



# **Student and Parent/Guardian Handbook**

## **North Park School District R-1**

**Most Recent Update: August 22, 2024**

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**Paper copies of this handbook and individual policies are available in the school office.**

North Park School District R-1  
910 4th Street  
Walden, CO 80480  
Phone: 970-723-3300      Fax: 970-723-8486



## MISSION

The mission of North Park School District R-1 is to provide high quality education programs in a safe and inclusive environment that empowers students to live responsibly in an ever-changing world. We are committed to growing the hearts and minds of all students, preparing them to be lifelong learners and contributing citizens.

## VISION

We Are North Park: Empowered, Engaged and Equipped for Life!

## VALUES

**Community**—Togetherness, sense of belonging, generosity and supportive relationships

**Achievement**—Student success and access to opportunity

**Tradition**—Pride in rural heritage, pioneer culture, history and connection to nature

**Stamina**—Work ethic, resourcefulness, and grit

## Staff Directory

Central Office	Position(s)	Phone Number	Email Address
Amy Ward	Superintendent	970.723.3300 ext 2114	superintendent@npk12.org
Chrissy Carlstrom	PK-12 School Principal	970.723.3300 ext 2512	principal@npk12.org
Ryen Russell	Business Manager/HR	970.723.3300 ext 2112	finance@npk12.org
Cristy Dilley	Student Data Manager/Substitutes	970.723.3300 ext 2502	cdilley@npk12.org
Kathleen Sanchez	Administrative Receptionist	970.723.3300 ext 2113	kathleen.sanchez@npk12.org
Margee Rivera	K-12 School Counselor	970.723.3300 ext 2100	margee.rivera@npk12.org
Catie Olney	Athletic Director	970.723.3300 ext 2107	catie.olney@npk12.org
Marcie Clendenen	Nurse	970.723.3300 ext 2102	nurse@npk12.org
Mindy Crum	SEL Specialist and Family Liaison	970.723.3300 ext 2106	mindy.crum@npk12.org
Kathi Manville	Communication Specialist		
BOCES	Special Education Services are coordinated by the Board of Cooperative Educational Services. The Executive Director is Courtney Lincoln. Assistant Special Education Director: Rim Watson-, Occupational Therapists: Andrea Rueda, Speech Language Pathologist: Michelle Coverdale, School Psychologist: Dr. Emily Phillips, School to Work Alliance Program: Whitney Peters, Teacher of Deaf/Hard of Hearing, Teri Kite, Teacher of the Visually Impaired: Jessica Hank	970.723.3300 ext 2048	rim.watson@nwbores.org, emily.phillips@nwbores.org michelle.coverdale@nwbores.org, andrea.rueda@nwbores.org, whitney.peters@nwbores.org, teri.kite@nwbores.org, jessican.hank@nwbores.org
Academics	Position(s)	Phone Number	Email Address
Susie Sheehan	Preschool Director	970.723.3300 ext 2047	preschool@npk12.org
Tammi Gonzales	Preschool Lead Teacher	970.723.3300 ext.2047	tammi.gonzales@npk12.org
Rachel Allnutt	Kindergarten	970.723.3300 ext 2506	kindergarten@npk12.org
Angie Wintermote	1st Grade	970.723.3300 ext 2503	first@npk12.org
Erin Seely	2nd Grade	970.723.3300 ext 2505	second@npk12.org
Keely Graves	3rd Grade	970.723.3300 ext 2507	third@npk12.org
Kendra Wintermote	4th Grade	970.723.3300	fourth@npk12.org
Dylan Koretko	5th Grade	970.723.3300 ext 2514	fifth@npk12.org
Nicole Greene	6-12 Special Education, 6th Grade Math	970.723.3300 ext 2104	6thgrade@npk12.org
Brenda Brown	Technology Manager/CS Teacher	970.723.3300 ext 2517	tech@npk12.org
Alyssa Corkle	MS/HS Science	970.723.3300 ext 2304	science@npk12.org

Clay Russell	MS/HS Ag Education and FFA Advisor	970.723.3300 ext 2703	aged@npk12.org
Shay Carlstrom	MS/HS English Language Arts/Electives	970.723.3300 ext 2039	shay.carlstrom@npk12.org
Stan Kennedy	HS Math	970.723.3300 ext 2202	stan.kennedy@npk12.org
Tim Souza	MS/HS Social Studies	970.723.3300 ext 2204	socialstudies@npk12.org
Lynnette Weddle	MS/HS English/Senior Project	970.723.3300 ext 2205	lweddle@npk12.org
Katherine Shuler	K-12 Art/7th and 8th grade Math	970.723.3300 ext 2215	kate.shuler@npk12.org
Cassie Souza	K-12 Music/ K-5 Art/Librarian/Business	970.723.3300 ext 2509	cassie.souza@npk12.org
Jennifer Shepherd	K-12 Physical Education Long Term Sub	970.723.3300 ext 2513	jennifer.shepherd@npk12.org
Mikka Garza	Special Education and Elementary Intervention	970.723.3300 ext 2105	mgarza@npk12.org
Rocio Nevarez	Special Education Paraprofessional	970.723.3300 ext 2105	rocio.nevarez@npk12.org
Parker Fulton	Special Education Paraprofessional	970.723.3300 ext 2105	parkerfultonjd@gmail.com
Bianeth Martinez	Special Education Paraprofessional	970.723.3300 ext 2105	bianeth.martinez@npk12.org
Allan Ward	Special Education Case Manager	970.723.3300	allan.ward@npk12.org
Libby Meyring	Early Childhood Special Education Case Manager	970.723.3300	libby.meyring@npk12.org
<b>Food Services</b>	<b>Position(s)</b>	<b>Phone Number</b>	<b>Email Address</b>
Stormy Follett	Food Service Director	970.723.3300 ext 2601	foodservice@npk12.org
Paula Wofford	Head Baker	970.723.3300 ext 2601	
Trish Smercina	Server/Dishwasher	970.723.3300 ext 2601	
		970.723.3300 ext 2601	eskalla@npk12.org
<b>Maintenance &amp; Transportation</b>	<b>Position(s)</b>	<b>Phone Number</b>	<b>Email Address</b>
Ryan Hendrickson	Maintenance Manager	970.723.3300 ext 2103	maintenance@npk12.org
Kimberly Schleppy	Custodian	970.723.3300 ext 2103	kimberly.schleppy@npk12.org
Israel Florez	Custodian	970.723.3300 ext 2103	israel.florez@npk12.org
Mark Westfahl	Bus Driver/Fleet Manager	970.723.3300	mark.westfahl@npk12.org
Tim Lytle	Bus Driver	970.723.3300	
Matt Sinclair	Bus Driver	970.723.3300	
<b>School Board</b>	<b>Position(s)</b>		<b>Email Address</b>
Graham Crews	President- District C	970.723.3300	graham.crews@npk12.org
Christine Redman	Vice President- District 2, CASB and BOCES rep	970.723.3300	christine.redman@npk12.org
Debbie Russell	Secretary/Treasurer- District D	970.723.3300	debbie.russell@npk12.org



Curtis Utley	Director- District B	970.723.3300	curtis.utley@npk12.org
Catie Olney	Director- District A	970.723.3300	catie.olney@npk12.org
vacant	Director, - District 3	970.723.3300	vacant
Sam Daugherty	Director- District 1	970.723.3300	sam.daugherty@npk12.org
<b>Coaches</b>	<b>Position(s)</b>		
Dylan Koretko	Varsity Head Football Coach	970.723.3300	dylan.koretke@npk12.org
David Hopkins	Varsity Assistant Football Coach	970.723.3300	david.hopkins@npk12.org
Ryen Russell	Varsity Head Volleyball Coach	970.723.3300	finance@npk12.org
Clay Russell	Varsity Assistant Volleyball Coach	970.723.3300	clay.russell@npk12.org
Nick Cornelison	Varsity Head Girls Basketball Coach	970.723.3300	nick.cornelison@npk12.org
Darci Wintermote	Varsity Assistant Girls Basketball Coach	970.723.3300	darci.wintermote@npk12.org
Royce Olney	Varsity Head Boys Basketball Coach	970.723.3300	royce.olney@npk12.org
Chris Joseph	Varsity Assistant Boys Basketball Coach	970.723.3300	chris.joseph@npk12.org
Mat Jimenez	Varsity and MS Head Wrestling Coach	970.723.3300	mat.jimenez@npk12.org
Andy Collins	Varsity and MS Assistant Wrestling Coach	970.723.3300	andy.collins@npk12.org
Catie Olney	Varsity Head Track Coach	970.723.3300	catie.olney@npk12.org
Royce Olney	Varsity Assistant Track Coach	970.723.3300	royce.olney@npk12.org
Kyle Graves	MS Head Football Coach	970.723.3300	kyle.graves@npk12.org
Tony Johnson	MS Assistant Football Coach	970.723.3300	tony.johnson@npk12.org
Nicole Greene	MS Head Girls Basketball Coach	970.723.3300	nicole.green@npk12.org
Keely Graves	MS Assistant Girls Basketball Coach	970.723.3300	keely.graves@npk12.org

#### **Policies Required by Law to be Distributed to Students and Parents/Guardians**

The following policies, essential and/or required by law to be distributed to students and parents/guardians, are published in the online Policy Manual at: <http://z2.ctspublish.com/casb/Z2Browser2.html?showset=northpark-casb>. Paper copies of this online policy manual and/or individual policies are available in the school office, upon request.

Administering Medications to Students	JLCD
Bullying Prevention and Education	JICDE
Bullying Prevention and Education (Procedures)	JICDE-R
Code of Conduct	JICDA
Compulsory Attendance Ages	JEA
Concurrent Enrollment	IHCDA
Disciplinary Removal from Classroom	JKBA
Discipline of Students with Disabilities	JK-2
District Title I Parent Involvement	KBA/ KBA-E
Drug and Alcohol Involvement by Students	JICH
Early Literacy and Reading Comprehension (Colorado READ Act)	ILBC
Early Literacy and Reading Comprehension (Procedures to Implement the Colorado READ Act)	ILBC-R

Ensuring All Students Meet Standards (Promotion, Retention and Acceleration of Students)	IKE
Equal Educational Opportunities	JB
Extracurricular Activity Eligibility	JJJ
Extracurricular Activity Eligibility (Regulation)	JJJ-R
First Aid and Emergency Medical Care	JLCE
Food Services	EF
Free and Reduced-Price Food Services	EFC
Grading/Assessment Systems	IKA
Grading/Assessment Systems (Exemption Procedure and Information to Parents/Guardians) Exhibit	IKA-E
Grading/Assessment Systems (Exemption Procedure and Information to Parents/Guardians)	IKA-R
Graduation Requirements	IKF
Grounds for Suspension/Expulsion	JKD/JKE-E
Gun-Free Schools Act	JICI-E
Homebound Instruction	IHBF
Immunization of Students	JLCB/JLCB-R
Instruction through Online Courses	IJNDAB
Interscholastic Sports	JJIB
Jackson County Interagency Agreement	JRCA-E
Nondiscrimination/Equal Opportunity	AC
Nondiscrimination/Equal Opportunity (Complaint and Compliance Process)	AC-R
Sexual Harassment Investigation Procedures	AC-R-2
Nondiscrimination/Equal Opportunity (Sample Notice)	AC-E-1
Nondiscrimination/Equal Opportunity (Complaint Form)	AC-E-2
Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)	JLDAC-E
Nutritious Food Choices	EFEA
Prevention of Disease/Infection Transmission	EBBA
Public Concerns and Complaints	KE
School Closings and Cancellations	EBCE
School Wellness	ADF
School-Related Student Publications	JICEA
Screening/Testing of Students (And Treatment of Mental Disorders)	JLDAC
Secret Societies/Gang Activity	JICF
Service Animals/Therapy Animals	JLIF
Sex Offender Information	JLFF
Sexual Harassment	JBB
Sharing of Student Records/Information between School District and State Agencies	JRCA
Staff Personal Security and Safety	GBGB
Student Absences and Excuses	JH
Student Conduct	JIC
Student Conduct in School Vehicles	JICC
Student Discipline	JK
Student Distribution of Non-curricular Materials	JICEC
Student Distribution of Non-curricular Materials (Procedures)	JICEC-R

Student Dress Code	JICA
Student Fees, Fines and Charges	JQ
Student Health Services and Records	JLC
Student Interviews, Interrogations, Searches and Arrests	JIH
Student Organizations	JJA-1
Student Organizations - Open Forum	JJA-2
Student Records/Release of Information on Students	JRA/JRC
Student Use of Electronic Communication Devices	JICJ
Student Use of the Internet and Electronic Communications	JS
Students with Food Allergies	JLCDA
Suspension/Expulsion of Students (and Other Disciplinary Interventions)	JKD/JKE
Suspension/Expulsion of Students (Hearing Procedures)	JKD/JKE-R
Teaching about Drugs, Alcohol and Tobacco	IHAMA
Tobacco-Free Schools	ADC
Truancy	JHB
Use of Physical Intervention and Restraint	JKA
Violent and Aggressive Behavior	JICDD
Visitors to Schools	KI
Weapons in Schools	JICI

The North Park School District Annual Notice: North Park educational programs, activities, and employment opportunities offered by the district are offered without regard to disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, or need for special education services.

With respect to employment practices, the district does not discriminate on the basis of age, genetic information, or conditions related to pregnancy or childbirth.

Title IX Coordinator and Compliance Officer: North Park Business Manager, Ryen Russell, [finance@npk12.org](mailto:finance@npk12.org), 970-723-3300. Section 504 and ADA compliance Officer: North Park Superintendent, Amy Ward, [superintendent@npk12.org](mailto:superintendent@npk12.org), 970-723-3300. 910 4th Street, Walden Colorado 80480.

## Absences

- Absences are considered Unexcused until a parent or guardian calls to indicate the reason for the absence. [See policy JH](#) (Student Absences and Excuses) for more information, including definitions of excused and unexcused absences.
- According to state law, it is the obligation of every parent/guardian to ensure that every child under their care and supervision, if of compulsory attendance age, attends school. Notification letters will be sent to parents when students have 10 days in a semester to address chronic absenteeism. A mandatory attendance meeting will be held when a student is defined as chronically absent to develop a plan to improve the student's attendance. Chronic absenteeism is defined as 10 total absences (excused or unexcused) in a school year.
- Because school meets Mondays through Thursdays, students and parents/guardians are strongly encouraged to make medical and other appointments on Fridays.
- All Middle and High School students are required to fill out a school office prearranged absence form prior to attending an event during school hours (medical appointment, sports, school activity trips, etc.)

- Parents/guardians are expected to call the office on the morning of an absence.
- If a parent/guardian does not notify the school, an automated notification is sent to the parent contact information listed in PowerSchool.
- A student who misses more than 50% of any class period is considered absent.
- An absent student is not allowed to participate in extracurricular activities on that day, unless the student has a prearranged absence or a doctor's excuse.
- Elementary students will not be allowed to participate in special events (i.e., classroom parties, swimming during p.e., concerts, field trips, and other school-wide events) if they are defined as chronically absent in policy JH.

#### **Address and Telephone Number Changes**

- Parents/guardians are asked to update the PowerSchool parent portal or notify the school office of address and phone number changes.

#### **Academic and Athletic Achievement Recognition Standards**

- *See Appendix K: Academic and Athletic Achievement Recognition Standards*

#### **Administering Medications to Students**

- See policy JLCD (Administering Medications to Students) for information.
- School personnel may not administer prescription or nonprescription medications to students unless appropriate administration cannot reasonably be accomplished outside of school hours.
- For additional information, see the school's front office to complete a medication permission form.
- See the school nurse for additional information

#### **Athletics Gate**

- Community members are encouraged to volunteer for the following. Volunteers are allowed into athletic events for free.
  - Announcer
  - Chain
  - Gatekeeper
  - Line Judge
  - Referee
  - Scoreboard and Timekeepers
- NOTE: A fan receives a hand stamp that allows him/her into all events for the day.
- *See Appendix E: Fees Schedule*

#### **Bicycles, RollerBlades, Hoverboards, and Skateboards**

- Students may ride bicycles, rollerblades, and skateboards to school, but not on school sidewalks or inside buildings.
- Students are expected to store bikes in the bike rack.
- Students are encouraged to use locks; the school is not responsible for damage or theft.

#### **Blue and Gold Club (Honor Roll)**

- Blue Club (honor roll for cumulative GPA of 3.5 or higher) and Gold Club (honorable mention honor roll for cumulative GPA of 3.0 to 3.49) are announced and published each semester.

#### **Building Hours**

- The school building is open Mondays through Thursdays.

- The school building opens at 7:45 am.
- The cafeteria door opens at 7:30 am for breakfast
- Playground supervision begins at 7:50 am.
- The school day starts at 7:55 am.
- The school day ends at 4:00 pm.
- Students are expected to leave campus by 4:15 pm unless they are involved in school-sponsored activities.

<b>Bells, Monday-Thursday</b>	
First bell rings	7:55
1st Block	8:00 - 9:38
2nd Block	9:42 - 11:20
3rd Hour	11:24 - 12:13
Lunch	12:13 - 12:49
4th Hour	12:53 - 1:47
5th Hour	1:50 - 2:44
6th Hour	2:47 - 3:36
Advisory	3:40 - 4:00

### **Bullying Prevention and Education**

- See policies JICDE (Bullying Prevention and Education) and JICDE-R (Bullying Prevention and Education--Procedures) for information.
- **Bullying** is the use of coercion or intimidation to obtain control over another person or to cause physical, mental, or emotional harm to another person. Bullying can occur through written, verbal, or electronically transmitted expressions (i.e., cyberbullying) or by means of a physical act or gesture. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of their academic performance or any basis protected by federal and state law, including disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, or the need for special education services, whether such characteristic(s) is actual or perceived.
- [Bullying Report Form](#)

### **Bus Rules**

- See policy JICC (Student Conduct in School Vehicles) for information.

#### **General Bus Rules**

Transportation is considered a service by the school district, and all students must abide by all rules and regulations. Students who violate rules and regulations are subject to suspension of their bus riding privileges.

1. Students are required to follow the bus driver's and sponsor's instructions at all times.
2. When crossing the roadway to meet or leave the bus, students must cross 10 feet in front of the bus. Students shall wait for a signal from the bus driver before crossing in front of the bus.
3. Students are to be seated, facing forward while riding the bus. Both feet shall be on the floor. Students shall not open or close windows without permission. Heads and arms must be kept inside the bus at all times.

4. Any behavior which jeopardizes the safety of the passengers or driver is prohibited. i.e., use of drugs, tobacco, alcohol, exiting the rear door, inflicting bodily harm, as well as vandalism and littering.
5. Respect the driver, the sponsors, others and yourself.
6. Students may talk quietly while on the bus. Students must be quiet at railroad crossings. Foul language and or obscene gestures will not be tolerated.

### **Chromebooks**

- *See Appendix J: Chromebook Policies and Procedures*
- *See Appendix K: Digital Citizenship*
- *See Appendix L: Chromebook Technology Pledge*
- *See Appendix M: Chromebook Optional Insurance Plan*

### **Class Rankings and Grade Point Averages**

- See policy [IKF](#) (Graduation Requirements) for information.
  - Graduating seniors shall be ranked within the graduating class for each high school upon the basis of grade-point averages for the four-year program.
  - Grades for regular classes will be given the following values:
  - A=4, B+=3.5, B=3, C+= 2.5, C=2, D+=1.5, D=1, F=0
  - Grades for advanced placement and college, credit-bearing classes will be given the following values: A=5, B+= 4.5 B=4, C+= 3.5, C=3, D+=2.5 D=2, F=0
  - After a course has been passed, no future grade earned in the same course shall be used to determine class rank or grade point average.
  - The student with the highest-class rank will be valedictorian. When more than one student holds the numerical one rank, all students holding the rank will be declared co-valedictorians. A candidate for the honor of Valedictorian or Salutatorian at North Park High School must be a full-time student for their final four semesters of North Park High School, including two semesters of the student's senior year. Full-time is defined as a minimum of seven (7) classes appropriate to the candidate's class/grade level. Significant negative behavior may result in the loss of either honor. The loss of either honor (Valedictorian or Salutatorian) is the sole decision of the school Principal. Loss of this honor may occur before Graduation exercises if any candidate demonstrates significant negative behavior.
  - When transcripts of transfer students show grades such as pass or satisfactory, such grades shall not be counted in determining class rank or grade point average. Students entering from home-based education programs must submit student work or other proof of academic performance for each course for which credit toward class ranking or grade point average is sought

### **Code of Conduct and Discipline**

- All Board-adopted policies and Board-approved regulations containing the letters "JIC" in the file name constitute the conduct section of the legally-required code. See policies JIC (Student Conduct), JICC (Student Conduct in School Vehicles), JICDA (Code of Conduct), and JK (Student Discipline) for information.
- The school works to help students learn behavior patterns that enable them to be caring, responsible, and contributing members of society.

- The school's student conduct and discipline policy is based on the principle that every student is expected to follow accepted rules of conduct and to obey persons in authority. The policy emphasizes that certain behavior, especially behavior that disrupts the classroom, is unacceptable and results in disciplinary action. The policy is enforced uniformly, fairly and consistently for all students.
- Employees of the District are expected to share responsibility for supervising the behavior of students to ensure they abide by the student conduct and discipline policy.
- ***See Appendix A: Classroom Disruptions, Consequences and Unacceptable Behavior Leading to Suspension or Expulsion***

### **Communication Tools Available to Students and Parents**

North Park School District's employees are encouraged to share important information about activities to best ensure a positive and professional image for the school district. Following is a partial list of news releases and communications practiced by the district.

- The electronic NPSD events calendar, the MS athletics calendar, and the HS athletics calendar are available at all times to everyone.
- The superintendent reposts the NPSD school calendar of events within the monthly board report.
- The superintendent communicates important information through the Jackson County Star.
- The principal and technology manager send important email and text messages through PowerSchool SchoolMessenger to parents and community members who have signed up.
- The athletic director is responsible for news releases regarding athletics.
- Coaches may report the results of games directly to the newspaper.
- The NPSD events and athletic calendars automatically feed the NPSD website and are always the most current information available to the public.
- Teachers and staff members share important information through the NPSD Facebook page.
- The NPSD Facebook page automatically feeds the NPSD website with all posts.
- All NPSD entries into the school's Facebook page are automatically sent out as Twitter tweets and new for 24-25 Instagram.
- Elementary teachers share classroom-specific information through Class Dojo for parents who are signed up.
- Elementary teachers post-elementary- and school-wide information (such as Spelling Bee or Dress-Up Days) via "School Story" that goes to all elementary parents who are signed up on Class Dojo.
- Elementary teachers send classroom-specific information as paper notices in students' Thursday Folders.
- The technology manager televises important whole-school information through the lobby monitor which is also found as a slide deck on the District webpage.

