the use of Title I Funds to operate a program of contraception in the schools contained in the No Child Left Behind Act of 2001)

C.R.S. 22-1-110.5

C.R.S. 22-25-105

C.R.S. 22-25-106 (4)

C.R.S. 22-25-110 (2)

CROSS REFS: IGA, Curriculum Development  
IGD, Curriculum Adoption  
IHACA\*, Law-Related Education  
IHAMB, Family Life/Sex Education  
JLC, Student Health Services and Requirements, and subcodes

## **Health Education** (Exemption Procedure)

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1. Exemption will be granted from a specific portion of the health education curriculum upon the request of the student's parent/guardian.
2. The principal will confer with the teacher to determine the length of time a student will be exempt. The teacher will develop an alternative activity for which the student will receive credit.

Adopted January 17, 2005

## Teaching about Drugs, Alcohol and Tobacco

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

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

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

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

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

Current practice codified August 1993  
Adopted: date of manual adoption

## Family Life/Sex Education

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

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

Adopted January 17, 2005

LEGAL REFS: C.R.S. 22-1-110.5  
C.R.S. 22-25-104 (6)  
C.R.S. 22-22-106 (4)  
C.R.S. 22-25-110 (2)  
20 U.S.C. 7906 (No Child Left Behind Act of 2001)

CROSS REFS: IGA, Curriculum Development  
IGD, Curriculum Adoption  
IHAM, Health Education

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## **Family Life/Sex Education** (Exemption Procedure)

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1. Exemption will be granted from a specific portion of the health education curriculum upon the request of the student's parent/guardian.
2. The teacher will develop an alternative activity for which the student will receive credit.

Adopted January 17, 2005

## HIV/AIDS Education

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

The Board believes that HIV/AIDS instruction is most effective when integrated into a comprehensive health education program. Instruction shall be developmentally appropriate to the grade level of the students and shall occur in a systematic manner.

Adopted January 17, 2005

LEGAL REFS: C.R.S. 22-1-110.5  
C.R.S. 22-25-101 et seq. (Comprehensive Health Education Act)  
20 U.S.C. 7906 (No Child Left Behind Act of 2001)

CROSS REFS: EBBA, Prevention of Disease/Infection Transmission  
IHAM, Health Education  
IHAMB, Family Life/Sex Education



## **HIV/AIDS Education**

(Exemption Procedure)

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1. Exemption will be granted from a specific portion of the health education curriculum upon the request of the student's parent/guardian.
2. The teacher will develop an alternative activity for which the student will receive credit.

Adopted January 17, 2005

## Special Education/Programs for Handicapped/Disabled/Exceptional Students

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

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

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

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

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Any IEP developed for a student with disabilities shall specify whether the student shall achieve the district's adopted content standards or whether the student shall achieve individualized standards which would indicate the student has met the requirements of his or her IEP.

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

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

Current practice codified August 1993  
Adopted: date of manual adoption  
Revised: June 16, 1997

## Gifted and Talented Education

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

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

- encourages acceleration and/or enrichment beyond the basic curriculum,
- offers a differentiated curriculum that includes higher cognitive concepts and processes,
- uses instructional strategies that accommodate the learning styles of the gifted and talented,
- fosters the individual growth of each student,
- supports students in the attainment of state and district academic content standards,
- assists students with pre-collegiate and/or pre-advanced placement programs, and
- provides guidance support systems, including identifying post-secondary options.

The programming shall include early identification of gifted and talented students who are at least 5 years of age to 21 years of age. The identification process takes place through the RTI process. Referrals to the team may come from teachers, administrators, parents, or students. If the team determines that the student may be gifted, parental permission for further assessment by the GT staff is obtained and the student is tested. Other data may be used through a body of evidence. These may include assessments used by state and district. Currently this may be CMAS assessments, TCAPs, NWEA, CoGat, and Aims Web. Identification is looked at when students are scoring above the 95% on the above named assessments.

The superintendent or designee shall have the final determination regarding placement of students in district programs for the gifted and talented.

Adopted: June 16, 2014

LEGAL REFS.: C.R.S. 22-20-201 et seq. 101 through 114 (education of gifted children Exceptional Children's Educational Act)  
C.R.S. 22-26-107 (application to gifted and talented program)  
C.R.S. 22-54-103 (10) (allows district to count and receive funding for four and five year old "highly advanced gifted children" enrolled in kindergarten and first grade)

## Compensatory Education (Chapter 1)

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

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

Current practice codified August 1993  
Adopted: date of manual adoption

LEGAL REFS.: 20 U.S.C. §2728 (c),(d)  
34 C.F.R. §200.43

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

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## Primary/Preprimary Education

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All district preschool programs shall comply with the rules established by the Department of Education and with rules for child care centers established by the Department of Human Services. However, full-day kindergarten components of the district's preschool program are not required to comply with the Department of Human Services' rules regarding child care centers.