### **Compulsory Attendance Ages**

- Every child who has attained the age of six years on or before August 1 of each year and is under the age of 17 is required to attend public school with such exceptions as provided by law. It is the parents' responsibility to ensure attendance.
- See policy JEA (Compulsory Attendance Ages) for more information.

### **Concurrent Enrollment**

- See policy IHCD (Concurrent Enrollment) for information.
- North Park High School is excited to be able to offer concurrent enrollment courses to ninth-twelfth grade students with higher learning objectives and desires. Taking a concurrent enrollment course comes with additional responsibilities and expectations. It is the student's responsibility to prove that they understand the requirements, and that they can work independently. Ultimately, the decision to approve any concurrent enrollment course will be up to the principal.



- For more information, see Appendix O and contact the school counselor.

### **Credit Recovery**

- See policies [JNDAB](#) (Instruction through Online Courses) and [JKF](#) (Graduation Requirements) for information.
- If a student had failed a required class provided by the district, the district offers credit recovery. Any other credit recovery option is at the expense of the student/family. The district encourages approved programs including Colorado Digital Learning Solutions and Edgenuity Colorado Online Learning if a student/family is seeking alternatives.

### **Disciplinary Removal from Classroom**

- See policy JKBA (Disciplinary Removal from Classroom) and JKBA-R for information.
- Any student who violates the code of conduct or other classroom rules may be subject to removal from class and/or disciplinary action.
- Upon the third formal removal from class, a teacher may remove the student from the teacher's class in accordance with this policy, its accompanying regulation and applicable law.

### **Discipline of Students with Disabilities**

- See policy JK-2 (Discipline of Students with Disabilities) for information.

### **Distribution of Non-curricular Materials**

- See policies JICEC (Student Distribution of Non-curricular Materials) and JICEC-R (Student Distribution of Non-curricular Materials--Procedures) for information.

### **District Title I Parent Involvement**

- North Park School, elementary level, is a Title I school.
- The district shall provide coordination, technical assistance and other support necessary to assist participating schools in building the capacity for strong parent involvement to improve student academic achievement and school performance.
- See policies KBA (District Title I Parent Involvement) and KBA-E (School-Level Title I Parent Involvement Policy) for information.

### **Dress Code**

- See policy JICA (Student Dress Code) for information.
- Students who violate the dress code are required to change into appropriate clothing immediately.

### **Drop-Off and Pick-Up**

- Parents/guardians are asked to drop students off at the school's main entrance.
- Elementary parents/guardians may escort their students to their classrooms during the first week of school.
- Teachers dismiss elementary students from the elementary exit doors.
- During pick-up time, the street west of the building is one way.

### **Drugs, Alcohol, and Tobacco**

- See policies ADC (Tobacco-Free Schools), IHAMA (Teaching about Drugs, Alcohol, and Tobacco), and JICH (Drug and Alcohol Involvement by Students) for information.



- To promote the general health, welfare, and well-being of students and staff, smoking, chewing, or any other use of any tobacco product by staff, students, and members of the public is prohibited on all school property.

### **Early Literacy and Reading Comprehension**

- See policies ILBC (Early Literacy and Reading Comprehension--Colorado READ Act) and ILBC-R (Early Literacy and Reading Comprehension--Procedures to Implement the Colorado READ Act) for information.

### **Electronic Communication Devices**

- See policy JICJ (Student Use of Electronic Communication Devices) for information.
- *See Appendix N: Student Use of the Internet and Electronic Communications Contract*
- **Phones**
  - Students may only use personal phones during class when directed by a teacher to do so.
  - The school office has a public phone in order to contact parents or for emergency use

### **Emergency Contact List**

- Parents/guardians are asked to update the Emergency Contact List.
- The school office notifies parents/guardians of emergency closures using the information listed on the Emergency Contact List.
- No student may leave the building without permission from a parent/guardian or person listed on the Emergency Contact List.
- In the unlikely event that no adult can be reached, school personnel will take a student to the sheriff's office until an adult can be reached.

### **Emergency Drills**

- The school holds regular fire, secure perimeter, hold, and lockdown drills to teach students to respond calmly and in an orderly manner to emergencies.
- Detailed escape routes, posted inside each classroom, lead students to an outside area a safe distance from the building.

### **Equal Educational Opportunities**

- See policy JB (Equal Educational Opportunities) for information.

### **Fees, Fines and Charges**

- See policy JQ (Student Fees, Fines and Charges) for information.
- *See Appendix E: Fees Schedule*

### **First Aid and Emergency Medical Care**

- See policy JLCE (First Aid and Emergency Medical Care) for information.
- When a student becomes ill at school, the school office attempts to contact parents/guardians.
- In case of an accident or sudden illness, school personnel will provide or seek emergency care and notify the student's parents/guardians.
- In the event that a parent/guardian cannot be reached, the school office notifies persons listed on the Emergency Contact List.
- In extreme cases, school personnel have the responsibility to seek professional care with or without the family's permission.

## **Food Allergies**

- See policy JLCDA (Students with Food Allergies) for information.

## **Food Services and Free and Reduced-Price Food Services**

- See policies EF (Food Services) and EFC (Free and Reduced-Price Food Services) for information.
- See policy EFEA (Nutritious Food Choices) for information.
- The Colorado State Board of Health sets nutritional standards.
- The cafeteria offers K-12 students breakfast and lunch, including meat/meat alternatives, bread/bread alternatives, fruit or juice, vegetable, and milk. Each student is required to choose three of the basic components but may choose all five.
- Lunch Visitors
  - Visitors wanting to eat lunch with students need to let the office know by 9:00 am before lunch that same day.
  - Student visitors (friends or family), 5th grade and under, wanting to eat lunch must be accompanied by an adult.
  - Student visitors (friends or family), above 5th grade, wanting to eat lunch must notify the office by 9:00 am before lunch that same day.
- Parents/guardians:
  - Are welcome to eat in the cafeteria with their students.
  - Are asked to make checks payable to North Park Hot Lunch Program.
  - Those who have financial needs may apply for free and reduced-price lunches.
- Students are expected to:
  - Behave themselves as they do in a classroom.
  - Be courteous and line up quietly and in single file for the serving line.
  - Make only one trip to get condiments.
  - Sit where his/her tray touches the table . . . no moving unless approved by the duty teacher.
  - Not save seats for anyone other than visitors.
  - Visit quietly, use inside voices while eating and practice polite table manners.
  - Visit with people at their table, not the people behind them or across the lunchroom.
  - Eat all food purchased in the lunchroom before asking for seconds or leaving the lunchroom.
  - Not share food or money.
  - Return trays to the kitchen.
  - Wait for a teacher to dismiss students for recess.
  - Leave tables clean.
- In the Lunchroom:
  - The duty teacher handles discipline. Teachers welcome input from lunchroom staff.
  - The duty teacher eats at the teacher's table or among the students depending on preference.
  - Students will sit with their bottoms on the seats.
- *See Appendix E: Fees Schedule*

## **Gifted and Talented Education**

- *See Appendix C: Gifted and Talented Education*

## **Grading/Assessment Systems and Exemption Procedures and Information to Parents/Guardians**

- See policies IKA (Grading/Assessment Systems) IKA-E (Grading/Assessment Systems--Exemption Procedure and Information to Parents/Guardians) Exhibit and IKA-R (Grading/Assessment Systems--Exemption Procedure and Information to Parents/Guardians) for information.

- *See Appendix F: Exhibit for Grading/Assessment Systems (Exemption Procedure and Information to Parents/Guardians)*

## Grades PK-K

Pre-kindergarten and kindergarten teachers use Teaching Strategies GOLD. TS Gold is an observational assessment system designed to provide teachers with information to understand their students' needs. Teachers collect evidence of students' academic knowledge, skills, and behaviors, including literacy, mathematics, science, social studies and technology. Teachers also collect evidence on students' cognitive, language, physical and social-emotional development. Student growth is tracked on a continuum in developmental areas, and teachers use this information to inform their instruction.

Teachers work with parents/guardians early in the school year to develop a learning plan with goals for each student. Parents/guardians are asked to sign a form that allows the teacher to upload photos and video observations to a child's portfolio. Teachers notify parents of student progress three times per year (fall, winter and spring).

Grades 1-3	
E	Exceeds Expectations
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory
Grades 4-12	
A	90-100
B+	87-89
B	80-86
C+	77-79
C	70-76
D+	67-69
D	60-66
F	0-59

## Graduation Requirements

- See policy IKF (Graduation Requirements) for information.

NPSD Credits	Content	Notes on Specific Courses	Higher Education Admission Requirements, HEAR
12	Electives	.	2 years
4	English/ Language Arts	Seniors are required to pass English 12, a year-long course that includes Senior Project, the district's capstone.	4 years 2 units of ESL English may count with 2 units of College Prep English
1	Financial Literacy		
3	Mathematics		4 years Must include Alg I, Geometry, Alg

			II or equivalents
1	Physical Education		
3	Science		3 years 2 units must be lab-based
3	Social Studies	Seniors are required to pass Government, a year-long course on the civil government of the State of Colorado and the United States.	3 years At least one unit of US or World History
1	Technology	1 year of Computer Science or 2 years of publications or a combination of 1 year of publications + 1 year of CDLS technology classes	
28	Total		

- Note: The Colorado Commission on Higher Education adopted the HEAR which are entry requirements for students planning to attend Colorado public four-year colleges or universities.

### **Gun-Free Schools Act**

- See policy JICI-E (Gun-Free Schools Act) for information.

### **Health Services and Records**

- See policy JLC (Student Health Services and Records) for information.
- ***Contact the school nurse for more information.***

### **High School Course Descriptions**

- ***See Appendix D: High School Course Descriptions***

### **Homebound Instruction**

- See policy IHBF (Homebound Instruction) for information.

### **Homework and Make-Up Work**

- Homework is an integral part of a student's education, preparing students for college and career success.
- Teachers encourage parents/guardians to take an active interest in their students' homework.
- Teachers assign homework within this general guideline: ten (10) minutes of homework per night per grade level. For example, a sixth-grade student should anticipate 60 minutes of homework per night. Students who were absent or did not take full advantage of their time in school should expect more study time at home.
- A student who is absent should request homework directly from their teachers.
- Students are required to complete homework (including work missed due to an excused absence) by the due date.
- Students are allowed one full day to make up work for each day absent. These days begin upon the student's return.

### **Individual Career and Academic Plan (ICAP)**

- Every student will use the Xello program to develop a plan for their high school academic coursework that will lead into higher education or career plans after graduation.

**Immunization of Students**

- See policies JLCB (Immunization of Students) and JLCB-R (Immunization of Students--Regulation) for information.

**Independent Study**

- See policy IKF (Graduation Requirements) for information.
- Independent study, work experience and experienced-based programs approved in advance by the principal may be taken for high school credit. Students must submit a request for approval that includes a summary of the educational objectives to be achieved and monitored by a faculty member.

**Interagency Referral**

- *See Appendix I: Interagency Referral Directions.*

**Internet and Electronic Communications**

- See policy JS: Student Use of the Internet and Electronic Communications

**Interscholastic Sports**

- See policy JJIB (Interscholastic Sports) for information.

**Interviews, Interrogations, Searches, and Arrests**

- The Board of Education seeks to maintain a climate in the schools which is conducive to learning and protective of the safety and welfare of staff and students. To achieve this goal, it may be necessary for school personnel to search the person and/or the personal property of the student and to seize any property deemed injurious or detrimental to the safety and welfare of students and staff
- See policy JIH (Student Interviews, Interrogations, Searches and Arrests) for more information.

**Leaving School Grounds**

- Students who have been signed out through the office by parents/guardians may leave school grounds.
- Prior to leaving school grounds, school groups meet at the school office and leave at the designated time as a group.
- Only high school students, in grades 9-12, are allowed off campus during lunch without being checked out by parents. It is the student's responsibility to ensure they are following the Colorado passenger laws for minor drivers.

**Lockers**

- Students are encouraged to use locks on hall and gym lockers.
- Students using a lock are required to submit a spare key or combination to the school office.
- Students are responsible for the conditions of their lockers and the items in lockers.
- Students pay for school materials that are missing from unlocked lockers.
- Students should not leave money or valuable personal property in unlocked lockers.
- Students are required to have permission from the school office to change lockers.
- School administrators may search lockers at any time.

**Lost and Found**

- Parents/guardians are asked to label clothing and personal belongings with their students' names.
- Found articles are turned over to the custodial staff and may be claimed by owners.

## Messages

- The school office delivers messages to students in a timely manner.
- Under normal circumstances, the school office does not remove students from class to take phone calls.

## Nondiscrimination and Equal Opportunity

- See policies [AC \(Nondiscrimination/Equal Opportunity\)](#) and the policies below for more information:
- JB (Equal Educational Opportunities) and JBB (Sexual Harassment) for information.
  - [AC-R 1: Harassment and Discrimination Investigation Procedures for Students](#)
    - The district prohibits discrimination against any district student. It is a violation of policy for any student or staff member to harass students, or to retaliate against those who report harassment or discrimination or those who participate in a harassment investigation. For the purposes of this regulation, “**harassment**” is unwelcome conduct or communication directed at a student based on their protected class, as described in Policy AC, that is objectively offensive to a reasonable individual who is a member of the same protected class. The conduct or communication must meet at least one of the following: (i) submission to the conduct or communication is made a term or condition of access to educational services, (ii) submission to, objection to, or rejection of the conduct or communication is used or threatened to be used as a basis for educational decisions affecting the student; or (iii) the conduct or communication interferes with a student’s ability to participate in the district’s educational services, or creates an intimidating, hostile, or offensive educational environment.
  - [ACR-2: Harassment and Discrimination Investigation \(Non-Students\)](#)
    - The district prohibits discrimination against any employee, applicant for employment, and members of the public. It is a violation of policy for any staff member or student to harass employees, applicants for employment, or members of the public, or to retaliate against those who report harassment or discrimination or participate in an investigation of harassment or discrimination. For the purposes of this regulation, “**harassment**” is any unwelcome conduct or communication directed at an individual because of their protected class, as described in Policy AC. The conduct or communication must be subjectively offensive to the individual alleging harassment and objectively offensive to a reasonable individual who is a member of the same protected class. The conduct or communication must meet at least one of the following: (i) submission to the conduct or communication is explicitly or implicitly made a term or condition of the individual's employment; (ii) submission to, objection to, or rejection of the conduct or communication is used as a basis for employment decisions affecting the individual; or (iii) the conduct or communication has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive working environment.
  - [AC-R3: Sex-based Harassment Investigation Procedures \(Title IX\)](#)
    - Title IX of the Education Amendments of 1972 mandates equal education opportunity for all students. School districts may not discriminate against students, or employees, on the basis of sex, in education programs, activities, or employment.

- The Business Manager, [finance@npk12.org](mailto:finance@npk12.org) is the Title IX coordinator and the Compliance Officer for North Park School District R-1 assisted by the Superintendent, Amy Ward, [superintendent@npk12.org](mailto:superintendent@npk12.org).
  - The district is committed to maintaining a learning environment that is free from sex-based discrimination, including sex-based harassment. It is a violation of policy for any staff member to harass students or for students to harass other students through conduct or communications of a sexual nature, or to retaliate against anyone that reports sex-based discrimination or harassment or participates in a harassment investigation.
- [Non-Discrimination/Equal Opportunity Complaint Form](#)
  - ***Section 504 of the Rehabilitation Act of 1973-*** Any qualified individual with handicaps in the United States shall not, solely by reason of his or her handicap, as defined in section 706(8) of this title, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal Assistance or under any program or activity conducted by this school district.
  - Students and parents/guardians should refer specific complaints of alleged discrimination to:
 

Superintendent of Schools  
North Park School District R-1  
PO Box 798  
910 4<sup>th</sup> Street  
Walden, Colorado 80480  
Phone: 970-723-3300.
  - Students and parents/guardians may also refer complaints of alleged discrimination to:
 

Office of Civil Rights  
US Department of Education  
Region VII  
Federal Office Building  
1244 North Speer Boulevard, Suite 310  
Denver, Colorado 80204

#### **Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)**

- See policy JLDAC-E (Notification of Rights under the Protection of Pupil Rights Amendment--PPRA) for information.
- PPRA affords parents/guardians certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

#### **Online Courses**

- See policy IJNDAB (Instruction through Online Courses) for information.

#### **Physical Intervention and Restraint**

- See policy JKA (Use of Physical Intervention and Restraint) for information.

#### **Prevention of Disease/Infection Transmission**

- See policy EBBA (Prevention of Disease/Infection Transmission) for information.

### **Promotion, Retention and Acceleration of Students**

- See policy IKE (Ensuring All Students Meet Standards--Promotion, Retention, and Acceleration of Students) for information.
- To be promoted to the next academic level in 4th through 8th grades, a student is expected to achieve a minimum criterion as set by teachers in each of the core curricular content areas (language arts, mathematics, science, and social studies). Students who do not meet the minimum academic achievement criteria in two or more areas are not promoted to the next academic level.
- Students are offered, at parent/guardian expense, summer school opportunities to achieve minimum criteria.
- High school students are strongly recommended to complete a language arts, mathematics, science, and social studies course during each year of high school. Students who have not earned the credits for grade classification are not on track to graduate regardless of the number of years of attendance.
  - 9th-grade students must have met the promotion requirements for 8th grade.
  - 10th-grade students must have earned at least seven (7) high school credits and be attending their 3rd and 4th semesters of high school.
  - 11th-grade students must have earned at least fourteen (14) high school credits and be attending their 5th and 6th semesters of high school.
  - 12th-grade students must have earned at least twenty-one (21) high school credits and be attending their 7th and 8th semesters of high school.

### **Public Concerns and Complaints**

- See policy KE (Public Concerns and Complaints) for information.
- The Board believes that complaints and grievances are best handled and resolved as close to their origin as possible. Therefore, the proper channeling of complaints involving instruction, discipline, or learning materials will be as follows:
  1. Teacher
  2. Principal
  3. Superintendent
  4. Board of Education

### **Recess, Playground, and Sledding Rules**

- Elementary students go outside for recess unless the temperature/wind chill is below zero.
- Parents/guardians should ensure students are appropriately dressed to play outside daily.
- Teachers and/or staff members supervise recess.
- Students are expected to play in a safe manner and use equipment as intended.
- Students who play on school grounds outside of school hours, do so at their own risk.

#### ***Students may not:***

- Enter the building without permission or teacher escort.
- Play with hard balls or bats.
- Throw snowballs, rocks, or other dangerous objects.
- Throw footballs in areas other than those designated.
- Ride bicycles.
- Horseplay, including tripping, pushing, or rough-housing.
- Have physical contact, like tackle football.
- Hang or sit on basketball hoops.
- Play dodgeball.



- Play with toy guns or knives.

***When sledding on the hill, students must:***

- Use plastic toboggans.
- Wear snow pants, boots, hats, and gloves.
- Sit or lay on your stomach.
- Sled one or two at a time.
- Return their sleds and place them neatly in each grade's storage area.
- Not sled in trains or a series of sleds.
- Not slide down the hill without a sled.
- Not ski on heels or ski equipment.
- Not walk on the sled hill.
- Not use jumps.

**Registration**

- Each student is required to register annually during a registration period prior to the first day of school.
- Parents/guardians of kindergarten and new students are required to submit a birth certificate and current immunization record.

**Report Cards**

- Report cards are issued following the end of each nine-week period.
- Within two weeks, a student is required to complete work that resulted in an incomplete grade.

**Scheduling Classes**

- The School Counselor coordinates class scheduling.
- With parent/guardian permission, a student may pre-register for classes for the upcoming year and may add or drop a course at any time during the first four days a course is in session.

**School Closings and Cancellations**

- See policy EBCE (School Closings and Cancellations) for information.
- The superintendent rarely closes or cancels school due to weather conditions.
- In the event weather conditions are severe enough to close school, the school office notifies parents/guardians or an emergency contact person through the District's automated School Messenger app. It will also be posted on the District's website and main social media accounts.
- Every student should have an alternate destination if an emergency arises and school is dismissed early.

**School Counseling**

- School counseling is part of a comprehensive education provided to all students through activities that focus on teaching positive approaches to school and lifelong learning. Education may be provided to students in large groups in which general issues of social and emotional development are addressed or in structured individual or small-group multisession lessons.
- These services can be initiated by students, staff, or parents.
- These services are provided by our district School Counselor and Resiliency Coach.
- Therapeutic services are available through Mindhues Health. Parental consent is required for ongoing therapeutic services. According to Colorado HB 19-1120, students 12 and older may seek mental health counseling without parent permission.
- Parent/guardian consent is NOT required for crisis intervention.

### **School-Related Student Publications**

- See policy JICEA (School-Related Student Publications) for information.

### **School Trips (Academic and Athletic)**

- Students are required to ride to and from out-of-town school trips using school transportation.
- For in-town field trips, students might walk with their teacher.
- Parents/guardians who plan to take their children after an event must sign the student out with the sponsor in charge.
- Parents/guardians are required to complete and have approved by the principal a release form twenty-four (24) hours before trip departure if there are transportation plans with an adult other than the parents/guardians.

### **School Wellness**

- See policy ADF (School Wellness) for information.

### **Screening/Testing of Students**

- See policy JLDAC (Screening/Testing of Students--And Treatment of Mental Disorders) for information.

### **Secret Societies/Gang Activity**

- See policy JICF (Secret Societies/Gang Activity) for information.

### **Sex Offender Information**

- See policy JLFF (Sex Offender Information) for information.
- Parents/guardians and concerned citizens may contact the Jackson County Sheriff to obtain information collected by law enforcement agencies about sex offenders.

Jackson County Sheriff  
396 Lafever Street  
Walden, CO 80480  
Phone: 970 723-4242.

### **Sharing of Student Records**

- See policies JRA/JRC (Student Records/Release of Information on Students), JRCA (Sharing of Student Records/Information between School District and State Agencies)

### **Staff Personal Security and Safety**

- See policy GBGB (Staff Personal Security and Safety) for information.

### **Student Organizations**

- See policies JJA-1 (Student Organizations) and JJA-2 (Student Organizations--Open Forum) for information.

### **Suspension/Expulsion of Students**

- See policies JKD/JKE (Suspension/Expulsion of Students--and Other Disciplinary Interventions), JKD/JKE-E (Grounds for Suspension/Expulsion) and JKD/JKE-R (Suspension/Expulsion of Students--Hearing Procedures) for information.