### **Children with Disabilities**

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

### **Colorado State Preschool Program**

In addition, when the district receives funding from the state to do so, the district shall provide a preschool program as part of the Colorado Preschool Program for three-year old children (begins for the 2002-2003 school year) and four- and five-year old children (for the 2001-2002 school year, only four- and five-year olds eligible to enroll in kindergarten the following year may participate in the preschool program) who lack learning readiness due to significant family risk factors, who are in need of language development or who are receiving services from the Colorado Department of Social Services as neglected or dependent children. All enrolling three-year olds (three-year olds are eligible to enroll beginning in the 2002-2003 school year) must lack overall learning readiness that is attributable to at least three of the significant family risk factors.

Parents/guardians wishing to have their children participate in this program shall make application to the district. Participants then shall be selected on the basis of greatest need.

### **Other Children Who Wish to Enroll on Tuition Basis**

In an effort to offer a well-rounded mainstream learning experience, the preschool program may be open on a tuition basis to students who are not disabled or eligible for the program because of the factors listed above. The administration shall develop admission procedures that take into consideration space and staffing requirements, if necessary.

Adopted: October 21, 2002

LEGAL REF: C.R.S. 22-28-101 et seq. (*Colorado Preschool Program Act*)  
C.R.S. 22-20-101 et seq. (*Exceptional Children's Act*)  
C.R.S. 22-54-105(4) (*At-risk funding*)  
C.R.S. 22-45-103(1)(g) (*Preschool program fund*)  
C.R.S. 26-6-102 (1.5) (*definition of child care center*)  
1 CCR 301-8, Rules 2220-R-1.00 et seq. (*Rules for the Administration of the  
Exceptional Children's Act*)

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

## Primary/Preprimary Education

(Admission of Children Who Wish to Enroll on Tuition Basis)

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The following criteria have been established for the admission of non-disabled students to the district's preschool program established pursuant to the Colorado Preschool Program:

1. Students will be accepted in the following priority:
  - a. Children of staff members
  - b. Siblings, friends, and neighbors of disabled preschoolers
  - c. All other children
2. The ratio will be limited to two disabled students to one non-disabled student per session.
3. Provided there are no severe/profound needs students who require a great deal of one-to-one time, the preschool teacher will be able to handle 10 children ages three through five. The administration reserves the right to adjust these ratios based on the special needs of the disabled students. Should any of the following occur, an aide or assistant teacher will be hired:
  - a. Enrollment in one session exceeds a total of 10 children
  - b. Enrollment in one session equals or exceeds eight disabled children
4. Tuition will be charged to non-disabled preschoolers as judged reasonable by the Prairie Board of Education. Consideration will include:
  - a. Students who qualify for free lunch under the federal guidelines.
  - b. Students who qualify for reduced price lunch under the federal guidelines.
  - c. Students who do not qualify for free or reduced price lunch.

In an effort to facilitate communication and to include non-disabled preschoolers with as little disruption as possible, the following process will be followed in enrolling tuition-paying preschoolers:

1. The preschool teacher and the special education coordinator will make a file for each preschooler who wishes to be registered. This will include all information necessary for school enrollment, including the free and reduced price meal application form.
2. The parents/guardian will complete and return all forms to the school secretary.
3. The school secretary will submit the free and reduced price meal application form to the administrator of the program.
4. Using the income guidelines for free and reduced price meals, the Prairie Board of Education will determine the tuition rate.
5. The administrator of the free and reduced program will submit the name of the family and the tuition rate to be charged to the secretary. This information will be maintained on a confidential list.
6. The preschool teacher and special education coordinator will advise the secretary of the number of preschool sessions in each month. The secretary will calculate the total tuition for that month.
7. The secretary will send each family an invoice for tuition each month.
8. Upon collection, the funds will be deposited in the preschool activity account to cover the cost of snacks and/or material.

Adopted: October 21, 2002

CROSS REF: EFC, Free and Reduced Price Food Services



## Preparation for Postsecondary and Workforce Success

The Board believes that to decrease student dropout rates, increase graduation rates and encourage all students to reach their learning potential, it is important to support students in planning for postsecondary and workforce opportunities throughout their education. To promote students' postsecondary and workforce success and in accordance with state law, the district shall provide the following opportunities and information.

Sixth grade: Each student who enrolls in the sixth grade, will be encouraged to register with the state-provided, free online college planning and preparation resource, commonly referred to as "CollegeInColorado."

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

Beginning in \_\_\_9th\_\_\_ grade: District personnel shall assist students to develop and maintain individual career and academic plans (ICAP) in accordance with the requirements of state law. Each student's ICAP will be designed to assist the student and the student's parent/guardian with the following:

- exploring the postsecondary career and educational opportunities available to the student;
- aligning coursework and curriculum;
- setting performance expectations;
- meeting academic and career goals;
- applying to postsecondary education institutions;
- enabling the student to demonstrate postsecondary and workforce readiness prior to or upon high school graduation;
- securing financial aid; and
- ultimately entering the workforce.

The district's plan for the development and implementation of student ICAPs shall be in accordance with this policy's accompanying regulation.

Adopted/Revised January 18, 2016

LEGAL REFS.: C.R.S. 22-32-109 (1)(ff) (notice of courses that satisfy higher education admission guidelines)

C.R.S. 22-32-109 (1)(oo) (board duty to adopt policy requiring individual career and academic planning for students no later than the beginning of ninth grade)

1 CCR 301-81 (rules governing standards for individual career and academic plans)

CROSS REFS.: IHCDA, Concurrent Enrollment

IKE, Graduation Requirements

## Preparation for Postsecondary and Workforce Success

### (Implementation Plan for Student Individual Career and Academic Plans)

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

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

**1. How the district will ensure that all students, beginning in the 9th grade, have access to and assistance in the development of an ICAP.**

Students at Prairie School will begin their formal Individual Career & Academic Plan (ICAP) during their 9<sup>th</sup> grade year. Prairie School will ensure the development of each student's ICAP as part of the Freshman Orientation curriculum.

Students that transfer to Prairie School during their high school career will meet with the Guidance Counselor/Career Coach and review their current ICAP. Creation and/or updates will be made as needed.

Direct communication (electronic mail or other written form) will be made with parents/guardians regarding requirements for and benefits of enrolling in postsecondary courses pursuant to the Concurrent Enrollment Programs Act. Students will be exposed to the information as part of the Freshman Orientation curriculum. Newsletter articles and possible family workshops hosted by the school may be made available.

Maintenance of ICAPs will be through the Freshman Orientation and Senior Capstone courses offered at Prairie. Creation and review of postsecondary goals will be afforded during the Freshman Orientation and Senior Capstone courses. In Freshman Orientation class students will study and determine courses necessary to work toward postsecondary goals. Also, multiple ICAP days will be scheduled throughout the school year for all high school students to maintain ICAPs and grant exposure to ICAP related information.

Through ICAP activities, student's maintenance of their ICAP, and student's experiences (work and/or community service) outside of the school the ICAP team will be able to review how the student demonstrates postsecondary and workforce readiness.

**2. The role and responsibilities of the student, parents/guardians and district staff in creating and updating an ICAP for the student.**

An ICAP Role/Responsibilities Guide will allow all individuals involved with a student to know and understand what is expected of them. The student's responsibilities will be clearly defined in the guide as well as during the above mentioned courses.

At the beginning of each school year, Parents/Guardians will receive ICAP information and updates. Parents will also receive a copy of the ICAP Role/Responsibility Guidelines along with encouragement to communicate with their student about their ICAP and ICAP access.

At the end of each school year, each student's ICAP will be reviewed to verify activity and growth by the Prairie School ICAP team. The results of the review may be given to student and/or family via print documentation, electronic communication, or in person.

### **3. The activities that will be addressed at each grade level of a student's ICAP.**

The following list of current activities may change as needed:

#### **ICAP Activities for High School**

##### **Freshmen Orientation Class**

College in Colorado Curriculum

Success for Teens Text

Employment Unit

Prairie Student Handbook (Prairie expectations/Graduation Requirements)

Study Skills Review

Student organization will be discussed and assessed

Begin ICAP

Financial Aid

##### **Senior Capstone Class**

Transcript Review

Communication & College/Scholarship Information Access

College in Colorado Curriculum

Employment Unit

Financial Aid

Finalize Secondary ICAP

##### **ICAP Days (multiple ICAP activities planned for student rotation)**

ICAP Update - Grades 9, 10, 11, & 12

National Exam Score Reviews (PSAT, ASVAB, ACT, SAT) - Grades 10 & 11

Scholarship Exposure – Grades 9, 10, 11, & 12

Career Exposure – Grades 9, 10, 11, & 12

College Exposure – Grades 9, 10, 11, & 12

Military Exposure – Grades 9, 10, 11, & 12

Community Service Exposure – Grades 9, 10, 11, & 12

Character & Ethics Programs – Grades 9, 10, 11, & 12

Inspirational Programs – Grades 9, 10, 11, & 12

## ICAP Introduction in Junior High

### 6<sup>th</sup> Grade

- ICAP Introduction
- College in Colorado Introduction/Account Creation
- Career Exploration
- Introduce Study Skills & Organization
- Character & Ethics Programs
- Inspirational Programs
- Record Junior High ICAP Activities

### 7<sup>th</sup> grade

- Career Clusters/Career Options/Career Exploration
- Review Study Skills & Organization
- Student Government
- Handling Money 101
- Character/Ethics Programs
- Inspirational Programs
- Record Junior High ICAP Activities

### 8<sup>th</sup> Grade

- Verify 8<sup>th</sup> Grade Continuation Requirements
- Study High School Academic Courses/Graduation Requirements
- Discuss Colorado Commission of Higher Education Information
- Identify Post-secondary Goal
- Develop High School Academic Plan
- Review Study Skills & Organization
- Discuss Community Service Importance
- Discuss Work Experience Importance
- Extra-curricular & Co-curricular Involvement
- Character/Ethics Programs
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- Record Junior High ICAP Activities

At the beginning of each school year, Parents/Guardians will receive ICAP information and updates. Parents will also receive a copy of the ICAP Role/Responsibility Guidelines along with encouragement to communicate with their student about their ICAP and ICAP access.