### **Teacher Qualifications and Parents/Guardians Right to Know**

- Parents and guardians have the right to know the professional qualifications of the school's teachers.
- Parents and guardians may request and receive information about the qualifications of the educators who teach their children core subjects—reading, English language arts, and mathematics.
- At a minimum, the information must explain these three essential components of an educator's qualifications.
  - Whether or not the teacher met state qualifications and licensing criteria for the grade level and subject areas in which the teacher provides instruction.
  - <https://z2.ctspublish.com/casb/browse/northpark-casb/northpark/z20000282> Whether or not the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
  - The bachelor's degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
  - Whether the child is provided services by paraprofessionals and, if so, their qualifications.

### **Textbooks and Library Resources**

- The school owns textbooks and library resources that are loaned to students.
- In some cases, the school provides workbooks, practice sets, and additional resources.
- Students are expected to return textbooks and library resources to the school in good condition.

### **Truancy**

- See policy JHB (Truancy) for information.
- If a student is absent without an excuse signed by the parent/guardian or if the student leaves school or a class without permission of the teacher or administrator in charge, the student shall be considered truant.
- An "habitual truant" shall be defined as a student of compulsory attendance age who has four total days of unexcused absences from school in any one month or 10 total days of unexcused absences during any school year. Absences due to suspension or expulsion shall not be counted in the total of unexcused absences for purposes of defining a student as an "habitual truant."

### **Violent and Aggressive Behavior**

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

### **Visitors to School**

- See policy KI (Visitors to School) for information.
- **Open School Policy:** Parents and members of the school district board of education are welcome to observe classes, activities, and functions at North Park School upon reasonable notice to the school administrators. To ensure visitors do not disrupt the educational process or other school operations and that no unauthorized persons enter schools, all visitors must report to the school office immediately

when entering a school. Authorized visitors will:

(1) give reasonable advance (1 business day) notice to school administration and/or classroom teachers to observe classes/instruction and school activities;

(2) Lunch Visitors

- Visitors wanting to eat lunch with students need to let the office know by 9:00 am before lunch that same day.
- Student visitors (friends or family), 5th grade and under, wanting to eat lunch must be accompanied by an adult.
- Student visitors (friends or family), above 5th grade, wanting to eat lunch must notify the office by 9:00 am before lunch that same day.

(3) be required to sign in and out;

(4) be given name-tags to wear identifying themselves as visitors; and

(5) be accompanied by a district employee for some or all of the visit.

- Unauthorized persons may not loiter on school property at any time. Law enforcement authorities may be called to enforce this policy provision.
- Visiting schools is a privilege, not a right, which may be limited, denied, or revoked by a school administrator or designee based on considerations of student and/or staff health, safety, efficient school operations, maintenance of a proper educational environment, or failure to comply with this policy.

### **Weapons in School**

- See policy JICI (Weapons in School) for information.

### **Withdrawing from School**

- To withdraw a student from school, parents must contact the office at least 24 hours in advance.

## Appendix A- Discipline Systems

### Classroom Disruptions, Consequences and Unacceptable Behavior Leading to Suspension or Expulsion North Park School District R-1

#### Classroom Disruptions

In most cases, a teacher and student are able to work together to solve a behavior problem. If a student's behavior disrupts a classroom, the teacher provides the student with a verbal warning. Upon the student's second classroom disruption, the teacher assigns a consequence to the student. Following is a partial list of classroom disruptions that teachers do not permit.

Abusive, Offensive or Inappropriate Language or Gesture
Anger Display
Arguing
Computer Violation
Defiance, Disobedience or Uncooperative Behavior, including Refusal to Serve Detention
Disrespect
Dress Code Violation
Handling Others' Belongings
In Others' Personal Space
Inappropriate Items, including Cell Phone Use
Inappropriate Manners in Cafeteria
Picking on Others
Public Display of Affection
Physical Abuse, including Pushing, Shoving and Kicking
Refusal to Work during Class
Tardy
Writing or Passing Notes

#### Consequences

Consequences for classroom disruptions are listed below. Teachers notify parents/guardians of each consequence. Teachers administer each student's detention which is served the next school day following the inappropriate conduct on Mondays, Tuesdays or Wednesdays. Teachers submit consequences to the school administration for recording.

Consequence #1	30 Minutes After-School Detention for 1 Day, Parents/Guardians Notified
Consequence #2	1 Hour After-School Detention for 1 Day, Parents/Guardians Notified
Consequence #3	1 Hour After-School Detention for 2 Days, Parents/Guardians Notified
Consequence #4 (or More)	1 Day of In-School Suspension, Parents/Guardians Notified

## Detentions, In-School Suspensions and Out-of-School Suspensions

Detentions, In-School Suspensions (ISS) and Out-of-School Suspensions (OSS) are administered in a number of ways. The parent/guardian, teacher, and administrator must agree to use options #2, #3, or #4.

<b>Detention Options</b>	1. The student serves 30 minutes to one hour for up to two days (see “Consequences” above) in a teacher’s classroom or administrator’s office before or after school. (Detention)
	2. The parent joins the student in the teacher’s classroom for 30 minutes to one hour for up to two days during school. (Reverse Detention)
	3. The student serves 30 minutes to one hour for up to two days in service to the community with a teacher or administrator. (Restorative Justice)
	4. The student serves 30 minutes to one hour for up to two days in Friday School. (Learning Opportunity)
<b>In-School Suspension (ISS) Options</b>	1. The student serves time (half-day) in a teacher’s classroom or administrator’s office during school. (ISS)
	2. The parent joins the student for a half-day in teachers’ classrooms during school. (Reverse ISS)
	3. The student serves a half-day in service to the community with a teacher or administrator. (Restorative Justice)
	4. The student serves a half-day in Friday School. (Learning Opportunity)
<b>Out-of-School Suspensions (OSS) Options</b>	1. The student serves one to four days at home. (OSS)
	2. The parent joins the student in the teacher’s classroom for one to four days during school. (Reverse OSS)
	3. The student serves one to four days in service to the community. (Restorative Justice)
	4. The student serves two to eight days in Friday School. (Learning Opportunity)

## Remedial discipline plans

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

## Discipline of Habitually Disruptive Students

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

## Unacceptable Behavior Leading to Suspension or Expulsion

The superintendent or principal may suspend or recommend expulsion of a student who engages in the following activities while in school buildings, when being transported in a school vehicle, or during a

school-sponsored activity on or off school property. The following is a partial list of violations and consequences.

### Discipline Matrix

Violation	Consequence 1	Consequence 2	Consequence 3	Consequence 4
Causing or attempting to cause damage to district or private property or stealing or attempting to steal district or private property.	ISS, Parents/Guardians Notified, Restitution and/or Restorative Justice, and Sheriff Notified	1-Day OSS, Parents/Guardians Notified, Restitution and/or Restorative Justice, and Sheriff Notified	4-Day OSS, Parents/Guardians Notified, Restitution and/or Restorative Justice, and Sheriff Notified	4-Day OSS, Parents/Guardians Notified, Restitution and/or Restorative Justice, Sheriff Notified, and Referral to School Board for Expulsion
Willful destruction or defacing of district or private property.	ISS, Parents/Guardians Notified, Restitution and/or Restorative Justice, and Sheriff Notified	1-Day OSS, Parents/Guardians Notified, Restitution and/or Restorative Justice, and Sheriff Notified	4-Day OSS, Parents/Guardians Notified, Restitution and/or Restorative Justice, and Sheriff Notified	4-Day OSS, Parents/Guardians Notified, Restitution and/or Restorative Justice, Sheriff Notified, and Referral to School Board for Expulsion
Committing extortion, coercion or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.	ISS, Parents/Guardians Notified, Restitution and/or Restorative Justice, and Sheriff Notified	1-Day OSS, Parents/Guardians Notified, Restitution and/or Restorative Justice, and Sheriff Notified	4-Day OSS, Parents/Guardians Notified, Restitution and/or Restorative Justice, and Sheriff Notified	4-Day OSS, Parents/Guardians Notified, Restitution and/or Restorative Justice, Sheriff Notified, and Referral to School Board for Expulsion
Engaging in verbal abuse, i.e., name-calling, ethnic or racial slurs, either orally or in writing or derogatory statements addressed publicly to an individual or a group that precipitate disruption of the district or school program or incite violence. This includes social media.	ISS and Parents/Guardians Notified	1-Day OSS and Parents/Guardians Notified	4-Day OSS and Parents/Guardians Notified	4-Day OSS, Parents/Guardians Notified, and Referral to School Board for Expulsion

Engaging in 'hazing' activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.	ISS and Parents/Guardians Notified	1-Day OSS and Parents/Guardians Notified	4-Day OSS and Parents/Guardians Notified	4-Day OSS, Parents/Guardians Notified, and Referral to School Board for Expulsion
Violation of the Board's policy on bullying.	ISS, Parents/Guardians Notified and Sheriff Notified	1-Day OSS, Parents/Guardians Notified and Sheriff Notified	4-Day OSS, Parents/Guardians Notified and Sheriff Notified	4-Day OSS, Parents/Guardians Notified, and Referral to School Board for Expulsion
Violation of criminal law which has an effect on the district or on the general safety or welfare of students or staff.	ISS, Parents/Guardians Notified and Sheriff Notified	1-Day OSS, Parents/Guardians Notified and Sheriff Notified	4-Day OSS, Parents/Guardians Notified and Sheriff Notified	4-Day OSS, Parents/Guardians Notified, and Referral to School Board for Expulsion
Violation of any Board policy or regulations, or established school rules.	ISS and Parents/Guardians Notified	1-Day OSS and Parents/Guardians Notified	4-Day OSS and Parents/Guardians Notified	4-Day OSS, Parents/Guardians Notified, and Referral to School Board for Expulsion
Violation of the Board's policy on weapons in the schools. Expulsion shall be mandatory for bringing or possessing a firearm, in accordance with federal law.	4-Day OSS, Parents/Guardians Notified, Sheriff Notified, and Referral to School Board for Expulsion			
Violation of the Board's policy on student conduct involving drugs and alcohol.	ISS, Parents/Guardians Notified and Sheriff Notified	1-Day OSS, Parents/Guardians Notified and Sheriff Notified	4-Day OSS, Parents/Guardians Notified and Sheriff Notified	4-Day OSS, Parents/Guardians Notified, Sheriff Notified, and Referral to School Board for Expulsion



Violation of the Board's violent and aggressive behavior policy.	ISS, Parents/Guardians Notified and Sheriff Notified	1-Day OSS, Parents/Guardians Notified and Sheriff Notified	4-Day OSS, Parents/Guardians Notified and Sheriff Notified	4-Day OSS, Parents/Guardians Notified, Sheriff Notified, and Referral to School Board for Expulsion
Violation of the Board's tobacco-free schools policy.	ISS and Parents/Guardians Notified	1-Day OSS and Parents/Guardians Notified	4-Day OSS and Parents/Guardians Notified	4-Day OSS, Parents/Guardians Notified, Sheriff Notified, and Referral to School Board for Expulsion
Violation of the Board's policies prohibiting sexual or other harassment.	ISS and Parents/Guardians Notified	1-Day OSS and Parents/Guardians Notified	4-Day OSS and Parents/Guardians Notified	4-Day OSS, Parents/Guardians Notified, and Referral to School Board for Expulsion
Violation of the Board's policy on nondiscrimination.	ISS and Parents/Guardians Notified	1-Day OSS and Parents/Guardians Notified	4-Day OSS and Parents/Guardians Notified	4-Day OSS, Parents/Guardians Notified, and Referral to School Board for Expulsion
Violation of the Board's policy on gangs and gang-like activity.	ISS, Parents/Guardians Notified and Sheriff Notified	1-Day OSS, Parents/Guardians Notified and Sheriff Notified	4-Day OSS, Parents/Guardians Notified and Sheriff Notified	4-Day OSS, Parents/Guardians Notified, Sheriff Notified, and Referral to School Board for Expulsion
Throwing objects, unless part of a supervised school activity, that can or do cause bodily injury or damage to property.	ISS, Parents/Guardians Notified and Sheriff Notified	1-Day OSS, Parents/Guardians Notified and Sheriff Notified	4-Day OSS, Parents/Guardians Notified and Sheriff Notified	4-Day OSS, Parents/Guardians Notified, Sheriff Notified, and Referral to School Board for Expulsion
Directing profanity, vulgar language or obscene gestures toward other students, school personnel or others.	ISS and Parents/Guardians Notified	1-Day OSS and Parents/Guardians Notified	4-Day OSS and Parents/Guardians Notified	4-Day OSS, Parents/Guardians Notified, and Referral to School Board for Expulsion
Lying or giving false information, either verbally or in writing, to a district employee.	ISS and Parents/Guardians Notified	1-Day OSS and Parents/Guardians Notified	4-Day OSS and Parents/Guardians Notified	4-Day OSS, Parents/Guardians Notified, and Referral to School Board for Expulsion
Engaging in scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism or unauthorized collaboration with	ISS and Parents/Guardians Notified	1-Day OSS and Parents/Guardians Notified	4-Day OSS and Parents/Guardians Notified	4-Day OSS, Parents/Guardians Notified, and Referral to School Board for Expulsion

another person in preparing written work.				
Making a false accusation of criminal activity against a district employee to law enforcement or to the district.	ISS, Parents/Guardians Notified and Sheriff Notified	1-Day OSS, Parents/Guardians Notified and Sheriff Notified	4-Day OSS, Parents/Guardians Notified and Sheriff Notified	4-Day OSS, Parents/Guardians Notified, Sheriff Notified, and Referral to School Board for Expulsion
Behavior on or off school property that is detrimental to the welfare or safety of other students or school personnel, including behavior that creates a threat of physical harm to the student exhibiting the behavior or to one or more other students.	ISS, Parents/Guardians Notified, Restitution and/or Restorative Justice, and Sheriff and/or Mental Health Notified	1-Day OSS, Parents/Guardians Notified, Restitution and/or Restorative Justice, and Sheriff and/or Mental Health Notified	4-Day OSS, Parents/Guardians Notified, Restitution and/or Restorative Justice, and Sheriff and/or Mental Health Notified	4-Day OSS, Parents/Guardians Notified, Restitution and/or Restorative Justice, and Sheriff and/or Mental Health Notified
Repeated interference with the district's ability to provide education opportunities to other students.	ISS and Parents/Guardians Notified	1-Day OSS and Parents/Guardians Notified	4-Day OSS and Parents/Guardians Notified	4-Day OSS, Parents/Guardians Notified, and Referral to School Board for Expulsion
Continued willful disobedience or open and persistent defiance of proper authority including deliberate refusal to obey a member of the district staff.	ISS and Parents/Guardians Notified	1-Day OSS and Parents/Guardians Notified	4-Day OSS and Parents/Guardians Notified	4-Day OSS, Parents/Guardians Notified, and Referral to School Board for Expulsion

### **Use of Physical Intervention and Restraint**

To maintain a safe learning environment, district employees may, within the scope of their employment and consistent with state law, use physical intervention and restraint with students in accordance with this policy and accompanying regulation. Such actions shall not be considered child abuse or corporal punishment if performed in good faith and in compliance with this policy and accompanying regulation.

### **For more information on Physical Intervention and Restraint. See policies**

JKA-Use of Physical Intervention and Restraint

JKA-R- Use of Physical Intervention and Restraint Regulation

JKA-E1-Student Restraint Incident Report Form

JDA-E2-Complaint Procedures and Regulations

## **Appendix B: Bullying- Below are excerpts from NPSD policy manual [JICDE](#) and associated regulations and exhibits.**

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

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

### **Prohibited behavior**

- Behaviors that are identified to be classified as bullying, as a result of an investigation
- Retaliation against those reporting bullying and/or other behaviors prohibited by this policy
- Making knowingly false accusations of bullying behavior

### **Types of Bullying**

There are three types of behaviors that are classified as bullying: physical, verbal, and relational. Physical bullying occurs when a student is bodily harmed and includes behaviors such as hitting, kicking, spitting, or pushing. In contrast, verbal bullying can be harmful written or verbal communication such as name-calling or threatening another student. The third type of bullying is relational bullying. Sometimes referred to as social bullying, the purpose of relational bullying is to harm a student's relationships or social status. This can include behaviors such as spreading rumors or posting embarrassing information online. Damaging a student's property has been suggested by some researchers as a fourth type of bullying. This would include acts such as theft or deleting the student's personal electronic information.

### **Roles in Bullying**

Students who initiate the behavior, students who are targeted by those behaviors, Students who bully and are targeted and Students who witness these behaviors.

### **What Bullying is Not**

In addition to knowing the three components that comprise bullying, it is just as important to know what bullying is **not**. Bullying is **not** teasing, fights between students of equal power, or conflict. When students tease one another, it is meant to be affectionate and not cause harm. Often, students who bully do not want to be caught and will claim that they are only teasing another student. Signs that indicate teasing is actually bullying include, (a) the teasing is hostile instead of affectionate, (b) the student teasing intends to hurt the student being teased, and (c) the student being teased is harmed by the behavior. Furthermore, when students of equal power have an argument or fight, it is not considered bullying due to the fact that there is not an imbalance of power inherent in their relationship. School staff should approach intervention measures in accordance with all appropriate policies based on the type of transgression that occurs.

<b>Bullying vs. Conflict, What's the Difference?</b>	
<b>Conflict</b>	<b>Bullying</b>
Disagreement or argument in which both sides express their views	Goal is to hurt, harm, or humiliate
Equal power between those involved	Person bullying has more power
Generally stop and change behavior when they realized	<b>Continued, repeated</b> behavior when they realize it is

## **Bullying vs. Harassment**

Although bullying and harassment are often used interchangeably when talking about hurtful or harmful behavior—and the behavior may look the same—there are important distinctions in the definition, laws, and protections for students experiencing harassment.

Bullying and harassment are both about, 1) actions that hurt or harm another person physically or emotionally 2) the target having difficulty stopping the behavior

### **What is the difference?**

When the bullying behavior directed at the target is also based on a protected class, that behavior may be defined as harassment and subject to process and procedures in the Board's harassment policies. Protected classes include disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, or the need for special education services, whether such characteristic(s) is actual or perceived.

### **Prevention and intervention**

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

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

members of bullying prevention or youth resiliency community organizations, counselors, teachers, administrators, parents, and students.

10. To survey students' impressions of the severity and frequency of bullying behaviors in their school.

11. To include students in the development, creation, and delivery of bullying prevention efforts as developmentally appropriate.

12. To provide character building for students that includes, but is not limited to, age-appropriate, evidence-based social and emotional learning as well as information on the recognition and prevention of bullying behaviors.

## **Reporting**

Any student who believes they have been a victim of bullying and/or other behaviors prohibited by this policy, or who has witnessed such bullying and/or other prohibited behaviors, is strongly encouraged to immediately report it to a school administrator, counselor, or teacher. Please see the [report form](#) below.

## **Investigating and responding- [JICDE- Regulation](#)**

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

## **Supports and referrals**

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

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

A student who engages in any act of bullying, retaliation, and/or other behaviors prohibited by this policy is subject to appropriate disciplinary action including but not limited to suspension, expulsion, and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior will be taken into consideration when disciplinary decisions are made. Bullying behavior that constitutes unlawful discrimination or harassment will be subject to investigation and discipline under related Board policies and procedures. Students targeted by bullying when such bullying behavior may constitute unlawful discrimination or harassment also have additional rights and protections under Board policies and procedures regarding unlawful discrimination and harassment.

## **[Policy JICDE-R- Bullying Prevention and Education Regulation](#)**

Behavior that is identified as “Bullying” as a result of an investigation will not be tolerated; therefore, a hierarchy of consequences is outlined below. Unacceptable behaviors that interfere with the respect, responsibility and safety of students include the following repeated examples of bullying:

- Physical aggression: pushing, grabbing, hitting, shoving, pinching, spitting, tripping, etc.
- Social alienation: gossiping, embarrassing others, ethnic slurs, excluding from a group, comments made towards a person regarding their choice of practice of an alternative lifestyle, etc.
- Verbal aggression: mocking, put-downs, using profanity at others, etc.
- Intimidation: threatening others to do something, threatening with a weapon, playing a dirty trick, hazing, etc.
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- Cyber-Bullying: Defined as the use of electronic information and communication devices to include and not be limited to, email messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, that:

Deliberately threatens, harasses, intimidates an individual or group of individuals; or places an individual in reasonable fear of harm to the individual or damage to the individual's property or has the effect of substantially disrupting the orderly operation of the school.

## Reporting Bullying

Bullying cannot be investigated or corrected by the district until the district has been made aware of such bullying. Therefore, persons are directed to report all incidents of bullying to either a teacher, counselor, or principal. The school community will have access to an anonymous suggestion box to report bullying behavior and/or provide suggestions. See the report form below.

## Anti-Harassment

The school district shall act to investigate all complaints of bullying, formal or informal, verbal or written, and to discipline or take action against any member of the school community who is found to have violated this policy. Appropriate corrective action includes taking necessary steps to end the behavior, to prevent bullying from recurring and to prevent retaliation against anyone reporting the bullying investigation. In addition, the bullying shall be disciplined according to any applicable discipline policy.

## District Action Following Investigation

If the conduct is determined to be bullying, the district shall take all reasonable action to end the bullying, to prevent recurrence, to prevent retaliation against the student making the report and anyone participating in the investigation. In addition, the bully shall be disciplined according to any applicable discipline policy. The bully may need to be suspended/expelled/excluded in accordance with policy. See policies [JK](#), Student Discipline and [JKD/JKE](#), Suspension/Expulsion/Exclusion of Students.

## Notice and Training

Staff will increase overall awareness and take responsibility for immediately addressing bullying behaviors in accordance with policy [JCDE](#) Bully Prevention and Education.

Staff will participate in professional development opportunities that provide resources and other material in the education, prevention, recognition, and intervention of bullying behaviors. Assemblies may be held to warn students that bullying is prohibited and advise them of the consequences for engaging in bullying activity, and to encourage all students to immediately report incidents of bullying.