At the end of each school year, each student's ICAP will be reviewed to verify activity and growth by the Prairie School ICAP team. The results of the review may be given to student and/or family via print documentation, electronic communication, or in person.

#### **4. How students' ICAPs will be stored.**

Student ICAPs will be stored in the College in Colorado system. Changes may be made to the storage venue as new technology develops.

**5. If possible, the professional development that will be provided to appropriate district staff regarding ICAPs and the staff's role in implementing the district's ICAP plan.**

Professional development for staff may include training and resources from organizations such as College in Colorado, Colorado Department of Education, and the Community College System's Career and Technical Education department.

**6. The method that will be used to evaluate the implementation and effectiveness of the district's ICAP plan.**

An annual evaluation of Prairie School's ICAP program will be made by the superintendent or principal and the Guidance Counselor/Career Coach. The evaluation process may use the American School Counselor Association's National Model Standards and/or Colorado Department of Education ICAP Standards. Evaluations shall be maintained in a comprehensive Prairie School District ICAP file.

Adopted: January 18, 2016

LEGAL REFS:      C.R.S. 22-32-109(1)(nn)  
                         C.R.S. 22-32-109(1)(oo)(II)  
                         C.R.S. 22-2-136(1)  
                         1 CCR 301-81, Rule 2.01  
                         1CCR 301-81, Rule 2.01(1)(j)

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Professional development for staff may include training and resources from organizations such as College in Colorado, Colorado Department of Education, and the Community College System's Career and Technical Education department.

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An annual evaluation of Prairie School's ICAP program will be made by the superintendent or principal and the Guidance Counselor/Career Coach. The evaluation process may use the American School Counselor Association's National Model Standards and/or Colorado Department of Education ICAP Standards. Evaluations shall be maintained in a comprehensive Prairie School District ICAP file.

Adopted: January 18, 2016

LEGAL REFS:      C.R.S. 22-32-109(1)(nn)  
                         C.R.S. 22-32-109(1)(oo)(II)  
                         C.R.S. 22-2-136(1)  
                         1 CCR 301-81, Rule 2.01  
                         1CCR 301-81, Rule 2.01(1)(j)

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### Concurrent Enrollment Student and Parent Agreement

History of Concurrent Enrollment: Concurrent Enrollment programs allow high school students to enroll in postsecondary institutions while still in high school. Concurrent enrollment programs have existed for many years, but with little state coordination, limited attention to quality, and little accountability. Governor Ritter had an initiative to change the system and allow for more success with Concurrent Enrollment for students.

If you are reading this contract, I predict that you are interested in enrolling in a college course while being a high school student. The State of Colorado provides several options for high school students who meet or exceed high school standards to begin college early. The purpose of these options include promoting content standards, providing academic challenges, providing access to academic courses that may not be available at a local high school to meet high school graduation requirements, and to also receive college credit.

How do I know if Concurrent Enrollment is right for me? Are you highly motivated, responsible, and looking for an academic challenge? Do you want to knock out college credits by taking college classes for both high school and college credit at a reduced rate for you and your family? If you answer yes to these questions, you may be a great candidate for Concurrent Enrollment.

What are the advantages of taking dual credit college and high school credits?

1. You could graduate from college early.
2. You could save yourself and your family money.
3. You could take care of pre-requisites for your college degree.
4. You could empower yourself and challenge your intellect.

Who is eligible at Prairie?

1. High school students in grades 11<sup>th</sup> and 12<sup>th</sup>. On a rare occasion, a 10<sup>th</sup> grader will be allowed to take a college class.
2. Students under the age of 16 must complete an underage waiver form.
3. Accuplacer, ACT, or SAT test scores must meet the school of enrollments college level placement requirements in English or Math.
4. College courses taken must be academic. These classes can include classes like sociology, psychology, criminal justice, health, etc.

Student and Parent Agreement: By signing this, I understand that this agreement entitles me/my child to enroll in college courses. I understand the following:

1. I will meet the same course requirements as college students meet.
2. The courses satisfy college graduation or basic skill requirements as well as credits towards high school graduation.

## Concurrent Enrollment

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

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

Definitions: For purposes of this policy and accompanying regulation, the following definitions shall apply. "Concurrent enrollment" means the simultaneous enrollment of a qualified student in a district high school and in one or more postsecondary courses at an institution of higher education. "Qualified student" means a person who is less than 21 years of age and is enrolled in the 11th grade or higher grade level, rare exceptions will be made for 10th grade students. "Postsecondary course" means a course offered by an institution of higher education and includes coursework resulting in the acquisition of a certificate; an associate degree of applied sciences, general studies, arts, or science; and all baccalaureate degree programs.

"Institution of higher education" means:

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

Eligibility:

Qualified students seeking to enroll in postsecondary courses at the district's expense and receive high school credit for such courses shall:

Student enrolled in CTE classes will pay anything over 10 credits. If a student drops out of the CTE classes anytime during the year, the family will pay the entire CTE tuition. CTE classes are billed on a yearly basis and must have a yearly commitment.