**Consequences are NOT in rank order and will be determined on a case-by-case basis**

Level 1 Example Behaviors	Level 1 Example Consequences
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Gossiping/spreading rumors Embarrassing or making someone look foolish Mocking or mimicking Name-Calling Dirty looks Taunting Teasing about clothing or possessions Threatening to reveal personal information Publicly challenging to do something Defacing property or clothing Threatening to reveal personal information Publicly challenging to do something Defacing property or clothing Playing a deceptive or "dirty" trick	Parent Contact Verbal or Written Amends Restorative Justice Community Service Minor Hierarchy- Discipline Matrix Counseling will be made available to both bully and victim as appropriate
A pattern of Level One behavior may result in consequences for Level Two offenses and referral to intervention services. Level One behavior may be handled by the teacher or the administration.	
<b>Level 2 Example Behaviors</b>	<b>Level 2 Example Consequences</b>
Pushing/hitting/kicking/spitting with intent (Power over) Defacing Property/Graffiti about someone Stealing or taking possessions from someone w/intent (Power over) Demanding physical acts Setting someone to take the blame for something he/she didn't do intentionally Publicly humiliating Excluding from group Social Rejection Teasing about appearance Intimidating texts, direct messages, phone, written messages	Parent contact Verbal or written amends Repairing, cleaning, replacing item Written report on specific topic School/community service Friday School/detention Restorative justice Discipline matrix hierarchy Counseling will be made available to both bully and victim as appropriate
A pattern of Level Two behaviors may result in consequences for Level Three offenses. Level Two and Three behaviors will be handled by the administration.	
<b>Level 3 Example Behaviors</b>	<b>Level 3 Example Consequences</b>



Physical violence / inflicting bodily harm	Required parent conference
Threatening with a weapon	Intervention session
Maliciously excluding	Short-term suspension
Manipulating social order	Long-term suspension
Malicious rumor mongering	Expulsion
Threatening of isolation by peer group	Restorative Justice
Verbal threats of aggression	Community Service
Verbal threats of violence	Referral to the Police Department
Coercion	Withholding privileges (i.e., recess, field trips, participation in extracurricular activities, etc.)
Locking in closed or confined space intentionally	Discipline Matrix hierarchy
Ethnic/racial/disability, sexual orientation slurs	Counseling will be made available to both bully and victim as appropriate
Extortion	
Criminal behavior will be referred to law enforcement for further action	

### **Bullying Report Form (Click the link for a online-form)**

Instructions: Bullying is reportable in person or in writing to school staff. This form is to be completed by the bullying target, witness, or any person with information about an incident of bullying. Upon completion, this form should be turned in to an administrator, teacher, or any staff member with whom the complainant is comfortable. Reports may be made anonymously.

Date of report: \_\_\_\_\_

Name of person making the report (optional): \_\_\_\_\_

Check one:    ☐ Student    ☐ Parent/Guardian    ☐ Staff

☐ Other (please specify): \_\_\_\_\_ If a student, specify school and grade (optional):

Contact information of person reporting (optional): Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Check if you prefer to remain anonymous: ☐ Yes ☐ No

Are you the target of the alleged bullying? ☐ Yes ☐ No

Student(s) believed to be targets of alleged bullying (use reverse side if needed):

Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Person(s) believed to be engaged in alleged bullying conduct (use reverse side if needed):



Name: \_\_\_\_\_ [ ☐ ] Student [ ☐ ] Staff [ ☐ ] Other

Name: \_\_\_\_\_ [ ☐ ] Student [ ☐ ] Staff [ ☐ ] Other

Name: \_\_\_\_\_ [ ☐ ] Student [ ☐ ] Staff [ ☐ ] Other

Person(s) believed to have witnessed or have knowledge about the alleged bullying (use reverse side if needed):

Name: \_\_\_\_\_ [ ☐ ] Student [ ☐ ] Staff [ ☐ ] Other

Contact information: \_\_\_\_\_

Name: \_\_\_\_\_ [ ☐ ] Student [ ☐ ] Staff [ ☐ ] Other

Contact information: \_\_\_\_\_

Name: \_\_\_\_\_ [ ☐ ] Student [ ☐ ] Staff [ ☐ ] Other

Contact information: \_\_\_\_\_

Name: \_\_\_\_\_ [ ☐ ] Student [ ☐ ] Staff [ ☐ ] Other

Contact information: \_\_\_\_\_

Date(s), time(s), and locations(s) of the alleged bullying incident(s) (use reverse side and/or additional pages if needed):

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Was there a real or perceived imbalance of power? [ ☐ ] Yes [ ☐ ] No

Details:

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Description of the alleged bullying incident(s), including any incident-related evidence (use reverse side and/or additional pages if needed):

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By completing and signing this form, I attest that the information provided, including any attached incident-related evidence, is true and accurate to the best of my knowledge.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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For Office Use Only

Received By: \_\_\_\_\_ Date: \_\_\_\_\_

Position/Title: \_\_\_\_\_

Date submitted to designated administrator for investigation: \_\_\_\_\_

## Appendix C: Bus Permission

### Parent/Guardian Bus Permissions

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The student and the parent/guardian have read and understand the following:

**As the parent/guardian of the student(s) named below, I:**

- Give approval for my student(s) to be transported by bus or other school vehicle.

**As the student named below, I know that I am to:**

- Behave myself as I would in the classroom.
- Wear appropriate clothing, especially during winter months.
- Be on time. The bus driver does not wait for passengers to arrive.
- Stay clear of the road while waiting for the bus to arrive.
- Be cautious when approaching the bus. Approaching a bus before it comes to a full stop is dangerous.
- Be cautious when leaving the bus, and I am to look both ways and cross the road at least ten feet in front of the bus.
- Obey the bus driver.
- Look out for the safety and comfort of smaller students.
- Remain seated when the bus is moving and until the bus comes to a full stop.
- Stay seated during an emergency until directed by an adult in authority.
- Keep heads and hands inside the bus.
- Keep the bus clean.
- Not throw trash out of windows.
- Talk softly.
- Take care of the bus. Students and parents/guardians are responsible to pay for damages.
- Store loose items like books and bags under seats.
- Be quiet when approaching a railroad crossing.
- Pay attention to the bus driver's danger signal.

Student's Printed Name	
Student's Signature	
Date	
Parent's/Guardian's Printed Name	
Parent's/Guardian's Signature	
Date	

## Appendix D: Gifted Education

### Gifted and Talented Education

#### North Park School District R-1

##### Definition

- Those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:
  - General or specific intellectual ability
  - Specific academic aptitude
  - Creative or productive thinking
  - Leadership abilities
  - Visual arts, performing arts, musical or psychomotor abilities 12.01(16)
- ECEA defines twice-exceptional as:  
A student who is:
  - Identified as a gifted student pursuant to Section 12.01(9) of these Rules; and
  - Identified as a child with a disability pursuant to Section 4.02 of these Rules; or
  - A qualified individual pursuant to Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. §794.

##### Identification Procedures

- **Screening**
  - 2nd and 6th grades: CO-GAT
- **Annual review** of
  - state testing,
  - NWEA scores
  - other formal testing and data
- **Gifted Students Who Transfer Into the District**
  - Districts within Colorado are expected to follow identification and ALP procedures required by statute. If student records include evidence of portability as outlined by the State of Colorado, the student's identification will be honored and they will be provided with the appropriate programming offered by NW BOCES member districts.
  - If student records do not provide evidence of portability, or the student is transferring from another state that does not meet Colorado portability laws, the district will make an attempt to consult with the former district before implementing a new identification process that begins with a referral form from the family.
  - If the new data meets Colorado portability requirements, an ALP will be created for the student within 45 days of enrollment and provided to the family for review and input.
- **Referrals**
  - The GT Committee provides referral forms.
    - Individual Referral

- Multiple Referrals (parent, peer, principal, self, teacher)

The GT Committee reviews the records for students who are referred through school-wide screenings or individual referrals.

The GT Committee may make a recommendation for further assessment.

A GT Committee member acts as the case manager for students who are referred.

- **Review of Records**

- A GT Committee member returns screening results and individual referrals to the GT Committee and/or the Response to Intervention Team who:
  - Reviews data
  - Determines further action
  - Enters recommendations on the student profile form
  - Decides next action steps

\*For a more comprehensive explanation of the identification process, please see the Northwest BOCES handbook or the Colorado Department of Education Gifted Education website:

<https://docs.google.com/document/d/1TLH11PnugxdinUDx2BUuN1LJzMzUfteV8taDqt835m4/edit?usp=sharing>

## CDE Gifted Education

- **Qualifications Pathways**

- The Body of Evidence (BOE) approach is used to determine eligibility. This may include one to three data points depending on the area of giftedness and talents.
  - **General Intellectual Ability-** One data point of aptitude/ability can be used to qualify for general or specific intellectual ability. The student must score at the 95th percentile or higher on the CogAT, Naglieri or other approved assessments. The determination team must collect and review additional data for the body of evidence to develop the student's learning profile. A gifted determination based solely on a cognitive assessment score, without any other qualifying score, is the exception.
  - **Specific Academic Aptitude-** Three data points are required for a specific academic aptitude:
    - A possible pathway could be the data point of aptitude/ability described above along with two achievement data points that can be drawn from two administrations of state- or nationally-normed assessments (e.g., CMAS, MAPS, or other district-approved assessments) conducted by licensed school personnel. The student must score at the 95th percentile or higher and show a trend of this performance. Other data points can be behavioral and performance evidence, inventories, checklists, surveys, teacher observations and others approved by the district. The GT Committee compiles and reviews a student's performance portfolio, including BOE information.
    - Another possible pathway could be three data points of achievement data that can be drawn from administrations of state- or nationally-normed assessments (e.g. CMAS, MAPS, or other district-approved assessments) conducted by licensed school personnel. The student must score at the 95th percentile or higher and show a trend of this performance. Other data points can be behavioral and performance evidence, inventories, checklists, surveys, teacher observations and

others approved by the district. The GT Committee compiles and reviews a student's performance portfolio, including BOE information. This pathway does not require a data point of aptitude/ability.

■ **Talent Aptitude-** Students may also be identified in seven different specific talent areas: Creative or Productive Thinking, Leadership, Dance, Music, Performing Arts (Theater, Speech, Debate), Psychomotor, and Visual Arts.

- Creative or productive thinking is exceptional capability or potential in mental processes (e.g., critical thinking, creative problem solving, humor, independent/original thinking, and/or products, etc.).
- Leadership is the exceptional capability or potential to influence and empower people (e.g., social perceptiveness, visionary ability, communication skills, problem solving, inter and intra-personal skills and a sense of responsibility, etc.).
- Visual arts, performing arts, musical, dance or psychomotor abilities are exceptional capabilities or potential in talent areas (e.g., art, drama, music, dance, body awareness, coordination and physical skills, etc.).

The processes for identification in the talent areas are quite different, especially when it comes to qualifying criteria and timeframe. Within these talent domains, several years of talent development may be needed before formal gifted identification can be made. Students may be included in a talent pool to foster potential over time and may require further development to build a body of evidence that supports identification. Identification in the talent areas requires three pieces of qualifying evidence that consist of:

- Performance evaluation and
  - State or national contest/competition (top place or ranking) and/or
  - Expert juried performance (advanced or distinguished rating) and/or
  - Portfolio review (advanced or distinguished rating)
- Observation Scale and
  - 95th percentile or above on a norm-referenced observation scale in the areas of creativity, leadership and motivation
  - Exceptional rating on an observation scale developed through analysis and research of the discipline
- Criterion Norm-Referenced test\*
  - 95th percentile or above on norm-reference creativity test, such as the Torrance Test of Creativity or the Profiles of Creative Abilities (PCA)
  - 95th percentile or above on a cognitive measure, such as CogAT or NNAT

\*If criterion- or norm-referenced qualifying test scores are not available, two performance evaluations are required along with an observation scale.

### Identification Process

- A GT Committee member:
  - Notifies parents/guardians of the team's recommendations
  - Schedules initial concern conference to
    - Review process with parents

- Request and obtain written permission prior to conducting any further assessments
- Prepare a file for the nominated student
- Following written permission, conducts or designates the administration of additional assessments based on completed recommendation forms
- Develops a comprehensive portfolio that includes results of achievement testing, other assessments and other bodies of evidence, including work samples
- Schedules second concern conference (including assessment coordinator trained in administration and scoring of standardized assessment that were administered, GT Coordinator, Parent/Guardian of referred student, referred student, administrator, classroom teachers, other professional staff) to
  - Review data and information
  - Determine if the student qualifies for the GT program by virtue of one or a combination of the areas of giftedness and/or talents

### **Placement and Notification**

- Upon determination of giftedness, the GT Committee requests Parent/Guardian permission for placement.
- Upon Parent/Guardian permission, a GT Committee member develops an Advanced Learning Plan (ALP) for the student.
- Talent Pool
  - Students who do not qualify for gifted services may benefit from being part of a talent pool, a group of students who demonstrate an advanced or even exceptional ability in a particular area, but at this time do not meet the criteria for gifted identification.
  - Often students in a talent pool are provided advanced or gifted programming services. As students are presented with additional levels of challenge and rigor, increased achievement may occur, and the student may meet the criteria for gifted identification at a later date. The Colorado Department of Education does not require the implementation of a talent pool, and these students do not have an ALP. However, in most cases, NW BOCES member districts provide limited programming for these students based on test scores, classroom observations and student performance.
  - At any time these students meet all criteria within a body of evidence, they will be formally identified.
- Twice-Exceptional Identification
  - Students who have a diagnosed disability may also have areas of giftedness that are not immediately apparent due to “masking”. This happens when a disability hides or otherwise makes it difficult for a student to demonstrate exceptional ability. When a student has been identified with both a disability and gifted ability, they qualify as Twice Exceptional. Often, these students are referred by the Multi-Tiered System of Support Team (MTSS) as a result of assessment the team has done for the student’s Individualized Educational Plan (IEP).
  - The team works with the Gifted Education staff, families, and teachers to determine if the student qualifies for gifted education services. Twice Exceptional students have an Advanced Learning Plan (ALP) to address their strength areas as well as an IEP or 504 Plan to address their areas of need. Once again, stakeholders receive notification of the team’s determination and the instructional plan.

## **The Advanced Learning Plan**

- The ALP:
  - Is developed collaboratively by the team described above within 60 days of referral
  - Is formally submitted to parents/guardians within 20 days of completion
  - Records programming options and strategies
  - Is retained within the student's GT files and cumulative academic record
  - Is considered in education planning for subsequent programming for the student
  - Is reviewed by the team as needed but at least annually
  - Is used in the articulation process for PK-12th grades
  - Includes the body of evidence that identifies strengths, interests and needs
  - Addresses ongoing programming
  - Includes student achievement results and student growth data (district, state and national)

## **Parents/Guardians Rights for GT Education**

- Parents/Guardians of students who are referred for assessment have the right to:
  - Review records related to the referral for evaluation
  - Review the evaluation procedures and instruments
  - Refuse to permit the evaluation
  - Be fully informed of the evaluation results
  - Request a meeting at any point to discuss their student or the ALP
  - Appeal the ALP recommendations.
- *Appeal Process*
  - A Parent/Guardian who feels the recommendations of the ALP is inappropriate may file an appeal in writing with a GT Committee member who takes the appeal to the GT Committee and RTI Team as appropriate.
  - The GT Committee and RTI Team might collect additional Parent/Guardian input and assessment data and reconsider based on additional evidence.
  - A Parent/Guardian who disagrees with the outcome of the appeal is referred to the Northwest BOCES director who reviews placement procedures to assure BOCES identification procedures were followed. The NW BOCES director provides the parents, ALP team and GT Coordinator with a written determination.

## **Programming Guidelines**

- Programming refers to specific strategies and programs used to address a GT student's needs over time, and matches the strengths and interests of the GT student.. A teacher might use a specific affective or interest-based curriculum. However, teachers also use acceleration, affective guidance, concurrent enrollment, differentiated instruction, extended enrichment and higher order thinking skills within the GT student's general education. Other education needs are addressed according to the individual student's profile. Programming components, options and strategies include, but are not limited to:
  - Alignment of assessment data to programming options in the areas of giftedness and/or talents
  - Support in differentiated instruction/methods (e.g., acceleration, compacted curriculum, cluster grouping, depth and complexity)
  - Affective and guidance support systems (e.g., social skills training, early college and career planning)

- Diverse content options provided for GT students in their areas of strength (e.g., mentorship, Socratic seminars, advanced mathematics, honors courses, independent study and/or pacing alternatives)
- The means by which articulation for PK through 12th grade is planned and implemented
- Precollegiate and/or pre-advanced placement support
- Development and annual review conducted through the collaborative efforts of the teachers, other school personnel, parents/guardians and the student as appropriate
- Post-secondary options available to GT students
- Programming design is systemic. It is not an add-on, but is directly linked with the values, vision, mission and structure of an education system.
- Programming occurs along a set of continuums. The delivery of services continuum determines where students are served--in their own regular classrooms, in resource rooms, in special education classes or in special schools.
- Flexible grouping and ascending intellectual demand are hallmarks of programming for GT students
- Programming is monitored and documented through a structured process.
- The results of programming services, options and strategies link to student achievement and program evaluation for accountability.



## Appendix E: High School Course Descriptions

### **High School Course Descriptions 2024-2025**

#### **North Park School District R-1**

North Park School District R-1 courses are designed to meet or exceed standards set by the Colorado Department of Education.

#### ***Course Substitutions***

- The staff and administration recognize the importance of Career and Technical Education courses and their impact on students.
- Course substitutions are primarily offered to students who need credit recovery to graduate.
- Courses leading to substitution credit must be co-written and/or co-taught by a core subject-area teacher and the Career and Technical Education teacher.
- The Middle and High School Principal (as counselor) must approve all course substitutions.

<b>Course/ Subject</b>	<b>Substitution</b>	<b>Credit</b>
Financial Literacy	1 Semester of Agriculture Business	.5
Mathematics	2 Semesters of Applied Agricultural/Applied Mathematics	1
Science	1 Semester of Animal Science	.5
	1 Semester of Natural Resource Management	.5
	2 Semesters of Horticulture	1
Technology	4 Semesters of Publications	1
	Combination of 2 Semesters of Publications + 2 Semesters of CDLS Technology classes	1

#### ***Career & Technical Education***

*Course Name:* Agriculture Business

*Prerequisite:* Introduction to Agricultural Science

*Credit:* 1.0 Credit

*Grade Level:* 10, 11 or 12

*Course Length:* 2 Semesters

*Course Description:* In this course students will be comparing and contrasting business models and identifying the advantages and disadvantages to owners and customers within the agribusiness chains. Students will show an understanding of basic record keeping skills and applications in an agribusiness. Components include the general journal, balance sheet, cash flow statements, and financial statements, reconciliation of accounts, net worth, income statements, and profit and loss statements. Students will understand how these records can allow for business decisions within an agribusinesses or Supervised Agriculture Experience (SAE) program.

*Course Name:* Advanced Welding/Fabrication

*Prerequisite:* Introduction to Agricultural Science

*Credit:* 0.5 Credit

*Grade Level:* 11 or 12

*Course Length:* 1 Semester

*Course Description:* This course includes competency based instruction in gas and electric welding areas. Students learn practices needed to safely operate oxy fuel welding equipment, shielded arc welding equipment, metal inert gas welding and tungsten inert welding equipment. Project construction follows the successful completion of required skills in each of the welding areas. Students entering this course are recommended to be active members of the FFA Chapter.

*Course Name:* Principles of Animal & Vet Science

*Prerequisite:* Introduction to Agricultural Science

*Credit:* 1.0 Credit

*Grade Level:* 10, 11 or 12

*Course Length:* 2 Semesters

*Course Description:* In this course, the student receives instruction on the importance of animal agriculture, biological science and industry perspectives. This course is a very lab intensive, hands on course. General biology including the in depth study of anatomy, reproduction, genetics, and digestion are related to each other in the environment and the agricultural industry. Students are required to plan and begin a supervised agricultural experience program consisting of production and, or placement in agriculture work experience. The student keeps a set of financial and experience records on each of the occupational experience programs. Students entering this course are recommended to be active members of the FFA Chapter.

*Course Name:* Horticulture

*Prerequisite:* Introduction to Agricultural Science

*Credit:* 1.0 Credit

*Grade Level:* 10, 11 or 12

*Course Length:* 2 Semesters

*Course Description:* This course includes competency based instruction in plant propagation, integrated pest management, greenhouse operation and management, landscape operation, and growing container crops. In addition, instruction emphasizes the establishment of the student in agricultural entrepreneurship through their supervised agricultural experience program.

*Course Name:* Introduction to Agricultural Science (AG I)

*Prerequisite:* None

*Credit:* 1 Credit

*Grade Level:* 9 or 10

*Course Length:* 2 Semesters

*Course Description:* The student receives instruction in animal science, crop science, soils, careers, recordkeeping, leadership and agriculture mechanics. Students' time is split between the classroom and laboratory studies at 60% classroom and 40% laboratory. Each student is required to plan and begin a supervised agricultural experience program consisting of production and, or placement in agriculture work experience. The student keeps a set of financial and experience records on each of the above listed supervised agricultural experience programs.

*Course Name:* On The Job Training, OJT

*Prerequisite:* None

*Credit:* 1 Credit

*Grade Level:* 12

*Course Length:* 2 Semesters

*Course Description:* This course is specifically designed for senior students who have identified a career objective after graduation from high school. The training experience is held at a training station which is agreed upon by the student, instructor, student's Parent/Guardian and the employer. Skills taught and practiced are those that are commonly used in that occupation on a daily basis. A training plan is developed at the beginning of the course so students can gain the full benefit of what they would like to learn while enrolled in this course. In addition, a set of records documenting progress toward learning the skills identified in the training plan are kept by the student. Students are allowed to take a maximum of two hours of the OJT during their senior year.

*Course Name:* Structure Design & Fabrication

*Prerequisite:* Introduction to Agricultural Science

*Credit:* .5 Credit

*Grade Level:* 11 or 12

*Course Length:* 1 Semester

*Course Description:* Students will gain knowledge and skills needed to enter the workforce or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, reading/creating construction drawings, tool ID and usage, building material ID and usage, building codes, and framing

*Course Name:* Greenhouse Management

*Prerequisite:* Introduction to Agricultural Science

*Credit:* 1 Credit

*Grade Level:* 11 or 12

*Course Length:* 2 Semesters

*Course Description:* The Greenhouse Management program includes the principles of greenhouse management for the production of floral and vegetable crops. Students further explore the practices necessary to manage a local or commercial greenhouse; this includes media, irrigation, hydroponic growing systems, fertilization, light, growth regulators, and pest control. Students entering this program must have completed Ag Education 1, Horticulture. Students are responsible for running the FFA Plant Sale in the Spring. In addition, instruction emphasizes the establishment of the student in an Agricultural Entrepreneurship through their SAE program developed in Ag 1. This SAE program should reflect the desire of the student to become established in Horticulture with records to document their occupational training. Students are recommended to be active members of the FFA Chapter.

*Course Name:* Introduction to Small Gas Engines

*Prerequisite:* Introduction to Agricultural Science

*Credit:* .5 Credit

*Grade Level:* 11 or 12

*Course Length:* 1 Semester

*Course Description:* The Small Gas Engine program includes competency based instruction in Principles of small gas motors, Machinery Maintenance and Adjustment, and Safe Operation of Machinery. Students entering this program must have completed Ag Education 1 and 2 and must have an agriculture career objective in the Agriculture Mechanics area. In addition, instruction emphasizes the establishment of the student in an Agricultural Entrepreneurship through their SAE program developed in Ag 1 and Ag 2. This SAE program should reflect the desire of the student to become established in Agricultural Mechanics with records to document their occupational training. FFA membership is highly recommended.

*Course Name:* Small Gas Engines

*Prerequisite:* Introduction to Agricultural Science

*Credit:* .5 Credit

*Grade Level:* 11 or 12

*Course Length:* 1 Semester

*Course Description:* The Small Gas Engine program includes competency based instruction in Principles of small gas motors, Machinery Maintenance and Adjustment, and Safe Operation of Machinery. Students entering this program must have completed Fundamentals of Ag Sciences (Ag I) and 2 and have an interest in the Agriculture Mechanics area. In addition, instruction emphasizes the establishment of the student in Agricultural Entrepreneurship through their SAE program developed in Ag 1. FFA membership is highly recommended

*Course Name:* Ag Leadership

*Prerequisite:* current FFA Officer

*Credit:* 1 Credit

*Grade Level:* 11 or 12

*Course Length:* 2 Semesters

*Course Description:* Focuses on the leadership skills for contemporary organizations. Covers development and communication a shared vision to motivate and empower employees to manage conflict, to negotiate, and to develop teams.

*Course Name:* Equine Science

*Prerequisite:* Introduction to Agricultural Science

*Credit:* 1 Credit

*Grade Level:* 11 or 12

*Course Length:* 2 Semesters

*Course Description:* This course is designed to introduce students to the scientific principles of equine animal systems and to the equine industry. Competencies will cover basics of the equine industry, breeds, selection, form to function, care and management, soundness, health, reproduction, feeding, facilities, production systems and management systems.

### ***English/ Language Arts***

*Course Name:* American Literature

*Prerequisite:* None

*Credit:* 1 Credit

*Grade Level:* 9 or 10

*Course Length:* 2 Semesters

*Course Description:* This course focuses upon commonly known American authors and their work. Students improve their critical-thinking skills as they determine the underlying assumptions and values within the selected works, and as they understand how the literature reflects the society of the time. There are also written compositions and essays for persuasive, expository, and descriptive purposes. This course includes small group presentations, novel studies, daily instruction, literature and composition assessments. Grammar, vocabulary, and independent reading are also components in this course.

*Course Name:* English 11

*Prerequisite:* American Literature, World Literature

*Credit:* 1 Credit

*Grade Level:* 11

*Course Length:* 2 Semesters

*Course Description:* This is a comprehensive language arts course that integrates literary analysis, writing, and research. This course continues to develop writing skills in essays and beginning techniques of research and logical arguments. Students also continue to read literature and apply conventions and style to their developed written communication. This course includes daily instruction and assignments, quizzes, grammar instruction, and independent reading.

*Course Name:* English 12

*Prerequisite:* 3 English Credits, 2 Credits from World Literature, American Literature or English 11

*Credit:* 1 Credit

*Grade Level:* 12

*Course Length:* 2 Semesters

*Course Description:* Students in this course experience a combination of literature, composition, and applied communication skills. Students improve critical-thinking skills, determine underlying assumptions, and understand how the work reflects society's problems and culture. Students write essays which demonstrate critical and comparative analysis of writing genres. This course teaches real world applications in communication through the senior project. Instruction includes business letter formats, resumes, applications, and interviewing skills. The course consists of daily assignments in reading, writing, and workplace documents, the Capstone senior project, quizzes, and independent reading.

*Course Name:* World Literature

*Prerequisite:* None

*Credit:* 1 Credit

*Grade Level:* 9 or 10

*Course Length:* 2 Semesters

*Course Description:* This course explores representative literature selections from ancient and modern times from countries around the world. Students improve their critical-thinking skills as they explore the diversity of literary traditions and the influences of those traditions. This course builds on prior knowledge of grammar, vocabulary and mechanics of writing. The four aspects of language usage are: reading, writing, speaking, and listening are blended in this course. This course consists of daily instruction, quizzes, vocabulary acquisition, responses and written reflections, essay writing, along with independent reading.

## ***Fine Arts***

*Course Name:* Art 1

*Prerequisite:* None

*Credit:* 1 Credit

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

*Course Length:* 2 Semesters

*Course Description:* The exploratory course gives students fundamental exposure to many different types of media, techniques, processes, and artistic styles that compose both two-dimensional and three-dimensional art. Projects completed during the class include: drawing and shading unit, color and painting, perspective, three-dimensional sculpting, printmaking, photography, and meditative processes such as zentangle and mandalas. Work for this class is completed in class, there is little to no homework. Art history and theory are

incorporated and therefore test and quizzes are used. Students exit the class with a basic knowledge of the paths that art has to offer.

*Course Name:* Advanced Art

*Prerequisite:* Art 1

*Credit:* 1 Credit

*Grade Level:* 10, 11 or 12

*Course Length:* 2 Semesters

*Course Description:* In this course students use prior knowledge and experience to continue their exploration of the media, techniques, processes, and artistic styles that compose both two-dimensional and three-dimensional art. Projects are self-based and choice-based for each student. Work for this class is completed during class time, there is little to no homework. Art history and theory are incorporated and therefore tests and quizzes are used. Students exit the class with an advanced understanding of art and have started to develop their own style and focus in art. This class can be taken for more than one year, if a student wishes to continue their artistic development.

*Course Name:* Drama

*Prerequisite:* None

*Credit:* 1 Credit

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

*Course Length:* 2 Semesters

*Course Description:* High School Drama explores the many facets of the Theater Arts, from analysis to performance, stage technology to playwriting/playwrights, with a particular focus on the works of Shakespeare. While it is not a production course itself, we look at the aspects of a performance from back to center stage.

### ***General Electives***

*Course Name:* Colorado Recreation

*Prerequisite:* None

*Credit:* 1 Credit

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

*Course Length:* 2 Semesters

*Course Description*

*Course Name:* College Preparation Skills

*Prerequisite:* None

*Credit:* .5 Credit

*Grade Level:* 11

*Course Length:* 1 Semester

*Course Description:* This course provides students with activities in analytical thinking, with the skills and strategies associated with standardized test taking. Topics include core instruction in the assessment areas of english, writing, mathematics, reading , and science. Time management, scoring procedures, and dealing with stress are also covered through instruction and activities. This course includes pretests of the state standardized test, a diagnostic analysis of individual student responses, daily assignments and practice, and a posttest to measure growth.

*Course Name:* CREW

*Prerequisite:* None

*Credit:* None

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

*Course Length:* 2 Semesters

*Course Description:* This is an end of day course that helps ensure student engagement and excitement in learning. Students receive academic support and advising. This course provides students with homework assistance, opportunities for students to work on their individual career and academic plans (ICAPs), opportunities for GT students to work on their advanced learning plans (ALP) and provides students who receive special education services time to work on their individual education plan (IEP) goals.

*Course Name:* Peer Tutoring

*Prerequisite:* Permission by Classroom Teacher and Principal

*Credit:* 0.5 Credit

*Grade Level:* 10, 11 or 12

*Course Length:* 1 Semester

*Course Description:* Students are assigned to a classroom teacher and assist the teacher in the classroom. Students work with individuals, small groups and the whole class under the direct supervision of the classroom teacher. The grade the student receives from this course does not count towards the student's GPA or class rank.

*Course Name:* Sports in Literature

*Prerequisite:*

*Credit:* 1 Credit

*Grade Level:* 10, 11, or 12

*Course Length:* 2 Semesters

*Course Description:* This multimedia course, with a year-long focus on literature and sports journalism, will introduce the history and importance of sports in our society. The students will be introduced to significant figures, trends, events, developments, and controversies in sports through literature and non-fiction, as well as print and visual media. We will analyze the role of the "star" athlete, the "story" behind the athlete, the correlation between moments in sports and society's history, pressures placed on athletes within their communities, and the role of fans in today's sports world. Ultimately, students will examine and understand the relationship between sports and society and how this is reflected through literature, sports journalism, and media.

*Course Name:* Speech

*Prerequisite:*

*Credit:* 0.5 Credit

*Grade Level:* 10, 11, or 12

*Course Length:* 1 Semester

*Description:* Focus on oral communication. Students will view and critique speeches, and deliver several speeches in class. We also incorporate oral speaking skills in interpretive readings.

*Course Name:* Creative Writing

*Prerequisite:*

*Credit:* 0.5 Credit

*Grade Level:* 10, 11, or 12

*Course Length:* 1 Semester

*Description:* Creative writing is an opportunity for student writers to find their voice and express themselves in writing. The focus of writing will be units in poetry, non-fiction, and short-short fictional pieces.

*Course Name:* Lost Histories: Kingdoms & Empires

*Prerequisite:*

*Credit:* 1.0 Credit

*Grade Level:* 10, 11, or 12

*Course Length:* 2 Semesters

*Description:* An exploration of places and people half-forgotten, wondering what might have been.

*Course Name:* Myths & Monsters

*Prerequisite:*

*Credit:* 1.0 Credit

*Grade Level:* 10, 11, or 12

*Course Length:* 2 Semesters

*Description:* This course is a broad introduction to the diverse mythological storytelling of humanity, from its earliest stories to more modern interpretations, with a particular focus on the "monsters" within them. This course will focus on both creative and analytical reading, writing, and film, as well as creative/artistic aspects and approaches to it. We will take a meta approach to mythology and the fantastical monsters within it.

*Course Name:* Home Economics

*Prerequisite:*

*Credit:* 1 Credit

*Grade Level:* 10, 11, or 12

*Course Length:* 2 Semesters

*Course Name:* Financial Literacy/Economics

*Credit:* 1 Credit

*Grade Level:* 10, 11, or 12

*Course Length:* 2 Semesters

*Description:* This course includes topics such as budgets, credit cards, savings, investing, wealth building, collection practices, credit bureaus, bargain shopping, check writing, bank statement reconciling, taxes, insurance, real estate, and mortgages. All topics are covered in order to expose the students to these real world ideas. Maximum class size – 15.

*Course Name:* Leadership

*Credit:* 1 Credit

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

*Course Length:* 2 Semesters

*Course Name:* CDLS (Colorado Digital Learning System) [Available Courses](#) by principal approval only

*Credit:* 0.5 Credit

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

*Course Length:* 1 Semester



*Course Name:* Interpersonal Relationships

*Credit:* 1 Credit

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

*Course Length:* 2 Semesters

*Description:* The purpose of the course is to acquire academic knowledge and understanding for healthy, respectful, and caring relationships across the life span. Emphasis is placed on family and friend dynamics, effective communication, and healthy interpersonal relationships.

## ***Mathematics***

*Course Name:* Advanced Algebra

*Prerequisite:* Algebra II

*Credit:* 1 Credit

*Grade Level:* 12

*Course Length:* 2 Semesters

*Course Description:* This course is an extension of the skills taught in Algebra I, Geometry, and Algebra II. This course is designed to prepare students for college-level and real-world mathematical reasoning. Specifically, this course will delve into functions including linear, quadratic, polynomial, rational, exponential, and logarithmic; as well as analytic geometry, systems of equations, matrices, sequences, and probability. There will be an emphasis on graphing, as well as mathematical reasoning and modeling.

*Course Name:* Algebra I

*Prerequisite:* None

*Credit:* 1 Credit

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

*Course Length:* 2 Semesters

*Course Description:* In Algebra I, students will build on the knowledge and skills for mathematics in K-Grade 8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will study polynomials of degree one and two, radical expression, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations.

*Course Name:* Geometry

*Prerequisite:* Algebra I

*Credit:* 1 Credit

*Grade Level:* 10, 11 or 12

*Course Length:* 2 Semesters

*Course Description:* In Geometry, students will build on the knowledge and skills for mathematics in K-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will also learn definitions, postulates, and theorems that help describe geometric relationships.

*Course Name:* Algebra II

*Prerequisite:* Algebra I, Geometry (can be taken concurrently)

*Credit:* 1 Credit

*Grade Level:* 11 or 12

*Course Length:* 2 Semesters

*Course Description:* In Algebra II, students will build on the knowledge and skills for mathematics in K-Grade 8, Algebra I, and Geometry. This course is taught with a functional approach giving students a solid foundation for either technical or non-technical degrees in college. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study polynomials, logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

*Course Name:* Statistics

*Prerequisite:* Algebra I, Geometry

*Credit:* 1 Credit

*Grade Level:* 11 or 12

*Course Length:* 2 Semesters

*Course Description:* A concentration on the analysis of both descriptive and inferential statistics with probability, estimation, averages and variations, distributions, hypothesis testing and correlation emphasized. Students work with activities including probabilities, testing ideas, hypotheses, a project over distributions and the accumulation of data. The concepts learned will be used in many college degree programs and career choices

*Course Name:* Trigonometry

*Prerequisite:* Algebra I, Geometry, Algebra II

*Credit:* 1 Credit

*Grade Level:* 11 or 12

*Course Length:* 2 Semesters

*Course Description:* A pre-Calculus course for the college bound student. The term includes a strong emphasis on circular and triangular trigonometric functions, graphs of trigonometric functions and identities and trigonometric equations, polar coordinates, and vectors. This course is primarily taught through lectures, small group activities, and projects dealing with real-life situations. \*Graphing calculators are required. See instructor for recommendations.

*Course Name:* Math Applications

*Prerequisite:* Algebra I

*Credit:* 1 Credit

*Grade Level:* 11 or 12

*Course Length:* 2 Semesters

*Description:* This course is a substitution for Algebra II. This course is designed to deepen the understanding of high school mathematical concepts, including numbers and quantities, algebra and functions, geometry, data, statistics, and probability. It provides explicit instruction and practical applications in real-world contexts. The course aims to reinforce and advance students' understanding of ratios, proportions, equivalent fractions, and scaling.

## ***Physical Education***

*Course Name:* Lifetime Fitness

*Prerequisite:* None

*Credit:* 1 Credit

*Grade Level:* 9 or 10 (11 or 12 only with special permission if not received PE credit)

*Course Length:* 2 Semesters

*Course Description:* This is an active health and fitness course where students learn about a variety of ways to stay healthy and fit throughout their lives. Students are introduced to a variety of indoor and outdoor activities to get moving, as well as learning about health related topics. Students learn, practice, and understand the components of fitness, skills and concepts necessary to play games, as well as health standards for keeping safe and healthy, including prevention/ risk management and wellness, both physically and mentally. Students have weekly health assignments and perform activities that require physical effort. In addition, students have a health project to complete.

*Course Name:* Recreation & Leisure

*Prerequisite:*

*Credit:* 0.25 Credit

*Grade Level:* 11 or 12

*Course Length:* 1 Semester

*Course Description:* This course is for those who want to take advantage of living in Jackson County and all the resources we have right in our own backyard. If your passion is the outdoors and you want to know a little more about the history of our area and Colorado, this class is for you. You will learn wilderness skills and build confidence in technical outdoor situations. You will receive real-world courses exposing you to technical skills that include but are not limited to outdoor survival, hiking, camping, mountain biking, land navigation, orienteering, geocaching, emergency medicine, snow travel, avalanche safety, introduction to snowmachines, off roading, skiing, fishing, photography, health and wellness, physical fitness, astronomy, fire responsibility, environmental ethics, and whitewater rafting. Further, you will get exposure to Colorado history from the earliest Native Americans, through the Spanish influx, the fur traders and mountain men, the gold rush, railroad builders, the cattlemen and farmers, the silver boom, and other historical topics through the twentieth century.

*Course Name:* Weights

*Prerequisite:* None

*Credit:* .5 Credit

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

*Course Length:* 2 Semesters

*Course Description:* This course focuses on weightlifting and general conditioning. Students stay physically fit through lifting weights or other conditioning through muscle resistance. Students use best practices for weight training and conditioning. The course occurs daily in the weight room and may include goal setting and journal keeping. The grade the student receives from this course does not count towards the student's GPA or class rank. This course doesn't fulfill the PE credit needed to graduate, this course can only be used for an elective credit.

## ***Science***

*Course Name:* Biology

*Prerequisite:* None

*Credit:* 1 Credit

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

*Course Length:* 2 Semesters

*Course Description:* This course is an introduction to the study of living things and their interdependence with the environment. This course emphasizes the development of student's scientific process skills, laboratory techniques, and an understanding of the fundamental principles of living organisms. Students explore biological science as a process, cell structure and function, genetics and heredity, evolution and classification, diversity of living organisms and their ecological roles, and an introduction to animal structure and function.

*Course Name:* Chemistry

*Prerequisite:* Biology

*Credit:* 1 Credit

*Grade Level:* 11 or 12

*Course Length:* 2 Semesters

*Course Description:* Students explore the fundamental principles of chemistry which characterize the properties of matter and how it reacts. Computer based and traditional laboratory techniques are used to obtain, organize, and analyze data. Conclusions are developed using both qualitative and quantitative procedures. Topics include: measurement, atomic structure, electron configuration, the periodic table bonding, gas laws, properties of liquids and solids, solutions, stoichiometry, reactions, kinetics, equilibrium, acids and bases, and nuclear chemistry.

*Course Name:* Physical Science

*Prerequisite:* None

*Credit:* 1 Credit

*Grade Level:* 9 or 10

*Course Length:* 2 Semesters

*Course Description:* This is an introductory laboratory course to the study of chemistry and physics. Chemistry is the study of the properties, classes, and structure of matter and its changes. This course includes topics such as the periodic table of elements, atomic structure, molecules, solutions, and chemical reactions. Physics is the study of the interrelationships of matter and energy. Other topics covered in this course are topical studies in motion, electricity, sound, and heat.

*Course Name:* Anatomy & Physiology

*Prerequisite:* Biology

*Credit:* 1 Credit

*Grade Level:* 11 or 12

*Course Length:* 2 Semesters

## ***Social Studies***

*Course Name:* American History

*Prerequisite:* World History

*Credit:* 1 Credit

*Grade Level:* 10, 11 or 12

*Course Length:* 2 Semesters

*Course Description:* Time period: 1865-1945. In this course, we historians are going to examine and study American History from reconstruction through World War II. We learn together about different aspects of American History and how those events have shaped our lives today. Students analyze important events such as the Spanish-American War, World War I, Great Depression, and World War II to understand how American culture developed. This course prepares students to become an active, involved, and knowledgeable citizen of

the United States of America. Students work hard to cover a lot of material throughout the year through lectures, documentaries, projects, and other class activities.

*Course Name:* Government

*Prerequisite:* American History, World History

*Credit:* 1 Credit

*Grade Level:* 12

*Course Length:* 2 Semesters

*Course Description:* In this course students demonstrate that they understand how the government, systems and political processes function focusing on constitutional structures and foundations. Content includes factors that influence United States and Colorado government. This course prepares students to become responsible and aware members of American society. The course features lectures, projects, and documentaries designed to give students a full understanding of how government works.

*Course Name:* Advanced American History

*Prerequisite:* American History

*Credit:* 1 Credit

*Grade Level:* 10, 11 or 12

*Course Length:* 2 Semesters

*Course Description:*

*Course Name:* World History

*Prerequisite:* None

*Credit:* 1 Credit

*Grade Level:* 9

*Course Length:* 2 Semesters

*Course Description:* This course bridges the gap between the ancient days of Egypt and Greece to the French Revolution. Students learn to connect early advances in civilization to modern times. This course is designed to acquaint students with the people, events, and institutions that have shaped our history. Students learn in this course through various differentiated activities including lectures, projects, and documentary study.

*Course Name:* Great Battles of the World

*Prerequisite:* American History

*Credit:* 1 Credit

*Grade Level:* 10, 11 or 12

*Course Length:* 2 Semesters

*Course Description:* This course is designed for history buffs and anyone who wants an exciting adventure through time. If you're curious about military history, strategy, and the stories of the warriors who shaped our world, then this class is for you!

## ***Technology***

*Course Name:* Publications

*Prerequisite:* None

*Credit:* 1 Credit

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

*Course Length:* 2 Semesters

*Course Description:* This course emphasizes students working on and producing a final product, which is the school's annual yearbook. Yearbook production involves building a budget, raising the funds to meet our obligations without debt and producing a yearbook that captures the history and spirit of the school year. The student's grade is based on production, initiative, responsibility, dependability, growth/ learning, attendance, and assignments. Students participate in advertisement sales, meeting deadlines, photography, story and caption writing, and page completion. Cameras, photo editing, and online page design are mastered as students work to create an appealing and comprehensive chronicle of the school year.

*Course Name:* Computer Science

*Prerequisite:* Algebra I

*Credit:* 1 Credit

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

*Course Length:* 2 Semesters

*Course Description:* This course fully addresses the seven Big Ideas and six Computational Thinking Practices from the College Board's AP® Computer Science Principles Curriculum Framework. Students develop computational thinking, problem-solving, and group communication skills through collaborative open-ended projects, based on a project-based pedagogical approach. Students examine how computing shapes our society by investigating and debating issues such as cybersecurity, data privacy, and digital literacy. Assignments grow in complexity as students explore programming concepts first through block-based, drag-and-drop coding in Scratch, followed by text-based coding in Python. This innovative course is designed to engage all students, while also providing rigorous preparation for the AP Computer Science Principles exam.

## Appendix E : Fees Schedule

- Pay at the school's front office. Coaches do not accept fees from students.
- Education fees are due by September 1. Sports fees are due by August 12, 2024.
- Students enrolled at North Park School half-time or more are charged the regular sports fees.
- Qualifying students may be eligible for reduced or free sports & classroom fees.

<b>Breakfast &amp; Hot Lunch -FREE for NPS students-2024-2025</b>	
Elementary, Middle School, High School	FREE
Adults	\$4.60
Milk (Extra)	.50
Breakfast ( Students)	FREE
Breakfast (Adults)	\$2.90
<b>Athletic Gate</b>	
Children 0-5 and North Park School Students	Free
Students K-12- not North Park Students	\$4.00
Adults	\$7.00
Family	\$15.00
Individual North Park Pass for the Year	\$60.00
Family North Park Pass for the Year	\$120.00
Coaches, Staff Members, Teachers, Volunteers and Spouses	Free
Seniors (over 62)	Free
<b>Activity Fees</b>	
High School Sports Fee	\$75.00
Qualifying Reduced HS Sports Fee (Amount depends upon qualifying for free or reduced lunch program)	\$10.00 or \$37.50
HomeSchool High School Sports Fee	\$150.00
Middle School Sports Fee	\$40.00
Qualifying Reduced MS Sports Fee (Amount depends upon qualifying for free or reduced lunch program)	\$10.00 or \$20.00
HomeSchool Middle School Sports Fee	\$80.00
Maximum Athletic fee for families	\$450.00
High School Vocational/Agricultural Supply Fee	\$30.00
Qualifying Reduced Vo-Ag Supply Fee	\$15.00
ChromeBook Insurance (Optional)	\$20.00

## Appendix F: Grading and Assessment Systems

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

#### North Park School District R-1

##### Parent Request for Exemption From State Assessments

Parent or Guardian: Please complete this form and give the form to the building principal. This form is valid for the 2024-2025 school year only.