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

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

Students that receive anything less than a C will be responsible for paying for the tuition for the college class.

Transportation:

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

DATE 12/9/16

Revised: January 20, 2020

LEGAL REFS.: C.R.S. 22-32-109 (1)(nn) (discussion of the requirements for and benefits of concurrent enrolment must be part of ICAP process)

C.R.S. 22-35-101 et seq. (Concurrent Enrollment Programs Act)

1 CCR 301-86 (State Board of Education rules regarding the Administration of the Concurrent Enrollment Program)

CROSS REFS.: IHBK\*, Preparation for Postsecondary and Workforce Success

IJNDAB\*, Instruction through Online Courses IKF, Graduation Requirements

JFC, Student Withdrawal from School/Dropouts

## Class Size

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

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

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

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

Adopted June 1986

LEGAL REFS.: C.R.S. 22-53-102 (4)

CROSS REF.: GCM, Professional Staff Work Load

### Parent Request for Exemption From State Assessments

\_\_\_\_\_ School District

20\_\_\_\_ School Year

Please complete this form and give the form to the building principal. This form is valid for the 20\_\_\_\_ school year only.

I request that my child, \_\_\_\_\_, be exempt from taking the following Colorado State Assessments for the 20\_\_\_\_ school year (please mark the applicable box/boxes):

All required state assessments in the content areas of English language arts, mathematics, science, social studies and college entrance.

State assessments in the following content areas:

\_\_\_\_\_ English language arts

\_\_\_\_\_ Math

\_\_\_\_\_ Science

\_\_\_\_\_ Social Studies

\_\_\_\_\_ ACT or other standardized college entrance examination required by the state.

Reason(s) I am requesting an exemption for my child: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Please initial the following box.

I acknowledge that the school district administration has encouraged me to have my child participate in the state assessment system as a means to provide me with information concerning my child's academic progress and growth in the areas tested by the state assessment system and my child's progress toward college and career readiness.

\_\_\_\_\_

Print Name

Date

\_\_\_\_\_

Signature

Adopted: September 2019

## **Early Literacy and Reading Comprehension**

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

### **A. Development of a READ plan**

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

### **Components of the READ plan**

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

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

### **Communication with the student's parent/guardian**

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



1. The state's goal for all children in Colorado is to graduate from high school having attained skill levels that adequately prepare them for postsecondary studies or the workforce.
2. Research indicates achieving reading competency by the end of third grade is a critical milestone in achieving this goal.
3. If the student enters fourth grade without achieving reading competency, the student is significantly more likely to fall behind in all subject areas beginning in fourth grade and continuing in later grades.
4. If the student's reading skill deficiencies are not remediated, it is likely the student will not have the skills necessary to complete the coursework required to graduate from high school.
5. The nature of the student's reading skill deficiency, including an explanation of what the significant deficiency is and the basis upon which the teacher identified the deficiency.
6. Under state law, the student qualifies for and the district is required to provide targeted, scientifically based or evidence-based interventions to remediate the student's specific, reading skill deficiencies, and the student's READ plan shall include these interventions.
7. The student's parent/guardian plays a central role in supporting the student's efforts to achieve reading competency and is strongly encouraged to work with the student's teacher in implementing the student's READ plan.
8. The student's READ plan includes strategies the parent/guardian is encouraged to use at home and is encouraged to supplement the intervention the student receives in school.
9. There are serious implications to a student entering fourth grade with a significant reading deficiency. If the student continues to have a significant reading deficiency at the end of the school year, state law requires the parent/guardian, student's teacher and other school personnel to meet and consider retention as an intervention strategy.

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

If the student's parent/guardian is unable to attend the meeting, the student's teacher shall provide the student's parent/guardian with a copy of the student's READ plan, a written explanation of items 1-9 above, and a written explanation of the scientifically based or evidence-based reading instructional programming and other reading-related

2. The importance of achieving reading competency by third grade because students who do so are more likely to graduate from high school and attain a postsecondary credential.
3. The student's body of evidence and the likelihood that the student, despite having a significant reading deficiency, will be able to maintain adequate academic progress at the next grade level.
4. The increased level of intervention instruction the student will receive in the next school year regardless of whether the student advances to the next grade level.
5. The potential effects on the student if he or she does not advance to the next grade level.

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

Adopted: July 17, 2017

services the student will receive under the plan as well as the strategies the parent/guardian is encouraged to apply to assist the student.

## **B. Student promotion or retention**

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

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

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

The written notification shall not be required if:

1. the student is a student with a disability who is eligible to take the alternative statewide assessment or whose disability substantially impacts the student's progress in developing reading skills, resulting in the student's significant reading deficiency;
2. the student is identified as an English language learner and the student's significant reading deficiency is due primarily to the student's language skills; or
3. the student is completing the second school year at the same grade level.

### **Meeting to discuss possible retention**

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

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

## Individualized Instruction

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

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

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

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

Adopted June 1986

## Textbook Adoption

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Textbooks shall be routinely adopted, as needed, when a curriculum is revised. In the event that a teacher identifies the need to change texts other than during a curriculum revision year, he may forward a request to the superintendent with rationale for the request.

Adopted May 1, 1993

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

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

## Textbook Selection and Adoption

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### Text Adoption Process

1. Upon receipt of the request from a teacher, the superintendent forwards the text to the curriculum advisory council for review.
2. The Curriculum advisory council recommends the text for adoption or provides a rationale for not recommending the text.
3. The superintendent, upon recommendation of the curriculum advisory council, provides his recommendation along with the council's recommendation to the Board.
4. The Board adopts the text or returns the text to the superintendent for further action.
5. The public is notified of the proposed text adoption and text availability for public review. The text is available for review for a minimum of 15 school days from the date of presentation to the Board. During this time, the accountability committee is afforded the opportunity to review the text. The recommendation to the Board is accompanied by all written comments received from the public.

Approved May 1, 1993

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## Library Materials Selection and Adoption

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### Objectives of Selection

The primary objectives of the school's educational media center shall be to implement, enrich and support the education program of the school. It is the duty of the center to provide a wide range of materials on all levels of difficulty, with a diversity of appeal, and the presentation of different points of view.

To this end, the Board reaffirms the objectives of the national standards, Media Programs: District and School, the Department of Audiovisual Instruction, and asserts that the responsibility of the library media center is:

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served.
2. To provide a background of information which will enable students to make intelligent judgments in their daily lives.
3. To provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical analysis of all media.
4. To provide materials representative of the many religious, ethnic and cultural groups and their contributions to our American heritage.
5. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library media center.

### Criteria for Selection of Library Materials

Needs of the school, based on a knowledge of the curriculum and of the existing library collection shall be given first consideration. Materials for purchase shall be considered on the basis of:

1. Overall purpose and need
2. Timeliness or permanence
3. Importance of the subject matter
4. Reputation and standards of the publisher, producer, etc.
5. Quality of the writing, production, etc.
6. Readability and popular appeal

File: IJL

7. Format and price
8. Reputation and significance of the author
9. Authoritativeness

Requests from faculty and students shall be given priority.

Adopted May 18, 1976

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

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



## **Library Materials Selection and Adoption**

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In selecting materials for purchase, the media specialist shall evaluate the existing collection and consult:

1. Reputable, unbiased, professionally recognized selection aids
2. Specialists for all departments and/or all grade levels
3. The media committee appointed by the superintendent to serve in an advisory capacity in the selection of materials, their reconsideration, etc.

In specific areas, the media specialist follows these procedures:

1. Gift materials shall be judged by the district's selection standards and shall be placed in the collection by these standards.
2. Multiple items of outstanding and much-in-demand media shall be purchased as needed.
3. Worn or missing standard items will be replaced periodically.
4. Out-of-date or no longer useful materials will be withdrawn from the collection.
5. Sets of materials and material acquired by subscription will be examined carefully and will be purchased only to fill a definite need.
6. Salesmen must have permission from the superintendent's office before going into the media center.

Approved May 18, 1976

File: IJOA

## Field Trips

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Field trips shall be planned in advance. A description of field trips, including the date, time, sponsors, cost, name of club and other information shall be submitted in writing to the superintendent at least three days before the field trip is scheduled.

Adopted May 18, 1976

LEGAL REFS.: C.R.S. 40-10-116 (1)(B)

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

## School Volunteers

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The Board encourages members of the Prairie school community to become involved in their school. Volunteers can contribute their time, talents and skills to help provide high quality education for Prairie School students.

The Board believes that volunteers become part of an educational partnership with the faculty and staff to provide enrichment opportunities for students, more complete supervision and assistance with administrative duties. Volunteers are also valuable in offsetting the effects of budgetary and personnel constraints.

Persons interested in volunteering in the Prairie School shall contact the superintendent.

Adopted December 1992

LEGAL REFS.: C.R.S. 8-41-106 (Workers' Compensation Act)  
C.R.S. 24-10-103 (4)(a)

*Note: For a complete description of the volunteer program for Prairie School, please refer to "VIPS: Volunteers in Prairie School," on file in the superintendent's office.*

## Grading/Assessment Systems

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

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

Students are encouraged to engage in informal self-assessments as they study and attempt to solve problems, monitor their own progress and improve their learning. Peer grading of student assignments and classroom assessments is permissible. The intent of this practice is to teach material again in a new context and to show students how to assist and respect fellow pupils.

### Grading System

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

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

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

Adopted: October 21, 2002

LEGAL REFS: C.R.S. 22-7-407 (*district content standards*)

CROSS REFS: AEA, *Standards Based Education*  
IA, *Instructional Goals and Learning Objectives*  
IK, *Academic Achievement*  
IL, *Evaluation of Instructional Programs, and subcodes*  
JRA/JRC, *Student Records/Release of Information on Students*

## Grading/Assessment System

Subjects that shall be included in the grade point average calculations are those where class assignments and homework are given on a regular, multi-weekly basis.