As the parent or guardian of the student named below, I am opting my child out of the following Colorado assessments for the 2024-2025 school year.

By opting out, I know that I will not receive the results of my child's achievement and growth as measured by these assessments. I also recognize that educators use assessment results to inform curriculum and instruction, and this information will not be available to my child's educators.

In addition, 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, including college and career readiness.

Assessment	Circle Yes to Take Exam Circle No to Opt Out of an Exam
English Language Arts	Yes or No
Mathematics	Yes or No
Social Studies	Yes or No
Science	Yes or No
College Preparatory Exam (PSAT)	Yes or No
College Entrance Exam (SAT)	Yes or No

Student's Printed Name	
Student's Grade Level	
Parent's/Guardian's Printed Name	
Parent's/Guardian's Signature	
Date	



## **Appendix G: Athletic and Extracurricular Handbook**

### **NORTH PARK MIDDLE AND HIGH SCHOOL COACHING ASSIGNMENTS 2024-2025**

#### **FOOTBALL**

Head Coach - Dylan Koretko  
Asst. Coach - David Hopkins

#### **MS FOOTBALL**

Head Coach - Kyle Graves  
Asst. Coach - Tony Johnson

#### **VOLLEYBALL**

Head Coach - Ryen Russell  
Asst. Coach - Clay Russell  
Asst. Coach - Randy Hodgson

#### **MS VOLLEYBALL**

Head Coach - Stormy Follett  
Asst. Coach - Kendra Wintermote

#### **BASKETBALL**

Girls Head Coach - Nick Cornelison  
Girls Asst. Coach - Darci Wintermote

#### **MS BASKETBALL**

Girls Head Coach - Nicole Greene  
Girls Asst. Coach - Keely Graves

Boys Head Coach - Royce Olney  
Boys Asst. Coach - Chris Joseph

Boys Head Coach - Clay Russell  
Boys Asst. Coach - Susie Sheehan

#### **WRESTLING**

Head Coach - Mat Jimenez  
Asst. Coach - Andy Collins

#### **MS WRESTLING**

Head Coach - Mat Jimenez  
Asst. Coach - Andy Collins

#### **TRACK & FIELD**

Head Coach - Catie Olney  
Asst. Coach - Royce Olney

#### **MS TRACK & FIELD**

Head Coach - Susie Sheehan  
Asst. Coach - Randy Hodgson

#### **Other Extracurricular Activities:**

##### **FFA**

Clay Russell

##### **Knowledge Bowl/Brain Bowl**

TBD

##### **National Honor Society**

TBD

#### **Administration**

Amy Ward - Superintendent  
Christine Carlstrom - PK-12 Principal  
Catie Olney - Athletic Director

## Introduction

The purpose of the Extracurricular Handbook is to provide information to the participant about physical examinations, insurance requirements, athletic/activity agreements, enrollment procedures, general Colorado High School Activities Association rules, general equipment needs, and starting dates for practices for 2024-2025. Please note that physical examinations, insurance information, and athletic agreements must be submitted to the Athletic Director's office and sports fees paid **BEFORE** the participant can participate.

## Interscholastic Extracurriculars

Extracurriculars are an important part of the North Park School District's educational program. The district provides a variety of equitable programs that give boys and girls the opportunity to participate and compete. Extracurriculars present an excellent situation for experiences and the development of cooperation. They provide an avenue for the formation of lasting friendships and other personal interactions. These experiences gained through participation should aid the student in meeting the demands and challenges of living in modern American society. NP School Board Policy [JJIB](#) lays out the foundation of our Interscholastic Program.

The interscholastic athletic program of this district shall be considered an extracurricular part of the total school program. It is neither required nor part of the basic instructional program.

The purposes of athletic programs in the secondary schools shall be

1. To provide a wide basis of participation in both teams and individual sports in interscholastic competition.
2. To develop a strong program of competitive sports:
  - a. By encouraging and developing talented athletes in all sports and providing sufficient opportunity, especially at the middle school level, for students to develop individual ability.
  - b. By encouraging the development of team spirit among all members of the team and their coaches.
  - c. By developing good attitudes or pride, sportsmanship, and ethical behavior in students, participants, and spectators.
  - d. By developing and maintaining a good relationship between athletic teams and the student body, faculty, administration, and community.
  - e. By teaching fundamentals and techniques of each sport in a progressive sequence as appropriate for students at higher grade levels.
  - f. By providing student-athletes with an awareness of potential opportunities as afforded them through competitive athletics.

The district encourages students, faculty, and the community to recognize the value of extracurriculars in relation to the total school program. Participation in extracurriculars as a part of the district's educational program is a privilege and not a right for high school and middle school students.

**The district subscribes to the rules and regulations of the Colorado High School Activities Association because of its efforts to keep athletics/activities on a high standard of educational values. The District**

**understands the motivation and values of playing to win at athletic contests and games. The board does not condone “winning at any cost” and discourages pressures and practices which might tend to submerge good sportsmanship and good mental health beneath the desire to win.**

### **Athletic Program Requirements & Fees**

#### **HIGH SCHOOL INTERSCHOLASTIC ACTIVITIES**

To be eligible for participation, students must meet the standards of the North Park School District and the criteria below which have been established by the Colorado High School Activities Association for its member schools. *Please note that CHSAA rules only impact high school sports.*

#### **I. General North Park High School/Middle School Athletic Policies**

A. Before you can participate in athletics, you must have on file in the office:

- ☐ Completed and signed physical examination form
- ☐ NPSD Extracurricular Activity & Athletic Agreement form
- ☐ Proof of health insurance
- ☐ Signed CHSAA participant brochure (*High School Only*)
- ☐ Warning Form
- ☐ Sportsmanship Expectations
- ☐ Transportation Form (*Homeschool Only*)
- ☐ Intent to Homeschool (*Homeschool only*)
- ☐ The sports fee must be paid to the office prior to the first practice.

B. Athletic Fees: Please make checks payable to the North Park School District. Students who qualify for free and reduced lunch will qualify for a reduced fee. Students enrolled at North Park School half-time or more are charged the regular sports fees. All of this depends on the level/sport. Pay at the school's front office. Coaches do not accept fees from students.

1. High School

- **\$75.00** per sport, per season for high school students
- **\$150.00** per season for homeschool students.
- **\$10.00 or \$37.50** for qualifying reduced families (Amount depends upon qualifying for free or reduced lunch program)

2. Middle School

- **\$40.00** per season for enrolled students
- **\$80.00** per season for homeschool students.
- **\$10.00 or \$20.00** for qualifying reduced families (Amount depends upon qualifying for free or reduced lunch program)

3. Multiple Sports

- **\$450.00** per family Maximum

4. Fee Refunds

- How to request: Requests must be made in writing to the Athletic Director
  - A full refund is given if the sport is dropped within 7 days.
  - A 50% refund is given if a sport is dropped within 12 days.

- Injury: Since the risk of injury is an acknowledged risk, an athlete who cannot finish the season due to injury will not have his/her fee returned.

#### C. Academic Eligibility:

1. Academic eligibility will be checked on a weekly basis after the first two weeks of a semester. Grades will be pulled on **Monday by 12:00 pm**.
  - Athletics: If the student is ineligible, they are ineligible for competition beginning on Monday for a period of seven consecutive days pending the next weekly eligibility check. Athletes who are ineligible may practice but may not travel with the team. Coaches may have higher standards.
  - Activities: If the student is ineligible, they will not be able to participate in the activities beginning on Monday for a period of seven consecutive days pending the next weekly eligibility check. If the activity is considered intracurricular then eligibility is not determined by grades.
  - Grades: If a student has an F in one or more subjects or if a student has 2 or more D's, they shall be ineligible for the next week. Grades are determined by semester.
  - Home schooled and other students which meet statutory requirements shall be eligible after providing proof of eligibility. Statutory requirements state that a student in a home-based education program must be registered with the school district for a minimum of 14 days prior to being considered a homeschooled student. Students who do not meet statutory requirements shall be considered ineligible for interscholastic competition, but may practice (provided he/she is registered with the school district).

#### D. Absences:

1. Unless an absence is pre-excused, a student must be at school prior to 8:30 am to participate in an activity or practice that day. Students who miss more than one-half of a class period are considered absent.
2. An absence can only be pre-excused *if it has been approved by the office prior to the occurrence of the absence*.
3. Coaches will have specific rules concerning the need to attend practice and its effect on participation at contests.

#### E. Travel To and From Away Events:

1. Students are to travel *with the team* to and from the event.
  - A student may travel to an event with their parents, *only if an extenuating circumstance exists*.
    - If students are traveling to an event with a parent, the parent needs to request special permission, *prior to the team leaving for the event*, with the Athletic Director or High School Principal.
  - A student may travel from an event with his/her parents or a person at least 21 years of age.
    - A student traveling home from the event with parents/family members, the parent or guardian will need to sign the student out with the coach once the event is over using the Activities/Transportation Consent Form.
    - If students are traveling from an event *with someone other than a parent*, that is at least 21 years of age, both the student and the parent/guardian must sign an Activity Transportation Consent and Release Form and turn it into the Athletic Director or High School Principal either 24 hours in advance, or by 12:00 pm on

Thursday in advance of weekend competitions, prior to the team leaving for the event, *not the day of the event*.

2. Overnight Travel Guidelines

- Hotel accommodations will be approved for the night before or night of a contest if the location is more than 2 hours away and begins no later than 8:00 am. Exceptions can be made for inclement weather, multi-day events or administrative discretion. Coaches will provide the athletic director with a 1st and 2nd choice hotel at least 30 days prior to the contest.

F. Participation in Competition (*High School Only*):

1. Students must have completed the CHSAA required number of practice days before competing in a contest or a scrimmage. A student must have three days of practice in all sports, except football, which requires a minimum of nine days of practice..
2. Any student who is suspended, either in school or out of school, will not be eligible to practice or play for the duration of time from the infraction that caused the suspension to be levied by the principal through the end of the day that the suspension was served.

## II. Physical Examinations

The Colorado High School Activities Association requires that each athlete complete a physical examination prior to participation in practices or games. A student may not practice or compete (music, student council and speech participants are exempt) without a physical exam that is:

- Signed by an MD, DO, chiropractor who is school physical certified (DC, SPC), nurse practitioner or physician's assistant licensed by the State of Colorado.
- Current within the last 12 months.
- On file with the principal or athletic director prior to first practice.

“Preparticipation Physical Examination” forms are available at the North Park School office, Athletics page of the District website, or through CHSAA at the following link: [PPE Checklist \(PDF\) - Colorado High School Activities Association](#) **All Sports Physicals/Preparticipation Physical Examinations must utilize this form starting August 1, 2025.** A Spanish version of the form is also available. (CHSAA Bylaws 1780)

## III. Insurance

The North Park School District requires that every participant be covered by personal or group health insurance before the athlete can check out equipment and participate in any practice sessions. If a family does not carry insurance, the school has information about an insurance policy that may be purchased through the school.

## IV. General State Eligibility Rules (CHSAA) -High School Only

The State Activities Association has a number of rules governing student participation in athletics. These requirements apply to all participants and team managers.

A. Academic Requirements (CHSAA Bylaw 1710)

1. In order to be eligible for extracurricular activities, a student must be enrolled in a minimum of five one-half credit classes during the semester of participation, with the exception of “students

who are seniors in their second semester, and are enrolled full time in at least 4-three college credit approved academic courses, and who do not need additional courses to graduate will be considered full-time students and will not need to enroll in additional elective credits to be eligible for participation during that semester”. (CHSAA Bylaw 1710 (c))

2. The student must have enrolled in a minimum of five classes each having a value of one-half credit from the previous semester. At North Park High School each semester class is worth one-half credit.
3. The student cannot fail more than one class (half-credit per semester) from the previous semester. Students that fail more than one-half credit from the previous semester can regain academic and athletic/activity eligibility on the regain date for the specific sport as determined by CHSAA. If the student is not failing more than one-half credit and passing a minimum of four (1/2 credit) classes at the time of those specific date eligibility reports, he/she may become eligible for the remainder of the current semester. Summer school courses completed after the close of the second semester may be used to replace any Academic units failed. Equivalent courses taken must be accepted by the school toward graduation. The equivalent credits must be completed by the Monday of Week 9 per NFHS calendar. Credits made up through summer school must be in the same curricular area, be accepted to meet graduation requirements of classes previously failed, and be recorded on the student's transcript. A class in an area required for graduation may be taken to replace Academic units failed in an elective class. Please contact the Athletic/Activities Director if you have questions.
4. The student has eight consecutive semesters in which he/she can compete once entering high school. These are consecutive semesters based on a calendar year. If a student drops out of school for a time, the consecutive semester rule is still in operation. Therefore upon return to school, the student has lost a semester, which cannot be regained.
5. Students cannot participate after graduation from high school.

B. Age Requirements (CHSAA Bylaw 1770)

1. Students cannot be nineteen years old before August 1<sup>st</sup> to participate in athletics for that year.

C. Transferring into North Park High School (CHSAA Bylaw 1800)

1. Transfer students' eligibility are determined by the Colorado High School Activities Association
2. Students and parents must meet with the Athletic Director to provide the information necessary to make the transfer request in rSchool. All transfers must be approved by CHSAA, regardless of level of participation and/or reason for the transfer.
3. Transfer students must submit a transcript from their previous school(s) before participating in his/her first game. This transcript must be sent directly from the previous school to North Park High School. The AD will determine the eligibility of transfer students based on CHSAA Bylaws. A student is not able to compete until eligibility is determined.

V. Equipment Needed for Sports/Activities

- A. The best general rule for personal equipment in a given sport/activity is to contact the coach of that sport/activity.
- B. When school equipment is checked out to the participant, the participant assumes responsibility for keeping that equipment properly stored during the season and checking it in at the end of the season.
- C. If any equipment is lost, the participant will be charged to replace the item(s). In the event a participant damages equipment, the participant will be charged for repair or replacement of the equipment.

- D. All charges to the participant must be paid before the participant can check out for the next sport/activity or before the last day of school.

## VI. Practice Dates 2024-2025

- A. The official starting practice dates for high school are as follows:

MS/HS Fall Practice:	August 12, 2024	MS Boys Basketball:	September 30, 2024
HS Winter Practice:	November 18, 2024	MS Girls Basketball:	December 2, 2024
HS Spring Practice:	March 3, 2025	MS Wrestling:	February 2, 2025
		MS Track:	March 31, 2025

- B. By Colorado High School Athletic Association rules, there are to be no practices during the winter vacation from and including **December 24<sup>th</sup> through December 27<sup>th</sup> and New Year's Day**. Voluntary practice only is allowed December 28<sup>th</sup> through December 31<sup>st</sup>. The Association will not permit practices or open gyms on Sundays during that sport's season.

## VII. Personal Conduct Rules - Sportsmanship

- A. The District promotes good sportsmanship by athletes, coaches, students, and spectators. We encourage both fans and participants to engage in behavior that promotes the educational mission of athletics.
- B. Cheer positively for your team, not against the opponent. Neither personal attacks directed at participants nor profanity will be tolerated.
- C. Noisemakers that disrupt the play of the game or jeopardize the safety of participants will not be permitted.
- D. Those who fail to comply with these standards will be asked to leave the venue.
- E. There are times and places for parents to have conversations with the coaching staff of North Park School District. To expect a coach to have a conversation during a practice or contest is taking their attention away from the responsibilities that they are required to do. Please make arrangements to discuss any concerns at a time that is conveniently away from practice or games. Any parent failing to do so will be subject to sanctions placed on the individual by the District. If there are repeated problems with a particular fan, parent, or spectator, the individual may be banned from any North Park High School activities.
- F. Any coach or participant of an activity who is ejected from a match/contest will not be allowed to participate in the next scheduled match/contest of the same level of competition.

## VIII. Rules for Groups Who Stay Overnight

- A. All bags could be subject to a bag check prior to leaving and at any time during the trip.
- B. Students will be financially responsible for any damage to the room or articles that are taken from the room during their stay.
- C. North Park students and guests should observe "quiet hours" as established by hotels/lodging. These generally begin at 10:30 p.m. Students are expected to be in their own rooms by this time. Regardless, students will be in their own room and quiet by 11:00 p.m. Team rules for a particular event may require the students to have a "lights out" sooner than the times stated above.
- D. Most hotels have areas where students can socialize. No students are allowed to be in rooms of the opposite sex any time during the trip. This includes students from other schools who may be staying at the same place as North Park High School. The only exception is during team meetings in the coach's/sponsor's room.
- E. Students are not to leave the hotel without the supervision of the coach/sponsor.

- F. Students need to respect the hotel staff by leaving the room in reasonable condition. Trash needs to be placed in the necessary trash containers.
- G. All District policies, school rules, and team rules are in effect during these trips.
  - 1. Consequences of students not adhering to these rules will be handled according to team, school, or District policy.
    - i. On the **first offense**, parents will be notified of the violation and consequences of additional offenses.
    - ii. On the **second offense**, parents will be contacted to come and take the student home. If travel makes this option too prohibitive, the student will not be allowed to participate in any further activities of the trip and will have one of the coaches/sponsors with them at all times for the remainder of the trip.
    - iii. After the **third offense**, the student would not be allowed on any other overnight activities that the District sponsors.



**North Park School District  
Extracurricular Activity & Athletic Agreement**

Students who wish to participate in extracurricular activities are expected to abide by the following rules. **Prior to participation, read, sign and return this form to the activity sponsor or head coach.**

1. Students who participate in extracurricular activities must use school transportation and return to the school in the same vehicle. Parents/guardians may request that their students accompany them to or from an activity by submitting a written request to the sponsor or coach. Parents/guardians are required to complete and have approved by the principal a release form twenty-four (24) hours before trip departure if there are transportation plans with an adult other than the parents/guardians.
2. Students who have received medical attention from a doctor during a season must have the doctor's written release prior to further participation. The student must follow the doctor's directions.
3. Illegal use of or possession of tobacco, drugs (including steroids) or alcoholic beverages is not tolerated. Students who break this rule (law enforcement citation, act reported by staff, or student admission) receive the following consequences:

Violation #1	Students are suspended from extracurriculars for one eligibility period.
Violation #2	Students are suspended from extracurriculars for the remainder of the school year or six months, whichever is greater.
Violation #3	Students are suspended from extracurriculars for one calendar year. In addition, the student must participate in a treatment program prior to future extracurriculars.

4. The North Park School District prohibits bullying, hazing, intimidation, or threats. Hazing includes humiliation tactics, forced social isolation, verbal or emotional abuse, forced or excessive consumption of food or liquids, or any activity that requires a student to engage in illegal activity. I understand that hazing of any type is not permitted in any extracurricular activity or sport. I will not engage in any of the prohibited conduct. I further understand that it is my responsibility to immediately report any acts of hazing that I become aware of to a sponsor, teacher, counselor, school support staff, coach, or administrator in my school.

Violation #1	Students are suspended from the team for the remainder of the season.
Violation #2	Students are suspended from extracurriculars for the remainder of the school year or six months, whichever is greater.
Violation #3	Students are suspended from extracurriculars for one calendar year. In addition, the student must participate in an identified class or program prior to future extracurriculars.

5. Students are expected to conduct themselves in a commendable manner in the school, in classrooms, during activities, and toward officials, opponents, and spectators.
6. The use of profanity is not tolerated.
7. Activity sponsors and coaches may determine team rules and disciplinary actions for inappropriate behavior.

8. The student and the Parent/Guardian have read and understand extracurricular and interscholastic sports activities policies:

<a href="#">JJIB</a>	Interscholastic Sports
<a href="#">JJJ</a>	Extracurricular Activity Eligibility
<a href="#">JJJ-R</a>	Extracurricular Activity Eligibility (Rules)

Student's Printed Name	
Student's Signature	
Date	
Parent's/Guardian's Printed Name	
Parent's/Guardian's Signature	
Date	

## **Communication Guidelines/ Expectations**

Because of the high profile nature of competitive extracurriculars, the coaches, advisors, participants, and parents/guardians often have an emotional investment that can turn what should be a positive experience into a negative one when misunderstandings occur. This guideline has been created to clarify the expectations for communication between coach/sponsor, parent, and participants. It also outlines a complaint process if a problem develops.

Much of our communication will be centered around our website [www.npk12.org](http://www.npk12.org) and through email. While you have been provided with the coach's cell phone number, this is not the default method of communication and should only be used in the event of an **emergency**.

### **A. Communication a Parent/Guardian Should Expect From a Coach**

- B. The coach's background and philosophy, for all levels of the program
- C. Expectations for participants on a team (i.e., attendance, grades, dress, conduct)
- D. Locations and times of all practices and contests
- E. Team requirements (i.e., special equipment, fundraisers, practice setup/cleanup)
- F. Procedures to be followed in case of injury during practice or contest
- G. Team rules and disciplinary consequences for violations

### **B. Communication a Coach Expects from a Parent/Guardian**

- 1. Notification that the student-athlete is ill or injured
- 2. Advance notice if the student-athlete will miss a practice or a contest
- 3. Clarifying questions about the coaches' expectations, for example, the items listed in **A**.
- 4. The treatment of your child mentally and physically.
- 5. Ways to help your child improve.
- 6. Concerns about your child's behavior
- 7. Any concerns are first addressed directly to the participant, then the coach, then the Athletic Director, not other parties.

### **C. Inappropriate Topics of Conversation from a Parent/Guardian for sports**

- 1. Playing/ time
- 2. Starting Lineup
- 3. Team Strategy/play calling
- 4. Players other than the child of the parent involved

### **D. Communication From the School District**

- 1. Schedule changes will be posted on the school website and sent out through a mass text via your cell phone.

2. Facebook is for posting information, not direct communication.

E. Social Media - See Parent Handbook/Board Policies

1. Social Media may be used promote the teams or activities of North Park School District
2. Social Media will not be used as a communication tool

Even when the above communication expectations are met by all parties, concerns may arise. Should that happen, please address your concern according to the process below:

F. Concern Protocol

1. The player discusses his/her concern directly with the coach. Most or all of the communication must be between the coach and player. Our combined efforts should be focused on developing the player's communication skills. This will best serve him/her in future dealings with supervisors in the workplace.

**If Not Resolved**

2. The parent emails the coach with a brief outline of the issue so the coach can discuss the concern with the player. Please include your phone number and the best times to talk if necessary.

**If Not Resolved**

3. The parent, coach, and player meet.

**If Not Resolved**

4. The student puts the concern in writing and contacts the Athletic Director
5. The Athletic Director will meet with the parent, student, and coach.