The grading system for Prairie School shall be as follows:

Grade	GPA	Percentage	Achievement
A	4	100-91	Superior
B	3	90-81	Above average
C	2	80-71	Average
D	1	70-61	Below average
E	0	60-50	Making improvement
U	0	below 50	Unsatisfactory

### Effort

- O = outstanding
- S = satisfactory
- N = needs improvement
- U = unsatisfactory
- I = improvement shown

Classes such as physical education, choir, show choir and athletics shall be excluded from the GPA. These classes shall use "H" to indicate high or outstanding performance, "S" to indicate satisfactory or average performance and "U" to indicate unsatisfactory or below minimum standard performance.

Current practice codified December 1993  
Approved: date of manual adoption

## **Report Cards/Progress Reports**

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

The type of progress reports sent to parents shall be devised by the professional staff, and shall be approved by the Board.

A written report shall be provided to all elementary K-5 grade parents four times a year with supplementary reports as needed. A written report shall be provided to all secondary 6-12 grade parents two times per year with supplementary reports as needed. Supplementary reports shall be required for students in danger of failure. It also is highly recommended that notes of praise or letters noting outstanding achievement be sent whenever a teacher feels a student deserves recognition. Conferences also shall be used as an integral part of the reporting system.

**Current practice codified August 1993**

**Adopted: Date of manual adoption**

**Revised: October 21, 2019**

## Parent Conferences, Staff Meetings and School Meetings

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Teachers shall be present for all teacher meetings called by the superintendent unless otherwise excused by him.

Parent conferences shall be held following the first and third quarter grading periods. The dates for parent conferences shall be listed on the school calendar.

Adopted May 18, 1976

CROSS REF.: ICA, School Calendar

## Honor Rolls

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Recognition of academic achievement shall be done on a quarterly and semester basis. Students shall be recognized in a special honor roll assembly where gold certificates shall be given to those students having a grade point average (GPA) of 4.0 to 3.5. Silver certificates shall be given to those students with a grade point average of 3.49 to 3.25.

Honor rolls shall be determined by the student's GPA. Each letter grade shall be converted to points. The points are then added together and divided by the number of subjects.

Current practice codified August 1993  
Adopted: date of manual adoption



## Graduation Requirements

A minimum of 25 credits shall be required for graduation from Prairie School. Daily classes are entitled to one half credit per semester. Other fractional credits shall be given to courses that meet for less time. Credits shall be earned in the same manner in pass/fail or letter grading situations.

Students who transfer in will have their academic record reviewed to determine if they shall be allowed a waiver from graduation requirements. This decision is to be approved by the Board of Education upon the recommendation of the Superintendent of Schools and the guidance counselor.

This policy is in effect beginning with the class of 2004.

Early graduation for students who have sufficient credits will be allowed on a very limited basis. Approval for early graduation is made by the Board of Education upon the recommendation of the Superintendent of Schools.

The following credits shall be required for graduation:

<u>Subject</u>	<u>Requirement</u>
English	4
Mathematics	3
Science	3
Social Science	3
Civics	1
Fine Arts	1
Vocational/Practical Arts	2
Physical Education	1
Computer Education	.5
Health	.5
Electives	6 minimum

In addition to these requirements, it is highly recommended that students who are planning on higher education complete two years of a foreign language.

Adopted: January 30, 2004

CROSS REFS: IHCDA, Postsecondary Options/Concurrent Enrollment  
IHAlA\*, Work Experience Opportunities

## Graduation Exercises

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The date and time of graduation will be determined a year in advance. The superintendent will work with seniors and their sponsors to develop graduation exercises and the commencement program. Practice for graduation exercises will be determined by the sponsors and administration, generally during the last week of school.

Seniors will select their colors, song, flower and motto in September of their senior year so that these items may be incorporated in announcements and commencement programs.

Decorations for the commencement exercise will be the responsibility of the senior class but will be reviewed by the superintendent prior to graduation.

Seniors will pay for their own caps and gowns.

Current practice codified August 1993  
Adopted: date of manual adoption

## Evaluation of Instructional Programs

Appropriate means for the evaluation of instructional programs shall be established and maintained in the Prairie School District.

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

Current practice codified August 1993

Adopted: date of manual adoption

LEGAL REFS.: C.R.S. 22-2-117  
C.R.S. 22-7-101 through 22-7-105  
C.R.S. 22-53-107 (3),(5)  
1 CCR 301-1, Rules 2202-R-4.0 *et seq.*  
1 CCR 301-1, Rules 2202-R-5.0 *et seq.*

CROSS REFS.: ADA, School District Goals and Objectives  
AE, Accountability/Commitment to Accomplishment

*Note: The district has received basic Colorado accreditation of its instructional program from the Colorado Department of Education. The process called for program evaluation and improvement through a comprehensive needs assessment, establishment of priorities and objectives in terms of Board-adopted educational goals, development of procedures for meeting needs and ongoing assessment. The staff, parents and students were involved in the process which was carried out in accordance with department of education guidelines and under its supervision. Evaluation was achieved in conjunction with the work accomplished or underway by the accountability committee.*

## District Program Assessments

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

The superintendent shall be responsible for scheduling, disseminating and collecting tests and for reporting and interpreting all group test results.