**NOTE:** Unless there is an emergency involving the health of your player, PLEASE DO NOT CONTACT THE COACH/SPONSOR WITHIN 24 HOURS IMMEDIATELY BEFORE OR AFTER THE EVENT.

**Working together in a constructive and reasonable manner, the most significant adults in a student's life, the parent/guardian and coaches, can make high school activities a great experience!**

## **ATHLETIC TRANSPORTATION ADDENDUM**

If parents/guardians provide transportation to, or allow another adult or their son/daughter to provide transportation to scheduled interscholastic events, including practices, they must be aware that the following is in effect:

- Where a parent/guardian provides transportation to their son/daughter to or from a scheduled event, including practices, the parent/guardian shall assume all resulting liability, and the school shall assume no liability.
- Where a parent/guardian, or another adult designated by a parent/guardian transports students other than their own to or from a scheduled event, including practices, the parent/guardian or designated adult transporting the students shall assume all resulting liability, and the school shall assume no liability.
- Where a student transports himself/herself to or from a scheduled event, including practices, the parents/guardians of that student shall assume all resulting liability, and the school shall assume no liability.
- Where a student transports other students to or from a scheduled event, including practices, the parents/guardians of the transporting student shall assume all resulting liability, and the school shall assume no liability.

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### **TRANSPORTATION LIABILITY WAIVER**

*I have read the above Athletic Transportation Addendum and agree that I shall assume all liability for negligently caused injuries resulting from the following situations:*

- *Where I transport my son/daughter to or from a scheduled event including practice;*
- *Where I transport my son/daughter to or from a scheduled events including practice, or I as a parent/guardian, give permission to another adult to transport my son/daughter home from a scheduled event including practice and have explained to the designated individual that s/he will assume all liability;*
- *Where my son/daughter transports himself/herself to or from a scheduled event including practice; or*
- *Where my son/daughter transports other students to or from a scheduled event including practice.*

*I also agree that North Park School shall assume no liability whatsoever for negligently caused injuries resulting from the above situations or any other situation where District-provided/contracted transportation is not being used to transport athletes.*

---

*Parent/Guardian Name (printed)*

---

*Child(ren) Name(s) (printed)*

---

*Parent/Guardian Signature*

---

*Date*

## **OVERNIGHT TRAVEL PROCEDURES ADDENDUM**

1. Overnight travel trips are sanctioned events sponsored by the School District. This means that all school policies (Student-Parent Handbook, Athletic Department Handbook, Faculty Handbook) are to be enforced on said trips, and participants (athletes, coaches & parents) will be held to the rules and regulations outlined in each.
2. When the School District provides transportation to/from overnight away athletic contests, all student athletes are expected to use this means of transportation. No individuals are permitted to ride in a district vehicle for overnight athletic trips except student athletes and the coaches, including volunteer assistant coaches, and the bus driver.
3. Under extraordinary circumstances, if a student athlete needs to ride home with his/her parents, the parents/guardian must complete a request form which will be provided by the School District, and submit it to the Athletic Director for approval before the event. This form is available in the District Office. Traveling with another adult other than a parent for any reason requires a waiver signed by the parent and approved by the Superintendent or Athletic Director. In very rare situations, to avoid a hardship, student athletes may be permitted to drive themselves to/from an overnight athletic contest.
4. Athletes should stay in a team room. Exceptions to this rule may be granted by the Head Coach if an athlete is staying with his parents at the overnight location. Athletes staying with their parents will abide by all the same rules & regulations that pertain to the athletes staying in hotel team rooms (curfew, team meetings, etc.)
5. The coaching staff has the responsibility of room assignments & supervision of all team rooms. Athletes may not switch rooms for any reason without approval from the Head Coach.
6. The Head Coach will communicate a set curfew each night. The coaching staff will enforce this time with hallway & room checks as necessary. Athletes that violate curfew rules will face disciplinary action consistent with their actions.
7. No fraternization between genders will take place inside of a hotel room. Any visiting between genders will take place in the hallway outside of the hotel room or in the hotel lobby with adult supervision.
8. No congregation of large groups of players inside a single hotel room unless there is a team meeting held by a member of a coaching staff, or special circumstances approved by the Head Coach.
9. Athletes may not leave the premises of the hotel unless they are accompanied by an adult. If an athlete is going to leave an event, the hotel or any other team activity they must get prior approval from the Head Coach. The coaching staff should know the whereabouts of each athlete at all times.
10. The coaching staff should communicate these travel policies, team rules & the School District Drug/Alcohol policy with all student-athletes and parents prior to departure for the trip.
11. Any behavior that takes place on a trip that violates school policy must be communicated to school administration (Athletic Director) immediately following the events. The Athletic Director will forward this information to the Principal and Superintendent for proper disciplinary action.

## **CRITERIA FOR NPHS ATHLETIC AWARDS**

### **CHSAA Individual Academic All-State**

FIRST TEAM CRITERIA: 1 - 3.60 or higher cumulative grade point average, 2 - Minimum junior academic standing, 3 - Must be a letter winner or equivalent in activity nominated, 4 - Must be a participant in a CHSAA-sponsored activity during the current season .

HONORABLE MENTION CRITERIA: 1 - 3.30 to 3.59 cumulative grade point average, 2 - Minimum junior academic standing, 3 - Must be a letter winner or equivalent in activity nominated, 4 - Must be a participant in a CHSAA-sponsored activity during the current season.

- Juniors and Seniors only
- Must letter in sport/activity
- Does not recognize managers, trainers, or student coaches

### **Montie Blevins Award**

The Montie Blevins Memorial Award was established in memory of Montie Blevins, a graduate of the Class of 1967, by his family to honor the best all-around athlete of North Park High School each year. The award consists of the Montie Blevins Memorial Traveling Trophy, on which the annual recipients name will be engraved and to be kept in the North Park High School trophy case. The recipient of the Memorial Award may keep the traveling trophy for one year.

#### **CRITERIA**

1. To be eligible for the award, the athlete must have earned at least 2 athletic varsity letters in school-sponsored sports during the school year for which the award is presented.
2. The recipient of this award must be a senior student who has exemplified good character and leadership.
3. The recipient must be enrolled in North Park High School at the time the award is made.

SELECTION OF THE RECIPIENT: This ballot is sent to all Head Coaches each spring to vote on three senior athletes, ranking them #1-#3. If any head coach is related to any candidate, the assistant coach will vote in his/her place.

### **Appendix H: Academic and Athletic Achievement Recognition Standards**

North Park School District establishes the following academic and athletic standards for recognition of achievements. These standards are designed to:

- Develop NPSD as an organization that has a vision of academic and athletic excellence
- Honor and celebrate extraordinary NPSD academic and athletic achievements
- Help NPSD students, families and community members feel part of something special and exciting
- Establish the standard format for banner, plaque and senior composite quality

- Establish the annual calendar of events
- 

- I. Blue Club (Honor Roll for cumulative GPA of 3.5 or higher) and Gold Club (Honorable Mention Honor Roll for cumulative GPA of 3.0 to 3.49) are announced and published for 4th through 12 grades on the NPSD Facebook page and in the newspaper each semester.
- II. Senior composite photos are displayed in the hallway and include the following academic achievements:
  - Membership in National Honor Society
  - NPSD Salutatorian
  - NPSD Valedictorian
- III. Academic honors are displayed on the Honors Board in the hallway for the following individual achievements:
  - ACT or SAT Achievement, Composite Score of 90th Percentile or Higher
  - ACT or SAT Benchmarks Met
  - Blue Club (Semester)
  - Boettcher Scholar
  - Colorado Association of School Boards Art Awards (Middle School and High School)
  - Daniels Scholar
  - National History Day
  - National Merit Scholar
  - National Honor Society
  - Salutatorian
  - Spelling Bee Champions (Primary and Intermediate)
  - Valedictorian

Other academic achievements may be listed on the Honors Board as appropriate.
- IV. Athletic plaques are displayed in the hallway for the following achievements:
  - Montie Blevins Athlete - Individual
- V. Academic banners are displayed for the following achievements:
  - Knowledge Bowl - Team
    - State Qualifier
    - Top 3 Finish at State
  - Music - Individual
    - All-State Band
    - All-State Choir
- VI. Athletic recognition is displayed for the following team achievements:
  - Basketball - Team (Boys and Girls)
    - League Champion
    - District Runner-Up or Champion
    - Regional Qualifier
    - Regional Runner-Up or Champion
    - State Qualifier
    - Top 3 Finish at State



- Football - Team (Boys)
  - League Champion
  - State Qualifier
  - Top 3 Finish at State
- Golf - Team (Boys and Girls)
  - League Champion
  - Regional Champion
  - Top 3 Finish at State
- Track & Field - Team (Boys and Girls)
  - League Champion
  - Regional Champion
  - Top 3 Finish at State
- Volleyball - Team (Girls)
  - League Champion
  - District Runner-Up or Champion
  - Regional Qualifier
  - Regional Runner-Up or Champion
  - State Qualifier
  - Top 3 Finish at State
- Wrestling - Team (Boys)
  - Regional Champion
  - Top 3 Finish at State

VII. Athletic recognition is displayed for the following individual achievements.

- Basketball - Individual (Boys and Girls)
  - First Team All-State and/or Athlete of the Year
- Football - Individual (Boys)
  - First Team All-State and/or Athlete of the Year
- Golf - Individual (Boys and Girls)
  - First Team All-State
- Track & Field - Individual (Boys and Girls)
  - School Record (No banners for school records. Names go on the current record board.)
  - State Record
  - First Team All-State
  - State Champion and/or Athlete of the Year
- Volleyball - Individual (Girls)
  - First Team All-State and/or Athlete of the Year
- Wrestling - Individual (Boys and Girls)

- Regional Champion
- First Team All-State and/or Athlete of the Year

VIII. Banners adhere to the following quality standards:

- Banners are hung for years 1964-to-present.
- Banners are constructed of vinyl canvas.
- Banners include only school colors: royal blue and gold.
  - Royal blue background and gold lettering
- Only one banner per team sport per season may be displayed.
- Team banners include major milestones (championships).
- Individual banners are 3 x 3 feet.
- Team banners are 3.5 x 3.5 feet.
- State championship team banners are 4 x 6 feet.
- Only one banner per individual per sport per season may be displayed.
- Individual banners include major achievements and/or the final record.
- Banners are organized left to right; the oldest hang in the top left corner of the wall, and the newest in the bottom right corner.
- Add-a-Year boards are updated annually.

IX. High school yearbooks must include the following information:

- Senior high school academic and athletic achievements listed in this guide (Sections III through IX)
- Individual Final Records
- Team Final Records

X. Banners and plaques are presented to the community as follows:

- Academic, annually at the Academic Awards Banquet in the spring.
- Athletic, annually at the Athletics Awards Nights in the spring.

## **Appendix I: Referral Information**

**Concern:** Child abused or neglected by OWN family member within their OWN household  
**Action:** CALL COLORADO STATE HOTLINE at 1-844-CO-4-KIDS (1-844-264-5437)

**Concern:** Child abused by 3<sup>rd</sup> Party (someone outside their home)  
**Action:** CALL LAW ENFORCEMENT (970) 723-4242

**Concern:** Child has made a threat of harm to self or is suicidal  
**Action:** CALL Crisis Hotline 1-844-493-8255

**Concern:** Child has made threat of harm to others or is homicidal  
**Action:** CALL LAW ENFORCEMENT (970) 723-4242

**Concern:** Student has committed an offense (physical or sexual in nature) against another student that they are not related to.  
**Action:** FIRST, FOLLOW IN HOUSE SCHOOL PROTOCOL, including Title IX Sexual Harassment protocols as needed  
SECOND, CALL LAW ENFORCEMENT. They will determine if the offense meets criteria to be considered a CRIMINAL OFFENSE.

### **JACKSON COUNTY SOCIAL SERVICES Child/Adult Protection**

#### **STATE CHILD ABUSE/NEGLECT 24 HOUR HOTLINE - 1-844-264-5437**

If a child is at imminent risk of harm (has sustained serious injuries within the last 24 hours or could sustain life threatening injuries within the next 24 hours) within their own home **DO NOT** contact parents. CONTACT JCDSS, STATE HOTLINE or LAW ENFORCEMENT IMMEDIATELY. Contacting parents/alleged perpetrators interferes with any investigation and it will be up to Law Enforcement or JCDSS to contact the parents/alleged perpetrators.

**IF YOU WANT MORE INFORMATION ON RULES REGARDING MANDATED REPORTING FOR CHILD ABUSE/NEGLECT, PLEASE SEE THE COMPLETE ONLINE TRAINING found at <http://www.coloradocwts.com/mandated-reporter-training>.**

## Appendix J: Chromebook Policies and Procedures

### Use of Technology

All students in grades 6 - 12 will be required to have a school-issued Google Chromebook for educational use. The school administration will make the decision for students in grades 1-5 to either assign Chromebooks to teachers to be used as classroom sets or assign them to students individually.

This document provides students and their parents/guardians with information about the general use of technology, ownership of the devices, rights, and responsibilities for possession of the device, educational use, care of the Chromebook, and being a good digital citizen. Additionally, the last page is a Chromebook Agreement form for parents to complete.

To understand the technology use expectations, students and their parents/guardians are responsible for reviewing the [North Park School's Student Internet and Electronic Communication Policy](#) and [Annual Acceptable Use Agreement](#).

### Ownership of the Chromebook

North Park School District (NPSD) retains sole right of possession of the Chromebook. NPSD lends the Chromebook to the students for educational purposes only for the academic year. Additionally, NPSD administrative staff and faculty retain the right to collect and/or inspect Chromebooks at any time, including via electronic remote access, and to alter, add or delete installed software or hardware.

All data on the Chromebook is considered the property of the NPSD. The Chromebook and its data can be searched at any time and no data will be saved for the student. It is the student's responsibility to archive any data on his/her own personal removable media. Electronic documents, network usage, and all stored files shall not be considered confidential and may be monitored at any time by designated district personnel to ensure appropriate use. The District complies fully with local, state, or federal officials in any investigation concerning or relating to violations of computer crime laws.

### Receiving Your Chromebook

All students in grades 6-12 and their parents/guardians are required to sign the [NPSD Chromebook Technology Pledge](#) before a Chromebook will be issued to their student.

### Chromebook Identification

The school will maintain a log of all Chromebooks that includes the Chromebook serial number, asset tag code, and name and ID number of the student assigned to the device. Asset tags, serial numbers and other school identification may not be modified or tampered with in any way. ***Students will be charged the full replacement cost of a Chromebook, Chromebook charger, and other accessories for tampering with a school asset tag, serial number, or other forms of identification.***

### Users

Each student will be assigned the same Chromebook for the duration of his/her time at NPSD or for a reasonable lifespan of the device (minimum of 4 years). Take good care of it!

### Using Your Chromebook Outside of School

Students are encouraged to use their Chromebooks at home and other locations outside of school. A WiFi Internet connection will be required for the majority of Chromebook use, however, some applications can be

used while not connected to the Internet. Students are bound by the NPSD Acceptable Use Policy and all other guidelines in this document wherever they use their Chromebooks.

### **Returning Your Chromebook, End of Year**

At the end of the school year, students will turn in their assigned Chromebooks and all assigned peripherals and accessories. Failure to turn in their assigned Chromebook, power adapter, and/or peripherals will result in the student being charged the full replacement cost for the Chromebook, power adapter, and/or other peripherals. Additionally, a report of stolen property with the local law enforcement agency will be filed by the school or school designee.

### **Returning Your Chromebook, Transferring/Withdrawing Students**

Students that transfer out of or withdraw from NPSD must turn in their assigned Chromebooks, power adapters, peripherals, and accessories to campus office personnel on their last day of attendance. Failure to turn in their assigned Chromebook, assigned power adapter, assigned peripherals, and assigned accessories will result in the student being charged the full replacement cost for each item. Unpaid fines and fees of students leaving NPSD may be turned over to a collection agency. Additionally, a report of stolen property with the local law enforcement agency will be filed by the school or school designee.

### **Student Responsibilities**

Students are responsible for the general care of the Chromebook that was issued to them by the NPSD.

#### **Preparedness for School**

- Students will bring their Chromebook to school each day. Students are responsible for bringing their Chromebooks to all of their classes unless specifically instructed not to do so by their teacher.
- Students will come to school each morning with the battery fully charged. If students do not have their Chromebook or it is not charged, they will be considered unprepared for class.

#### **General Usage of Chromebook and Installed Devices**

- Use of the Chromebook at school is for academic purposes only. Students will not use Chromebooks for game playing, instant messaging, chat rooms or online forums unless part of a school project and with teacher consent.
- Students will not use the Chromebook webcam to photograph any other student or teacher unless for academic purposes, and only with the other person's consent.
- Students will not use the Chromebook microphone to record any other student or teacher unless for academic purposes, and only with the other person's consent.
- Inappropriate content is not allowed on Chromebooks.
- Presence of weapons, pornographic materials, inappropriate language, alcohol, drug, and gang-related symbols or pictures will result in disciplinary actions.
- Under no circumstances should you open (or attempt to open) your school computer's case. Touching the wrong components may not only damage the computer, but it may also seriously hurt you. Report the failure to the Teacher or IT person in your school. Let a district technician handle any repairs that require the case to be opened.
- Chromebooks must remain free of any writing, drawing, stickers, or labels that are not the property of the North Park School District. **Removable** decals are allowed.
- A water bottle may be used next to your Chromebook if it has a lid - open containers or containers with an opening in the lid are not allowed. If food or drink causes your Chromebook

to need repairs or replaced then you are responsible for the expense of the repair or replacement. The use of food and drink near your Chromebook will be considered intentional damage.

- No food is allowed next to your Chromebook while it is in use. If food or drink causes your Chromebook to need repairs or replaced then you are responsible for the expense of the repair or replacement. The use of food and drink near your Chromebook will be considered intentional damage.
- Chromebooks must never be left in an unlocked car or any unsupervised area. Unsupervised areas include the school grounds, the lunchroom, vehicles, bathrooms, computer labs, library, unlocked classrooms, and hallways. Any Chromebook left in these areas is in danger of being stolen. If a Chromebook is found in an unsupervised area, it should be taken immediately to the office. Multiple offenses will result in disciplinary action.
- Students may be selected at random by teachers or administrators to provide their Chromebook for inspection for damages or misuse.
- Students are required to follow all copyright laws around all media including text, images, programs, music, and video. Downloading, sharing, and posting online illegally obtained media is against the Acceptable Use Policy.
- Students are required to practice [digital citizenship](#) at all times.

### **Proper way to carry your Chromebook**

- Be sure to use both hands if you are moving your Chromebook.
- Never lift or carry by the screen as you can either break the screen or damage the hinge. It is safer to close the Chromebook before moving.

### **Protect the Chromebook screen**

- Chromebooks are particularly sensitive to damage from excessive pressure on the screen.
- Close the Chromebook screen before moving it, unless directed to do so by a teacher.
- Do not lean on the top of the Chromebook when it is closed.
- Do not place anything near the Chromebook that could put pressure on the screen.
- Do not place anything in the carrying case that will press against the cover.
- Do not poke the screen.
- Do not place anything on the keyboard before closing the lid (e.g. pens, pencils, or disks).
- Clean the screen with a soft, dry cloth or anti-static cloth. DO NOT USE BLEACH!
- Do not bump the Chromebook against lockers, walls, car doors, floors, etc. as it will eventually break the screen.
- Heavy objects should never be placed on top of Chromebooks.

### **Installing Programs/Deleting Files/Downloading & Streaming**

- Students will not attempt to install or download software not approved for District use.
- Students may not delete, move or rename any folders or files that they did not create or that they do not recognize.
- Students will not download streaming video, or music or participate in any task which would require excessive amounts of bandwidth while connected to the school network unless the task is teacher sanctioned
- Students will not reset the configuration of the Chromebook.

### **Sound**

- Sound will be muted at all times unless permission is obtained from the teacher for instructional purposes.

- Headphones may be used only if the instructional software has an audio component.
- Students should have their own personal set of headphones for sanitary reasons.

### **Music, Games, and Other Programs**

- Music and games may not be downloaded or streamed over the Internet. This may be a violation of copyright laws. and we do not have the bandwidth to support this
- All software loaded on the Chromebook must be installed by district personnel and/or be district approved.

### **No Loaning or Borrowing Chromebooks**

- The school Chromebook is assigned to you for your use alone. Please don't allow others to use your device while in use. Remember you are responsible for any damage or misuse.
- Students must not loan Chromebooks to other students.
- Students must not borrow Chromebooks from other students.
- Students must not share usernames and passwords with others.

### **Keep It Clean**

- Don't use your Chromebook while you eat. Make sure your hands are clean when using your Chromebook.
- To clean, shutdown your Chromebook, disconnect the power adapter and network cable. Use a damp, soft, lint-free cloth to clean the computer's exterior. Avoid getting moisture in any openings. Do not spray liquid directly on the computer.
- Don't use aerosol sprays, solvents, or abrasives.

### **Heat**

- Always place your Chromebook on a flat, stable surface.
- Do not place it on top of stacks of paper, blankets, upholstery, or anything else that is an insulator.
- Excessive heat buildup will lead to premature failure. The computer needs proper airflow to operate correctly.

### **Chargers**

- Avoid bending the charger's cord at sharp angles.
- Don't strain the power cord at right angles to the power port. This can damage the charger's cord, and the computer itself.
- Position your charger so that you won't roll over the cord with a chair, close it in your locker or catch the cord in the sharp edges of desk drawers.
- Disconnect all connected cords, USB memory, and any adapters before putting your Chromebook into a carrying case, bag, or slot in a mobile cart.
- Be careful and gentle as you connect and disconnect the power cord.

### **Repairing/Replacing Your Chromebook**

NPSD is purchasing these Chromebooks and will assume the financial liability for Chromebook repairs or replacement due to *normal and typical daily use or manufacturing defects* covered under warranty.

The North Park School District is offering an [optional insurance plan](#) for all Chromebooks being used in the 1:1 initiative. If you opt-out of the insurance the cost of repairing or replacing the Chromebook is then the full responsibility of the student/parent.

If a student does not have to use their Chromebook insurance for the school year it was purchased, the insurance will roll into the next school year. If a student does have to use the Chromebook insurance during the school year, they will need to renew the insurance for the next school year. Please contact the technology director to confirm if you have purchased insurance and if it will roll for the next school year.

### **Option 1: [Purchasing Insurance for a Chromebook](#)**

#### ***\$20 - Full School Year Coverage***

- Covers **accidental** damage, including but not limited to power surges, drops, falls, collisions, vandalism, flood, fire, and smoke, as well as damage to batteries and AC adapters. Should a student have a second instance of accidental damage, the parent/guardian will be required to pay the first \$75 of the repair cost. The repair cost for a third instance of accidental damage is \$100. After a third incident, the student is no longer eligible for reduced repair costs and must pay the full repair or replacement cost for their device. Replacement of lost or stolen devices is also covered by this deposit providing a report has been filed with the appropriate authorities. This deposit does not cover lost power adapters. Any student intentionally damaging a device will be responsible for the entire repair or replacement cost of the device.

Summary of \$20 Repair Deposit Coverage:

Incident of damage	Repair/Replacement Policy
First incident	No charge
Second incident	\$75
Third incident	\$100
Additional incidents	Full repair or replacement cost at the family's expense
Intentional Damage	Full repair or replacement cost at the family's expense

### **Option 2: No Insurance**

- Parents/Students are responsible for full repair and replacement costs
- Approximate costs associated with Chromebook repair and replacement
  - Chromebook Replacement - \$220
  - Screen Replacement - \$75
  - Shipping Chromebook for Repair - \$20

#### **Claims**

Any damaged or malfunctioning Chromebook, whether from normal use or accidental damage, should be reported immediately to the technology director so repairs can be made and further damage avoided. In the case of theft, vandalism, and other criminal acts, a police report must be filed by the student or parent within 48 hours of the occurrence. Incidents happening off-campus must be reported to the police by the parent and a copy of the police report be brought to the school. Failure to report a lost or stolen



Chromebook immediately may result in a request for compensation for the replacement cost of the Chromebook.

### **Loaner/Replacement Devices**

Loaner devices may be issued to students when they leave their school-issued Chromebook for repair. The student will be responsible for any damage to or loss of the loaned device. Loaned devices will not be allowed to be taken home and will be distributed on a first-come, first-serve basis.

### **Content Filter and Chromebook Monitoring**

The school utilizes an Internet content filter and Chromebook monitoring software that is in compliance with the federally mandated Children's Internet Protection Act (CIPA). In addition, Google SafeSearch is enabled on all NPSD Chromebooks by default. All Chromebooks will have Internet activity protected and monitored by the school while on campus and at home if **students log in with their school credentials**. If an educationally valuable site is blocked, students should contact their teachers to request the site be unblocked.

**No filter is 100% accurate!** Parents/guardians, please take the necessary precautions for internet safety with your student! **It is ultimately the family's responsibility to monitor the student's use while the student is at home.** Parents/guardians are responsible for filtering and monitoring any internet connection students receive that is not provided by the school.

### **Network Connectivity**

The North Park School District makes no guarantee that the district's network will be up and running 100% of the time. In the rare case that the network is down, the district will not be responsible for lost or missing data.

## Appendix K: Digital Citizenship

### Appropriate Uses and Digital Citizenship

While working in a digital and collaborative environment, students should always conduct themselves as good digital citizens by adhering to the following:

- 1. Respect Yourself.** I will show respect for myself through my actions. I will select online names that are appropriate. I will use caution with the information, images, and other media that I post online. I will carefully consider what personal information about my life, experiences, or relationships I post. I will not be obscene. I will act with integrity.
- 2. Protect Yourself.** I will ensure that the information, images, and materials I post online will not put me at risk. I will not publish my personal details, contact details, or a schedule of my activities. I will report any attacks or inappropriate behavior directed at me while online. I will protect passwords, accounts, and resources.
- 3. Respect Others.** I will show respect to others. I will not use electronic mediums to antagonize, bully, harass, or stalk people. I will show respect for other people in my choice of websites: I will not visit sites that are degrading to others, pornographic, racist, or inappropriate. I will not enter other people's private spaces or areas.
- 4. Protect Others.** I will protect others by reporting abuse and not forwarding inappropriate materials or communications. I will avoid unacceptable materials and conversations.
- 5. Respect Intellectual property.** I will request permission to use copyrighted or otherwise protected materials. I will suitably cite all uses of websites, books, media, etc. I will acknowledge all primary sources. I will validate the information. I will use and abide by the fair use rules.
- 6. Protect Intellectual Property.** I will request to use the software and media others produce. I will purchase, license, and register all software or use available free and open-source alternatives rather than pirating software. I will purchase my music and media and refrain from distributing these in a manner that violates their licenses.

### Copyright and File Sharing

Students are required to follow all copyright laws around all media including text, images, programs, music, and video. Downloading, sharing, and posting online illegally obtained media is against the Acceptable Use Policy.

## Appendix L: Chromebook Technology Pledge

### Student Pledge for Chromebook Use:

I, \_\_\_\_\_, (print student's name) agree to the following conditions:

1. I will follow all of the policies and regulations included in the Chromebook Policy, Procedure, and Information handbook while at school as well as outside of the school day.
2. I will file a police report in case of theft, vandalism, and other acts covered by insurance.
3. I agree to return my assigned District Chromebook, power cord and other peripherals in good working condition.

### Parent Pledge:

I, \_\_\_\_\_, (parent's name) recognize that it is my responsibility to monitor my child's internet use and I will not hold the school district or its employees or agents responsible for any harmful or illegal materials acquired by my child. I also will take full responsibility for any damage that occurs to the Chromebook while the device is in my child's possession.

### Agreement

I agree to the stipulations set forth in the above document.

Student Name \_\_\_\_\_ Student  
(Please Print): \_\_\_\_\_ Signature: \_\_\_\_\_

Parent \_\_\_\_\_ Parent  
Name (Please Print): \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

There are two options explained on the back of this form. ***Please choose the option*** you would like to use for this school year.

\_\_\_\_\_ **Option 1:** You are stating that you would like to take the insurance on the Chromebook. \*Checks may be made out to the North Park School District. Please include "Chromebook Insurance" in the description.

\_\_\_\_\_ **Option 2:** You are stating that you want to opt-out of the insurance

## Appendix M: Chromebook Optional Insurance Plan

If a student does not have to use their Chromebook insurance for the school year it was purchased, the insurance will roll into the next school year. If a student does have to use the Chromebook insurance during the school year, they will need to renew the insurance for the next school year. Please contact the technology director to confirm if you have purchased insurance and if it will roll for the next school year.

The North Park School District is offering an optional insurance plan for all Chromebooks being used in the 1:1 initiative. If you opt-out of the insurance the cost of repairing or replacing the Chromebook is then the full responsibility of the student/parent. There are two options on this form to choose from.

### Option 1

Purchasing Insurance on Chromebook \$20 – full school year of coverage

- Covers **accidental** damage, including but not limited to power surges, drops, falls, collisions, vandalism, flood, fire, and smoke, as well as damage to batteries and AC adapters. Should a student have a second instance of accidental damage, the parent/guardian will be required to pay the first \$75 of the repair cost. The repair cost for a third instance of accidental damage is \$100. After a third incident, the student is no longer eligible for reduced repair costs and must pay the full repair or replacement cost for their device. Replacement of lost or stolen devices is also covered by this deposit providing a report has been filed with the appropriate authorities. This deposit does not cover lost power adapters. Any student intentionally damaging a device will be responsible for the entire repair or replacement cost of the device.

#### Summary of \$20 Repair Deposit Coverage:

Incident of damage	Repair/Replacement Policy
First incident	No charge
Second incident	\$75
Third incident	\$100
Additional incidents	Full repair or replacement cost at the family's expense
Intentional Damage	Full repair or replacement cost at the family's expense

### Option 2: No Insurance

- Parents/Students are responsible for full repair and replacement costs
- Approximate costs associated with Chromebook repair and replacement
  - Chromebook Replacement - \$220
  - Screen Replacement - \$75
  - Shipping Chromebook for Repair - \$20

### Claims

Any damaged or malfunctioning Chromebook, whether from normal use or accidental damage, should be reported immediately to the technology director so repairs can be made and further damage avoided. In the case of theft, vandalism and other criminal acts, a police report must be filed by the student or parent within 48 hours of the occurrence. Incidents happening off campus must be reported to the police by the parent and a copy of the police report be brought to the school. Failure to report a lost or stolen Chromebook immediately may result in a request for compensation for the replacement cost of the Chromebook.

## Appendix N Internet Use Agreement

### **Student Use of the Internet and Electronic Communications Contract** **North Park School District R-1**

Parent or guardian: Complete this form and give it to the Technology Director. This contract between the student, parent/guardian and the school is valid for the 2022-2023 school year. Please read carefully before signing.

With access to vast amounts of information and instant communication with people around the world, information is available that is not necessarily of educational value or appropriate for students. The school has taken precautions, including the use of filters that block access to obscenity, child pornography, and other information harmful to minors. However, on a global network, it is not possible to control all information, and industrious users might obtain access to inappropriate content.

The school believes that the value of information and interaction available online far outweighs the possibility that students and employees might access information that is not consistent with our education values or goals. Each staff member is responsible to educate students about and monitor students to ensure appropriate online behavior, including interactions on social media sites and chat rooms, as well as cyberbullying awareness and response. The school offers training sessions, one-to-one education with individual students, and educational handouts.

Student: My signature below is binding and indicates that I have read, understand, and will abide by the school's Policy JS: Student Use of the Internet and Electronic Communications. If I violate or misuse my access to the school's technology devices, I understand and agree that my access privileges may be revoked and disciplinary and/or legal action may be taken. If I am 18 years or older, I hereby release the school from all costs, claims, damages, or losses resulting from my use of school technology devices, computers, and computer systems, including use of the Internet and electronic communications, including but not limited to any user fees or charges incurred through the purchase of goods or services.

Student's Printed Name:

Student's Signature:

Student's Grade Level

Date

If the user is under 18 years of age, the parent/guardian must also sign this contract.

Parent/Guardian: As the parent/guardian of the student named above, my signature below is binding and indicates that I have read, understand, and will abide by the school's Policy JS: Student Use of the Internet and Electronic Communications. I understand that access to the Internet and electronic communications is for educational purposes and that the school has taken precautions, including the use of filters that block access to obscenity, child pornography, and other information harmful to minors. I also recognize that it is not possible for the school to prevent access to all information I find

harmful, and I agree not to hold the school responsible for such information accessed by my student. Further, I accept responsibility for supervision of my student's use of the Internet and electronic communications when s/he is not in a school setting. I hereby release the school from all costs, claims, damages, or losses resulting from my student's use of school technology devices, computers, and computer systems, including use of the Internet and electronic communications, including but not limited to any user fees or charges incurred through the purchase of goods or services. I hereby give permission to issue an Internet and electronic communications account for my student.

Parent's/Guardian's Printed Name:

Parent's/Guardian's Signature:

Date

## **Appendix O: Concurrent Enrollment**

### **What is concurrent enrollment?**

*Concurrent enrollment is a key strategy* in successfully transitioning students from high school to college and careers and in increasing attainment and closing equity gaps in Colorado.

*Concurrent enrollment courses provide* high school students with the opportunity to take college credit-bearing courses, free from tuition and where the course both carries college credit and high school credit toward graduation. Concurrent enrollment courses are taught by college-approved instructors in a secondary environment, at the campus of a local higher education provider, or in an online environment.

*Concurrent enrollment also facilitates* close collaboration between high school teachers and college faculty that fosters alignment of secondary and postsecondary curriculum.

Colleges use the acronym CEPA to refer to the college concurrent enrollment program; the acronym reflects the name of the legislation that supports this program - Concurrent Enrollment Programs Act.

### **Benefits to students and families**

Data from the past 10 years of successful implementation of concurrent enrollment in Colorado schools shows participation in concurrent enrollment is associated with:

- An increased likelihood of enrolling in college after high school (23 percentage points higher)

- A decreased need for remediation (11 percentage points lower)

- Higher earned cumulative credit hours by the end of the first year (9 more credit hours)

- Higher first-year grade point averages (0.15 higher)

- Higher first-year retention rates (3 percentage points higher)

- Tuition savings for families making college more attainable and affordable

## **What is the difference between Dual Enrollment and Concurrent Enrollment?**

Concurrent enrollment requires that courses are sanctioned and paid for by the school district, are part of the student's plan of study, or Individual Career and academic plan (I-CAP), and are awarded college credit along with high school credit toward high school graduation. Concurrent classes happen within the high school schedule and if approved, can be outside of the student's schedule such as a zero hour. The goal of collaborating with your counselor regarding your plan is to avoid random classes that do not support your graduation or career needs. North Park's concurrent enrollment partners are Colorado Mountain College (CMC) and Colorado Northwestern Community College (CNCC).

Dual enrollment refers to classes that a student may elect to take with a college that is paid for by the student and does not count toward their high school graduation. Therefore the student is dually enrolled at both institutions but the class is not concurrently taken in both a college and high school pathway as in the case of concurrent enrollment. These classes are not dependent upon the high school counselor's review and approval of the course fitting the students ICAP. The key difference is that the college class is not offered inside of a high school schedule. It is only offered through a college schedule.

If you have approval from the high school counselor that a college course fits with a student's ICAP and works within a student's schedule, then the course will be managed as a concurrent enrollment course will be a part of the student's transcript.

If a college course is not approved by a counselor, then a student may still take the college course, but only as a dual enrollment student, and not paid for by the district.

## **Eligibility for CEPA- North Park has a cooperative agreement with Colorado Mountain College and Colorado Northwestern Community College**

To be eligible to take CEPA classes you must:

- Be at least in the 9th grade and under 21 years of age.
- Show college level readiness through multiple measures assessed by your high school in collaboration with college staff. These will include PSAT10 scores, SAT, ACT or Accuplacer test scores, high school GPA and Counselor recommendation.
- Be in good academic and fiscal standing with the college. An outstanding bill with the college may preclude a student from enrolling.
- Obtain parental and counselor approval as indicated by the signed CEPA Agreement.
- Concurrent coursework must align with a student's ICAP goals and be specified in their ICAP.

## **How do I sign up for CEPA Classes?**

Students interested in taking CEPA classes should talk to their high school guidance counselor first to discuss eligibility.

Then the student will take the following steps:

- Meet with your high school counselor and plan your Concurrent/High school schedule, which includes alignment with your graduation goals or ICAP.

- If you do not have SAT/PSAT/ACT test scores, register for a free Accuplacer test. This test will provide you with a placement into college level classes.
- [Complete the North Park Concurrent Enrollment Agreement/Application form](#) and the [College Concurrent Enrollment Form](#)(this one is an example and may change year to year) - your high school counselor will help you access both forms. This form cannot be completed online and requires signatures from your parent/guardian and your high school counselor or principal.
- Return the CEPA Enrollment form to your high school counselor.

The college will register you for classes once your high school counselor has returned this form with assistance from your high school counselor.

### **How much does it cost to take a class?**

The district will pay the tuition for post secondary courses completed by a qualified student and for which the qualified student receives high school credit. The tuition paid by the district for the qualified student's successful completion of an approved postsecondary course will be in accordance with the Act and the district's cooperative agreement with the institution of higher education. One exception is credit recovery during the summer, which is paid for by the parents/students. Concurrent Enrollment classes are not available in the summer.

Other fees, such as lab or program fees and textbook fees are the responsibility of families. Any courses not approved by the high school are the full responsibility of the family. Payment of any class fees must be provided at registration directly to the college. (Board policy IHCD A)

### **How do I get my textbooks?**

You will receive an email from college containing your login information and textbook details. Please make sure you are checking your e-mail frequently. It is very important to order your books immediately in order to set you up for success in your classes.

### **What do I do if I need to withdraw from a class?**

Sometimes students find that college classes are too much for them or not to their liking and they may decide to drop the class. If you want to drop or withdraw from a college class, you must notify your high school counselor **and** college for the correct procedure. **Your instructor or high school counselor cannot withdraw you from a college class.** If you are receiving concurrent credit (both high school and college credit), your high school will assist you in making an appropriate schedule change.

Remember that CEPA courses carry college credit. It is important that you realize your high school grade point average may be affected by your college grades, thus affecting your high school graduation rank and status.

### **What if I fail a concurrent enrollment class?**

If a student unsuccessfully completes a concurrent enrollment class, then the student will not receive high school or college credit for the class. A student may retake the class, if approved as a concurrent enrollment class. The process is the same for credit recovery of any high school class. Upon successful completion of the class, a high school credit will be awarded and will be added to the transcript along with the unsuccessful attempt.



## **What services are available to me?**

Even though you are still in high school, you are an enrolled student at the college. This means all college services are available to you. The college provides a wide variety of services to its students including: online tutoring/learning support, services for students with disabilities, academic advising and career exploration. Please contact the CEPA Coordinator for more information about these services.

Students must:

- Complete orientation module for each class student is enrolled; submits copy of course syllabus to school counselor
- Submit grades weekly to the school counselor (failure to do so will affect student's eligibility)
- Set up required email account(there may be more than one)
- Read and respond to email from concurrent enrollment institution
- Contact instructor if needing assistance with assignments
- Contact school counselor in a timely fashion with questions/concerns regarding courses
- Understand that:
  - Transfer course credits will only transfer to other institutions if they earn a C or better in the course.
  - The grade received in this course will appear on their official college transcript and cannot be removed.
  - If they withdraw from the course after the drop/add date, they will receive a W or F on their college transcript.
  - Students are responsible for any additional class fees and the purchase of required textbooks
  - If the student receives a grade of "D" or lower, an "Incomplete" or withdraws in one or more of their CEPA classes after the refund date, the student and parent will be responsible for reimbursing North Park for payment for the respective class(es)

## **What is the class attendance policy?**

Students are expected to attend all classes except in cases of sickness, accident or other situations of extreme emergency. Faculty members set their own attendance policies and will provide a syllabus outlining expectations relating to class attendance in their classes. College syllabi are a legally binding document and students should fully review the contents of the course syllabus. Students must understand that a record of excessive absences on the part of the student can adversely affect their final grades. Faculty will report any record of excessive absences to the Site Coordinator or the CEPA Coordinator.

Students are responsible for communicating anticipated absences to the instructor and following up with all missed work. In a college environment this is the responsibility of the student and not a parent/guardian or high school counselor.

Students may fully participate in high school activities however, please consider all the above statements regarding student responsibilities if you are a competitive athlete or highly involved in extracurricular activities. You will need to find a way to balance the needs of your college classes with your other responsibilities.

Please be sure you understand this attendance policy. A student's failure to attend a college class is their responsibility to manage.

## **Do concurrent enrollment classes count for CHSAA eligibility?**

Yes, students are required to submit their grades to their high school counselor for eligibility each week by showing the counselor their current grades in their class. Failure to submit grades weekly will result in being ineligible for the week.

## **What about school holidays?**

- If you are taking an online Concurrent (CEPA) course at North Park, during the school day, and the high school is closed, it is possible that your class will still meet so make sure you communicate clearly to your instructor.
- It is your responsibility as a college student to manage your schedule and get the relevant scheduling information from your instructor.

## **Are CEPA college credits transferable?**

The state of Colorado guarantees that certain general education courses will transfer to any public college or university in the state. These are called Guaranteed Transfer Courses and are denoted in the course catalog. Many college-level courses earned are also transferable to other institutions of higher education throughout the nation. If you know where you will be attending college after high school, we suggest that you check with the appropriate college official now to determine transferability.

## **How do I send my CEPA credits to another college or university?**

You can order official transcripts from the college website. Since colleges do not accept copies of transcripts that are submitted by the student, you should always request that the college send transcripts directly to other colleges and universities for you.

What if I participate in the CEPA program and want to continue with the college after I graduate from high school?

1. Submit a "regular" Application for Admission If you plan to use financial aid, complete the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.gov](http://www.fafsa.gov)
2. Call the college and make an appointment with an academic advisor to discuss your major and plan your classes.

## **CEPA Courses and Weighted High School Credits?**

All CEPA courses that are **Guaranteed Transferable Credit** classes will be weighted.

Scale: A=5, B+= 4.5 B=4, C+= 3.5, C=3, D+=2.5 D=2, F=0

## **High School Credit awarded for CMC CEPA courses**

Students will be awarded .5 high school credit for each completed CEPA course of 3 credit hours or greater. Students will be awarded 0.25 high school credits for each completed CEPA course of 1-2 credit hours.

## Concurrent Enrollment Agreement/Worksheet

North Park High School is excited to be able to offer concurrent enrollment courses to ninth-twelfth grade students with higher learning objectives and desires. Taking a concurrent enrollment course comes with additional responsibilities and expectations. It is the student's responsibility to prove that they understand the requirements, and that they can work independently. Ultimately, the decision to approve any concurrent enrollment course will be up to the principal.

Prior to enrollment a \$200 deposit must be received by the North Park School District. Students are required to obtain a C or better in any concurrent enrollment course. Students that receive a D grade or fail one or more concurrent enrollment courses will lose their \$200 deposit AND may be required to reimburse North Park High School for the remainder of the tuition and fees incurred and will not be considered for re-enrollment without additional evaluation by the principal.

Prior to enrollment the following requirements must be completed prior to the term of the student's proposed start of the course:

- 1) Registration paper through the institution must be completed
- 2) The student must not be considered chronically absent and must be in good academic standing
- 3) The student must have demonstrated the ability to work independently and efficiently
- 4) The student must answer the following questions on a separate document
  - a) Why do you want to take this concurrent enrollment course? How will this benefit you?
  - b) Do you understand the requirements/responsibility that come with taking a college level course while still in high school?
  - c) How do you plan to be successful in this course?
- 5) The student, parent, and school counselor agree to adhere to the following responsibilities once enrolled in a concurrent enrollment course:

Student	Parent	School Counselor
Completes orientation module for each class student is enrolled; submits copy of course syllabus to school counselor	Verifies that student has completed appropriate orientation modules for the class and reviews course syllabus	Supervises students while completing orientation modules for each class student is enrolled; maintains copies of course syllabus
Submits grades weekly according to format specified by school counselor (failure to do so will affect student's eligibility)	Have student share current grade/class progress weekly	Enters grades weekly in PowerSchool and submits grades for eligibility purposes; verifies that student is making adequate progress weekly
Sets up required email account(there may be more than one)Reads and responds to email from concurrent enrollment institution	Encourages student to check email regularly	Is familiar with important deadlines, policies, etc. with concurrent enrollment institution

Contacts instructor if needing assistance with assignments	Encourages student to contact instructor for assistance	Reviews assignment grades and work quality to help students improve in future work
Contacts school counselor in a timely fashion with questions/concerns regarding courses	Contacts school counselor in a timely fashion with questions/concerns regarding courses	Addresses questions/concerns with students/parents regarding courses

Signatures:

Student \_\_\_\_\_ Parent/Guardian \_\_\_\_\_

Principal \_\_\_\_\_ Date \_\_\_\_\_

## School Song

We are the Wildcats from North Park High  
We've got the spirit to do or die  
Keep on fighting for our school  
Pride and spirit is the rule  
We never falter we never fall  
Our school is always greatest of all  
Win or lose we play the game  
Sportsmanship is our middle name  
(rah, rah, rah)  
Fight on you Wildcats  
Fight on for fame  
Go in there and win this game  
We are proud as we can be  
So fight on for victory!