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

Current practice codified August 1993  
Adopted: date of manual adoption

LEGAL REFS.: C.R.S. 22-7-102 (2)(b)  
C.R.S. 22-32-109.5  
C.R.S. 22-53-205  
C.R.S. 22-53-207 (3),(5)  
1 CCR 301.1, Rule 2202-R-3.10 (1)

CROSS REFS.: ILB, State Program Assessments  
JLDAC, Screening/Testing of Students

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## State Program Assessments

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

Current practice codified August 1993  
Adopted: date of manual adoption

LEGAL REFS.: C.R.S. 22-7-102 (2)(b)  
C.R.S. 22-32-109.5  
C.R.S. 22-53-205  
C.R.S. 22-53-207 (3),(5)  
C.R.S. 22-53-401 *et seq.*  
1 CCR 301-1, Rule 2202-R3.10(1)

CROSS REFS.: ILBA, District Program Assessments  
JLDAC, Screening/Testing of Students

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**Literacy and Reading Comprehension Assessments**  
(Third Grade Literacy)

The Board believes reading is the skill most closely associated with success in school. In accordance with this belief and state law, the district shall annually assess the reading readiness level of every kindergarten student and the literacy and reading, comprehension level of every first, second, and third grade student. This assessment may be done in conjunction with content standard assessments.

Reading readiness and literacy and reading comprehension, shall be measured by an assessment instrument approved and identified by the State Board of Education. An individual literacy plan shall be formulated for every student whose reading readiness or literacy and reading comprehension are below the level established by law.

The plan will be formulated by the teacher and school administration in conjunction with the student's parents/guardians. The plan shall include, but need not be limited to, the following:

1. Sufficient in-school instructional time to develop readiness, literacy and reading comprehension skills
2. An agreement by the student's parents/guardians to implement a home reading program that supports and coordinates with the effort at school
3. Placement, if necessary, of the student in a summer reading tutorial program

Each semester, students in individual literacy plans will be reassessed. The plan shall continue until the pupil is reading at or above grade level.

Except in the case of students with disabilities the district shall not permit a student to pass from third grade to fourth grade for reading classes unless the assessment shows the student to be reading at or above level established by law.

File: IMBB

## Exemptions from Required Instruction

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Students may be excused from physical education activities and curricular requirements relating to physical education upon the statement from a physician that such participation would be injurious to their health.

Adopted August 19, 1975

## Flag Displays

The superintendent or building principal shall see that the United States flag is prominently and permanently displayed in each academic classroom when classes are in session. The flag displayed shall measure no less than either 12 x 16 inches if in a frame or on a flagstaff.

The United States and Colorado flags shall be displayed on a flagpole on school grounds at all times during days while school is in session except during inclement weather. The flags displayed shall be the same size and measure no less than 3 x 5 feet in size.

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

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

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

Adopted: October 19, 2015

LEGAL REFS.: Tinker v. Des Moines Indep. Comm. Sch. Dist., 393 U.S. 503 (1968)  
4 U.S.C. Section 7 (*position and manner of display*)  
C.R.S. 18-11-205 (*flags that can be displayed on permanent flagpole*)  
C.R.S. 22-32-109 (1)(s) (*flag displays at administration buildings*)  
C.R.S. 22-32-109 (1)(ii) (*duty to adopt policy regarding reasonable display of U.S. flag by students and school district employees*)  
C.R.S. 27-91-108 (2)(c), (3) and (4) (*duty to display U.S. flag in classrooms*)  
C.R.S. 27-91-109 (*personal display of flag*)

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



## Classroom Safety Instruction

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Instruction in courses in agriculture education, science, health, and physical education shall include and emphasize safety and accident prevention.

As applicable to each unit of work in a course, the objectives of safety instruction shall be to help students:

1. Learn proper safety precautions.
2. Learn how to care for tools and equipment so as to reduce the possibility of accidents.
3. Develop habits of good housekeeping, proper storage, and handling of materials and sanitation.
4. Become familiar with personal protective devices and the proper clothing to be worn for safety purposes.
5. Develop skills in the safe use of tools and equipment.
6. Learn how to cooperate with others in the promotion and operation of a safety program in the school.
7. Become familiar with school procedures for when an accident or injury occurs, including procedures designed to prevent disease or transmission of infections agents.

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Safety instruction shall precede the use of materials and equipment by students in applicable units of work in the courses listed above, and instructors shall teach and enforce all safety rules set up for the particular courses. These shall include the wearing of protective eye devices in appropriate activities.

The superintendent is authorized and directed to develop appropriate means for the implementation of this policy.

Adopted: October 21, 2002

CROSS REFS: ADD, *Safe Schools*  
EBBA, *Prevention of Disease/Infection Transmission*